

PLEASE NOTE TIMES OF MEETING

A meeting of the Education & Communities Committee will be held on Tuesday 14 June 2022.

The Communities business will commence at 1pm and the Education business at 4pm.

Members may attend the meeting in person or via remote online access. Webex joining details will be sent to Members and Officers prior to the meeting. Members are requested to notify Committee Services by 12 noon on Monday 13 June 2022 how they intend to access the meeting.

In the event of connectivity issues, Members are asked to use the *join by phone* number in the Webex invitation and as noted above.

Please note that this meeting will be live-streamed via YouTube with the exception of any business which is treated as exempt in terms of the Local Government (Scotland) Act 1973 as amended.

Information relating to the recording of meetings can be found at the end of this notice.

IAIN STRACHAN
Head of Legal and Democratic Services

BUSINESS

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The reports are available publicly on the Council's website and the minute of the meeting will be submitted to the next standing meeting of the Inverclyde Council. The agenda for the meeting of the Inverclyde Council will be available publicly on the Council's website.

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If you are participating in the meeting, you acknowledge that you may be filmed and that any information pertaining to you contained in the recording or live-stream of the meeting will be used for webcasting or training purposes and for the purpose of keeping historical records and making those records available to the public. In making this use of your information the Council is processing data which is necessary for the performance of a task carried out in the public interest. If you are asked to speak at the meeting then your submission to the committee will be captured as part of the recording or live-stream.

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Enquiries to – **Colin MacDonald** – Tel 01475 712113

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|-------------------------|---|--------------------|------------------------|
| Report To: | Education & Communities Committee | Date: | 14 June 2022 |
| Report By: | Corporate Director Education, Communities & Organisational Development | Report No: | EDUCOM/36/22/HS |
| Contact Officer: | Hugh Scott | Contact No: | 01475 715459 |
| Subject: | Communities Capital Programme Progress and Asset Related Items | | |

1.0 PURPOSE

- 1.1 The purpose of this report is to consider performance reporting for the Communities part of the Education and Communities Committee and provide an update in respect of the status of the projects forming the Communities Capital Programme and Asset related items.

2.0 SUMMARY

- 2.1 This report advises the Committee of the progress of the projects within the Communities Capital Programme and those external grant funded projects where the Council holds all or part of the grant funding for projects being progressed through partner organisations.
- 2.2 The report also provides an update on other Council Community Asset related activity.

3.0 RECOMMENDATIONS

- 3.1 That the Committee notes the current position of the 2022/25 Capital Programme and the progress on the specific projects and work of the Asset Transfer Working Group.
- 3.2 That the Committee notes the use of powers delegated to the Chief Executive to issue an acceptance for the Waterfront Leisure Centre Training Pool Moveable Floor project was authorised by Councillors Clocherty, McGuire and Robertson, and the Chief Executive.
- 3.3 That the Committee notes the use of powers delegated to the Chief Executive to issue an acceptance for the King George VI Community Hub project was authorised by Councillors Clocherty, Robertson and McCabe, and the Chief Executive.

Ruth Binks
Corporate Director
Education, Communities and
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 24 February 2022.
- 4.2 The report also covers progress of external partner projects where the Council holds all or part of the funding through successful bids as part of the Scottish Government Regeneration Capital Grant Fund process.

5.0 COMMUNITIES CAPITAL PROJECTS

5.1 Lady Alice Bowling Club

The Council continues to support the management committee of Lady Alice Bowling Club in respect of the proposals for the building and project costs. The club and its agent are currently engaged with the Planning Service to extend the period of validity for the previously submitted and approved application. The Council has been provided with details of the proposed scheme and will also be provided with cost information from the tender exercise undertaken confirming that the estimated cost is within the available budget. The estimated timescale for commencement of works on site is September 2022.

5.2 Indoor Sports Facility for Tennis

Officers from Inverclyde Council and Inverclyde Leisure continue to engage with all stakeholders involved in the project, including funding partners sportscotland and the Lawn Tennis Association. Due to the recent significant increase in the estimated cost of the project, work has been ongoing to assess the options for addressing the progression of the project. The project has been impacted by the current extremely unpredictable market position in terms of construction sector activity through the combination of sharply rising prices for construction materials, disrupted supply chains and labour shortages in addition to site specific abnormal factors. Inverclyde Council has now written to sportscotland seeking further information and guidance with regards to moving forward with the current project in light of the significant increased costs. A further update will be provided to the next Committee.

5.3 Leisure Pitches Asset Management Plan / Lifecycle Fund

The lifecycle works continue to be progressed based on the asset plan agreed at the September 2020 Education & Communities Committee. Tenders have been issued and returned for the 3G pitch carpet replacement at Battery Park with formal acceptance imminent. It should also be noted that the Council, in partnership with Greenock Morton Community Trust, was successful through an application to the Scottish FA Grassroots Pitch & Facilities Fund with an award of £150K confirmed for the Battery Park project. Tenders have also recently been issued for the Drumshantie Road 3G pitch carpet replacement.

5.4 Grieve Road Community Centre

The original allocation of £200K for partial refurbishment / general upgrade works was made in the 2019/20 budget with progress on works and expenditure reported through the Education & Communities Committee. That allocation was insufficient to progress the final element of work required which involved minor internal alterations and ventilation / daylighting improvements through installation of high level windows within the main hall space which is being funded from the Core Property General Provision within the Environment & Regeneration capital programme. The final phase of work is now almost complete.

5.5 Wemyss Bay Community Centre

The original allocation of £100K for general upgrade works was made in the 2019/20 budget

with progress on works and expenditure reported through the Education & Communities Committee. That allocation was fully expended with a final element of work required involving ventilation / daylighting improvements through installation of high level windows within the main hall space which is being funded from the Core Property General Provision within the Environment & Regeneration capital programme. This final phase of work has now been completed.

5.6 Whinhill Golf Club Lifecycle Works

The original £250K allocation has now been fully expended. The completed works include replacement of windows, doors and security shutters. External works included fencing and security improvements. The most recently completed phase addressed the 'Starter's Room' accommodation comprising internal alterations and new fittings / finishes. Property Services is progressing design work in relation to the replacement of the existing oil fire heating system with consideration of conversion to air source heat pump. It should be noted that any further works will be subject to a further allocation of funding from the Core Property budget within Environment & Regeneration capital programme.

5.7 Waterfront Leisure Centre Training Pool Moveable Floor

Tenders for the works were issued at the end of January and were returned at the end of February 2022. The tenders were returned in excess of the available budget due to a combination of the current market volatility; the specialist nature of the works and limited suppliers; and inclusion of a robust contingency allowance to address the necessary draining of the pool tank and possibility of associated unforeseen works. The Committee is requested to note the use of powers delegated to the Chief Executive to issue an acceptance for the project which was recommended to address the early commencement of the specialist contractor design and significant lead-in period related to the manufacture and delivery of the moveable floor. Approval was also sought through the Convener of the Policy & Resources Committee related to the allocation of £75K of the available cost pressures contingency held by that Committee, which was necessary to address the budget gap and project progression. A formal acceptance has been issued with pre-start meeting held with the main contractor and with the final site programme subject to the specialist sub-contractor survey, design and manufacture process.

5.8 Watt Institution Creativity Space

National Heritage Lottery Funding was secured through the 'Watt Voices' project to address internal alterations to an existing office space and formation of a creativity space. Works commenced on site 25 October 2021 and were completed at the end of February 2022.

5.9 Community Hub King George VI

The Council was originally awarded funding of £1.184m from The Scottish Government Regeneration Capital Grant Fund (RCGF) for the second phase relating to the refurbishment and conversion of the King George VI building in Port Glasgow into a community facility. An additional allocation of RCGF funding of £350K was also made to allow the carbon reduction proposals to be incorporated in the project scope. Tenders for the works were issued at the end of February and returned at the end of March 2022. Officers engaged with the Scottish Government at tender return stage and prior to the end of the financial year on the possibility of additional external funding to address the higher tender returns which are being experienced in the current market environment. The Council was able to secure a further additional allocation of RCGF funding of £200K to address the funding gap with the total RCGF funding award now £1.734m. The Committee is requested to note the use of powers delegated to the Chief Executive to issue an acceptance for the project subject to receipt of statutory approvals, which was recommended in order that the formal letter of acceptance can be issued without delay. This will commence the mobilisation period ahead of construction commencement and allow the main contractor to formally commit to and engage with the proposed supply chain partners. Listed Building Consent has been received with formal planning and building warrant approval imminent.

6.0 COMMUNITIES EXTERNAL PARTNER PROJECTS

6.1 Craigend Resource Centre

The recently completed facility provides the East End of Greenock with a new, modern space for residents of the area and wider community. Phase 2 of the work is now underway which involves the demolition of the old building and upgrade to surrounding area. The upgrade work includes the construction of new car park and toddlers play park with works projected to be completed in late summer 2022.

6.2 The Inverclyde Shed Meet, Make + Share

The Scottish Government Regeneration Capital Grant Fund (RCGF) funded project will transform a vacant light industrial unit in East Blackhall Street into a community workshop. The Committee is requested note that further engagement with Scottish Government at tender return stage has resulted in an additional allocation of RCGF funding for the project in the amount of £200K to address the higher tender returns which are being experienced in the current market environment. Work has now commenced on site and an update on progress will be provided to the next Committee.

6.3 Parklea Branching Out

Parklea Branching Out (PBO) was awarded £1.1m funding through the Regeneration Capital Grant Fund (RCGF) to deliver a project that seeks to develop a new central community activity hub which will become a focal point of the work of PBO and provide an increased variety of training and work experiences for clients. The PBO have now completed the first of stage of the process and have appointed a design team to progress the project through the required design, procurement and construction phases.

7.0 ASSET TRANSFER

7.1 An Asset Transfer Working Group was established in April and is chaired by the Head of Culture, Communities and Educational Resources. The group has representation from the Communities Service, Legal Services, Property Services and Community Planning. The purpose of the working group is to ensure a co-ordinated approach amongst the key services that are involved in asset transfers. The group will meet on a monthly basis and is working to implement the following actions:

- Establishing a single point of enquiry for applicants;
- The development of training for community groups;
- The development of a transparent assessment and scoring matrix;
- A review of the current format of leases; and
- Updating the Council's web pages on asset transfer to make them more accessible

7.2 An update on current asset transfer activity is provided below:

Caddlehill Community Green Space: Work has been ongoing with a constituted group seeking to secure community responsibility for the unused land at Caddlehill Street (formerly In-Work Enterprises Ltd) from Inverclyde Council on behalf of Caddlehill Street and the immediate surrounding area for use as a community garden. A report has been submitted to the June meeting of the Environment and Regeneration Committee recommending that Caddlehill Community Green Space is granted a lease.

Drumshantie Road: Officers from Community Learning and Development have been holding fortnightly meetings with office bearers from the Inverclyde Shed regarding the former Scout Hall building at Drumshantie Road, Gourack. The purpose of these meetings is to ensure ongoing communication in order to support the proposed asset transfer. A detailed condition survey of the existing building has been completed. Inverclyde Shed have procured and received a draft structural survey with the final report awaited. Scheduled

meetings have been put in place to support the group.

8.0 IMPLICATIONS

8.1 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 | | | | | |

8.2 Legal

There are no known Legal implications contained within this report.

8.3 Human Resources

There are no known Human Resources implications contained within this report.

8.4 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

8.5 Repopulation

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

9.0 CONSULTATIONS

9.1 None.

10.0 BACKGROUND PAPERS

10.1 None.

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|-------------------------|--|--------------------|------------------------|
| Report To: | Education and Communities Committee | Date: | 14 June 2022 |
| Report By: | Ruth Binks, Corporate Director, Education, Communities and Organisational Development | Report No: | EDUCOM/33/22/TM |
| Contact Officer: | Tony McEwan | Contact No: | 01475 712828 |
| Subject: | Communities Update Report | | |

1.0 PURPOSE

- 1.1 The purpose of this report is to update the Education and Communities Committee on developments relating to the communities part of the Committee.

2.0 SUMMARY

- 2.1 Updates are provided on the following:

- Review of crawl spaces in 3G pitches;
- Child Poverty Local Action Report;
- Affordable Holiday Hubs;
- Young Scot Annual Report;
- Access to Free Sanitary Products;
- Culture Collective Update; and
- Free Swimming for Under 16s

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee notes the content of this report.

Ruth Binks
Corporate Director
Education, Communities and Organisational Development

4.0 Updates

4.1 Review of crawl spaces in 3G pitches

Crawl spaces / crawl holes have been installed at the 3G pitches operated located at Inverclyde Academy, St Columba's High School and Port Glasgow Community Campus. The installation of crawl spaces were as a result of the Education and Communities Committee's agreement to pilot community access for young people when the pitches were not being let. None of our primary school pitches have crawl-spaces installed due to the nature of the location of the pitch within primary school grounds. The Council also has a number of outdoor football pitches across Inverclyde which are free to access whenever they are not being let.

Crawl spaces are also in place at the Inverclyde Leisure managed facilities at Parklea and Broomhill. Since May 2021, a dedicated resource was allocated to opening and closing the 3G pitches at Inverclyde Academy and Drumshantie Road in Gourock. These crawl spaces required to be closed at night due to past concerns over anti-social behaviour and damage to the pitches occurring overnight, rendering them unsafe. The cost of providing this open and closure service was estimated at £18k per annum and the service allocated a dedicated resource to undertake this.

Although the intention was to report the evaluation of the installation of crawl spaces on IL managed pitches in January 2022, the COVID-19 pandemic has continued longer than anticipated and a delay to the evaluation was reported to committee in January 2022. There was also sufficient resource in place to allow the pilot to be extended to the end of April 2022.

There is no question that the provision of crawl spaces is welcomed by young people wishing to access local facilities when they are not being let, particularly in school holiday periods. We know this due to the number of enquiries we have received when the crawl spaces are closed for repairs. However, the Council must balance the free use of such high quality provision with the financial cost of ensuring the facilities remain safe to use and are well-maintained.

There are inevitable tensions of providing crawl spaces and maintaining a high quality and safe provision for club lets. Crawl spaces make the pitches more accessible and there have been some reports of anti-social behaviour, broken glass, litter and vandalism on and to the pitches. It is critical that the Council resources the daily checking of pitches to ensure that they are safe and free from damage. There have also been occasions where adult teams have accessed the pitches through the crawl-spaces instead of paying for a let. While these events are infrequent, they almost always result in the pitches being completely closed while repairs are carried out to make the pitch safe again for use, or as a deterrent for adult teams using the crawl spaces.

Over the past few years, young people in Wemyss Bay, and to a lesser extent, Inverkip have been unable to access any 3G pitches in their communities as the only nearby pitch is connected to Wemyss Bay Primary School which, in line with current policy around primary school pitches, provides no community access. The service is confident that the current £18k allocated to support community use of pitches at Drumshantie Road, Inverclyde Academy and Broomhill could also be used to support the opening and closing of the Wemyss Bay Primary School pitch, thus ensuring that all young people in Inverclyde have access to a 3G facility when they are not let.

It is therefore proposed to continue with the provision of crawl spaces for young people to access the locations listed below, and for the dedicated annual £18k resource to open the crawl space in the morning and close at dusk.

- Inverclyde Academy, Greenock;
- Broomhill, Greenock;
- Drumshantie Road, Gourock; and
- Wemyss Bay Primary School (new).

The service will continue to monitor community use of the pitches and also incidences of

vandalism or anti-social behaviour which may render the pitches unsafe.

4.2 Child Poverty Action Report

The Inverclyde Child Poverty Action Group is currently finalising the 4th annual Child Poverty Local Action Report (CPLAR). This is a statutory report developed in partnership with Greater Glasgow and Clyde NHS Board and submitted to Scottish Government annually. The 4th report will recommend that the proposed services and plans will be implemented to 2025 to enable time for the actions to develop, implement and monitor against success with annual progress reporting. This report will be subject to approval from Inverclyde Alliance Board and NHS Greater Glasgow and Clyde Board. The main actions in the report will consist of:

- increasing income from employment by offering a range and choice of opportunities for priority parents to help them access and maintain employability and employability, learning and training;
- increasing income from benefits to ensure systematic whole family approach for families more likely to be living in poverty and facing financial insecurity;
- mitigating the cost of living by providing accessible and affordable child care, activities and food for children in priority families; and
- developing and our approach to communication and participation. We will do this by working collaboratively with families with lived experience to ensure services respond effectively and meet their needs.

Once agreed by the Alliance Board, a link to the report will be provided to Education and Communities Committee.

4.3 Affordable Holiday Hubs

Inverclyde Council will receive £131,000 to offer Affordable Holiday Hubs in the summer of 2022 to families in work and living on low income. It is proposed to deliver a three tier model that targeting families facing the greatest inequalities:

Inverclyde Leisure will continue to provide the universal playscheme service for all children in 6 hubs of Inverclyde, this will be a universal service which will be subsidised by £1.50 from Inverclyde Council for all children, who attend during the school summer holiday period. This playscheme will consist of two sessions 9am-12.30pm then 1.30pm-4.30pm and will be based in Kilmacolm Primary School, Newark Primary School, St Patrick's Primary School, Moorfoot Primary School, Aileymill Primary School and Inverkip Primary Schools.

There will be an extended playscheme service which offers longer sessions allowing parents and carers on low income more flexibility to work, train or study. The extended universal playscheme will open from 8.30am until 5.30pm and offered for the first 4 weeks of the summer holiday period and will also include a healthy lunch for the children who attended. Although the extended playscheme service would be open to all families, those who are on a low income or in receipt of free school clothing grants will be prioritised. The extended playscheme service will be based in Newark Primary School, St Patrick's Primary School and Aileymill Primary School.

An enhanced playscheme will be offered by Wellington Children Services for children who have additional social and emotional needs or autistic spectrum disorder and would benefit from a less busy environment. The enhanced playscheme will operate over 3 weeks of the summer holidays from 9.00 – 4.30pm. It will provide 24 placements for children and young people. This service will be 100% subsidised for families living on a low income, in receipt of schools clothing grants/free school meals. This service will offer transport if required and lunch to those who attend.

This provision will be an enhancement to the existing provision at Play 4 All in Craigmarloch School. There will be an additional 6 places for children aged 5 – 18 years. This service will operate for 4 weeks of summer holidays.

All children age over 12 years will continue to have access to a range of free youth work and

active schools services which will be delivered throughout the summer 2022 period.

4.4 **Young Scot Annual Report**

Inverclyde Council works in partnership with Young Scot, the national youth information service for Scotland, to deliver a range of services to young people in our authority. Young Scot has worked with Councils to encourage as many Local Authorities to sign a partnership agreement between Young Scot and each Authority. This partnership agreement outlines Young Scot's commitments to provide a suite of services and meet the expectations of the respondent local authority.

Young Scot offers a range of services and products aimed at supporting young people and the youth work sector.

These resources are varied and include:

- Young Scot NEC Card;
- Young Scot Online;
- Infoline;
- Young Scot outreach team; and
- Consultation services

A copy of the most recent annual report can be accessed here. It shows that in Inverclyde, 10,555 young people have a Young Scot NEC. This represents 84% of the estimated population of 11 to 25 year olds in the area and compares very favourably with national trends.



03-22 PI Report
Inverclyde

4.5 **Access to Free Sanitary Products**

The Council was awarded £89,000 in 2021/22 to make free sanitary products available across Inverclyde and encourage uptake. In 2021/22 the service:

- expanded the number of community locations which stock products;
- worked with local pharmacies across Inverclyde to make them a pick up point for free sanitary products;
- developed a marketing campaign to promote an online ordering service which led to an increase in orders;
- provided vulnerable groups with access to the products, with Health Visitors, Learning Disability Nurses, Family Nurse Practitioners and Family Support Workers now giving products to the families they work with;
- became the only local authority enhancing the Scottish Government app to provide information on all locations in Inverclyde where free sanitary products are available;
- offered a 'first period kit' to every female pupil in primary 6 and 7 across Inverclyde; and
- implement an approach in secondary schools to promote the online ordering facility due to feedback that some pupils are too embarrassed to ask for products and would prefer a more discreet method of accessing them. A4 posters and A6 flyers were distributed across secondary schools to make girls aware of the online ordering facility and a QR code was developed so that girls can very quickly access the facility on their phones.

The service has been notified that a slightly reduced grant has been received from the Scottish Government for 2022/23 which may have an impact on our ability to offer the very good service provided in 2021/22. The service will continue to monitor uptake and will bring back a future report to the Education and Communities Committee later in the year.

4.6 **Culture Collective Update**

In March 2020, Creative Scotland commenced a pilot programme to establish a network of creative practitioners, organisations, and communities, working together to create a positive difference locally and nationally in response to Covid-19. A consortium of Inverclyde partners including Inverclyde Council, Beacon Arts Centre, RIG Arts, CVS Inverclyde and Kayos Theatre Group successfully bid to be one of the 26 projects across Scotland who shared £6m in funding. Inverclyde's project received £275,000 for 18 months' of arts activity across the area (March 2021 – September 2022).

The aim of the project is to investigate key areas identified by the Arts Sub-Group of the Inverclyde Cultural Partnership and specific to the needs of Inverclyde – health and social care (and in particular, adult mental health); young people; community regeneration; environmental/outdoor/site-specific work; and engaging with under-represented audiences with low arts engagement and/or barriers to access. The project will support over 40 artists and creative practitioners.

Activities carried out in this reporting period include: continuing artist and writer residencies; and offering a further 7 opportunities for creative practice in relation to health and social care (x2 residencies working with Inverclyde Faith in Throughcare and Your Voice); outdoor arts (x2 residencies based at Clyde Muirshiel Regional Park); and community practice (x3 residencies working in Greenock East and Central (with Barnardos); Greenock South and Southwest (Grieve Road) and Port Glasgow (Coronation Park).

It has now been confirmed that the national Culture Collective programme will be extended for a further year with Inverclyde receiving an additional £198,000 of funding from Creative Scotland. This will allow us to re-contract our Creative Producer and Activities Co-ordinator for a further year; provide additional funding for our consortium partners CVSI, the Beacon, RIG Arts and Kayos Youth Theatre; provide further local artist development bursaries; support Galoshans 2022; host a residency celebrating black history and culture at the Watt Institution; host a residency in Greenock town centre; run several creative events by and for young people; and carry out significant work using art to improve health and wellbeing in partnership with the Inverclyde HSCP.

4.7 **Free Swimming for Under 16s**

Following a significant increase in the uptake of Free Swimming for Under 16s in 2021/22, a report will be submitted to this committee in September 2022 which will set out options for the continuation of free swimming in future years.

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 |
| ✓ | 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 |

6.5 Repopulation

N/A.

7.0 CONSULTATIONS

7.1 N/A.

8.0 BACKGROUND PAPERS

8.1 N/A.

| | | | |
|-------------------------|---|--------------------|------------------------|
| Report To: | Education and Communities Committee | Date: | 14 June 2022 |
| Report By: | Corporate Director Education, Communities & Organisational Development | Report No: | EDUCOM/31/22/RB |
| Contact Officer: | Ruth Binks | Contact No: | 01475 712748 |
| Subject: | Control the Bleed Kits | | |

1.0 PURPOSE

- 1.1 The purpose of this report is to provide the Education and Communities Committee with proposals for establishing and promoting Control the Bleed Kits across Inverclyde.

2.0 SUMMARY

- 2.1 At its meeting on 17 February 2022, the Council approved a Member's Request by Councillor Brooks to pursue the possible promotion of Control the Bleed Kits across Inverclyde. Control the Bleed kits are designed to reduce blood loss and can save lives in the vital minutes before medical attention arrives.
- 2.2 Officers, working through the community safety partnership have researched how Control the Bleed Kits can best be used to maximum effect and propose the following:
- That Police Scotland explore purchasing and carrying Control the Bleed Kits in their vehicles in Inverclyde.
 - That the Scottish Fire and Rescue Service explore purchasing and carrying Control the Bleed Kits in their vehicles in Inverclyde.
 - That the Council's Community Warden Service purchase and carry Control the Bleed Kits in their vehicles.
 - That an Inverclyde wide campaign is launched on social media to promote business owners to purchase the kits.
 - That it be remitted to the Inverclyde Licensing Board to consider whether it would consider it to be appropriate to attach a condition or a recommendation that premises that hold Premises Licences that the venue should have a Control the Bleed Kit.
 - That a recommendation is made that all Control the Bleed kits are registered with the Scottish Ambulance Service.

3.0 RECOMMENDATIONS

- 3.1 The Education and Communities Committee is asked to:
- note the proposed use of Control the Bleed kits as part of the Community Safety Partnership
 - approve the purchase of Control the Bleed Kits for the Community Warden Service, as outlined in this report
 - approve a promotional campaign to promote the purchase and use of Control the Bleed Kits across Inverclyde
 - remit to the Inverclyde Licensing Board to consider whether it would be appropriate to attach a condition or a recommendation that premises that hold Premises Licences should have a Control the Bleed Kit.

Ruth Binks - Corporate Director Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 At its meeting on 17 February 2022, the Council approved a Member's Request by Councillor Brooks. The full Request read as follows:

Control The Bleed Kits

The Council is continually challenged by knife crime and the loss of life through criminal behaviour.

We recognise that many victims receive no first aid at the scene and bleed to death shortly after reaching hospital.

The recent installation of "Control The Bleed Kits" for use in public venues and areas has been welcomed by Police and Ambulance Services.

In addition to strong legislation from Scotland's governments, we believe that our support for the kits within our communities would be welcomed by all, making Inverclyde a safer place.

If we can get as many publicly accessible venues to house these kits as possible, the public will know there is one nearby available to help someone in need. Those vital few minutes are paramount. Heroes often come in the form of zero responders i.e. someone on the scene. A member of the public with access to a kit can be that person who saves a life and prevents a preventable tragedy.

Knife attack victims or car crash victims can bleed to death in less time than an ambulance takes to get to them, these kits are a true life-saver.

The Council asks the Chief Executive to provide a report to the next relevant Committee outlining:

1. The learned experience of Councils or Public Bodies, throughout the UK who have installed the kits.
 2. An officers recommendation on the value of promoting the installation of the kits across Inverclyde.
 3. An initial communication strategy to encourage Inverclyde Alliance, Third Sector organisations and major companies etc. to consider funding and/or installing the kits.
 4. The cost to Inverclyde Council to install a number of the kits in appropriate buildings/areas of our estate. Including insurance burden and the replenishment of contents.
 5. The cost to Inverclyde Council of running a promotion campaign, for twelve months, expressing the lifesaving value of the kits
- 4.2 The Council agreed that this Request would be remitted to a further report to be considered by the Education and Communities Committee.
- 4.3 Officers have researched this matter, primarily through the work of the Daniel Baird Foundation. The Daniel Baird Foundation Charity was set up after 26 year old Daniel Baird was fatally stabbed in the early hours of 8th July 2017, following a night out with friends. There was no first aid or bleeding control kit available. Daniel died shortly after arriving at hospital due to catastrophic bleeding. Whilst Daniel was stabbed, the foundation has acknowledged that there are multiple causes for significant bleed instances and promote publicly accessible bleed control kits placed around the community. In a similar way to defibrillators, the bleed kits should be registered with the Scottish Ambulance Service. The

link to the website is as follows: 'Bleed Control Kits | By The Daniel Baird Foundation | Campaign by Lynne Baird - Control The Bleed' - <https://www.controlthebleed.org.uk>

- 4.4 Officers from the Council, Police Scotland and the Scottish Fire & Rescue Service have worked together to bring forward a comprehensive proposal that would best meet the needs of the area. Static kits in public places, even within a locked box would be prone to vandalism. It is also very difficult to ensure that the kits are maintained and provide the resources to continually check the kits. Pubs or clubs who have a licence would be considered as the best option for any static kits. This means that the kits can be maintained and owners would know of their existence in an emergency. Instances of any stabbing are more likely to occur near to premises serving alcohol. Police, Fire & Rescue and community wardens are the most likely to be the first on the scene for any incident. They currently do not carry Control the Bleed Kits and the proposal outlined below explores the option of each identified service having a control the bleed kit based in vehicles across Inverclyde.

5.0 PROPOSALS

- 5.1 As part of the Community Safety Partnership Inverclyde Police, Fire and Rescue Service and Community Warden vehicles will all carry Control the Bleed kits. Each service will purchase and maintain their own kits and register them with the Scottish Ambulance Service. The cost to Inverclyde Council for the Community Wardens will be in the region of £1,000. This is for 2 kits for each vehicle. The Daniel Baird foundation have training videos for the kits and all community wardens have emergency first aid training.
- 5.2 A campaign will be launched to promote the kits and also to encourage businesses to buy the kits and to register them with the Scottish Ambulance Service. It is envisaged that the promotion will take place through social media and there will be no cost for the promotion apart from officer time. If a more concerted 12 month campaign was to be put in place then this would cost in the region of £5,000 – £10,000, however officers feel that through the services involved and the Inverclyde Licensing Board giving this consideration that a longer marketing campaign may give little additionality.
- 5.3 All Premises Licences issued by the Inverclyde Licensing Board are subject to a range of mandatory conditions, imposed by legislation as set out in Schedule 3 of the Licensing (Scotland) Act 2005. This is supplemented by discretionary conditions that Boards can impose if considered appropriate to meet local circumstances. There are certain constraints on what can be imposed.

There is already a mandatory condition that premises which are subject to a late opening hours (after 1 am) require each premises to have present a person trained in first aid to the satisfaction of the Board.

The Board can, and often do, make recommendations in relation to a range of issues. This report proposes that is be remitted to the Inverclyde Licensing Board to consider whether it would consider it to be appropriate to attach a condition or a recommendation that premises holding a Premises Licences should have a Control the Bleed Kit.

6.0 IMPLICATIONS

6.1 Finance

There is a cost of approximately £1,000 to the Council for the purchase of the kits. This includes a charitable donation of £5 per kit towards the Daniel Baird Foundation.

Financial Implications:

One off Costs

| Cost Centre | Budget Heading | Budget Years | Proposed Spend this Report | Virement From | Other Comments |
|---|----------------|--------------|----------------------------|---------------|----------------|
| 00470-000-60005 (Community Safety Other Expenditure) | | | £1000 | | |

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

The Inverclyde Licensing Board will need to consider the legal implications of this remit.

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

This is an initiative which will help to promote a safer Inverclyde and help to save lives.

7.0 CONSULTATIONS

7.1 N/A.

8.0 BACKGROUND PAPERS

8.1 N/A.

| | | | |
|-------------------------|---|--------------------|------------------------|
| Report To: | Education and Communities Committee | Date: | 14 June 2022 |
| Report By: | Corporate Director Education, Communities & Organisational Development | Report No: | EDUCOM/29/22/RB |
| Contact Officer: | Ruth Binks | Contact No: | 01475 712748 |
| Subject: | Single Use Plastic Bottles in Education Establishments and Inverclyde Leisure Estate | | |

1.0 PURPOSE

- 1.1 The purpose of this report is to provide the Education and Communities Committee with the implications of ceasing to sell or provide single use plastic bottles in Educational Establishments and the Inverclyde Leisure estate.

2.0 SUMMARY

- 2.1 At its meeting on 17 February 2022, the council considered a request by Councillor McCabe to cease to sell or provide single issue plastic bottles in any of its public premises, such as Inverclyde Leisure or educational establishments. The Education and Communities Committee were asked to consider the implications of this request.
- 2.2 Officers were already undertaking work alongside educational communities to reduce or cease the use of single use plastic in establishments. The direction of travel and work with the stakeholders are discussed in section 5 of this report. This will result in a total cessation of single use plastic for primary school meals and a significant reduction for secondary schools by academic year 2022/23.
- 2.3 Inverclyde Leisure are committed to reducing single use plastics, they are working with local groups on promoting campaigns and have also reviewed their environmental policy. There will be operational and financial implications if IL cease the use of single use plastic bottles at this time.

3.0 RECOMMENDATIONS

- 3.1 The Education and Communities Committee are asked to note the ongoing progress made to reduce the use of single use plastic bottles in Educational Establishments and the Inverclyde Leisure estate and to note the practical and financial implications of this.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 At its meeting on 17 February 2022, the council considered a request by Councillor McCabe. The full request read as follows:

Following COP 26, Inverclyde Council is aware that we all need to take more responsibility for what we do to our environment. We know that across the UK 7.7 billion single use bottles are used each year and 1 million plastic bottles are bought around the world every minute.

Inverclyde Council currently sells drinks in single use bottles, which contribute to this vast wastage of plastic and litter. As a council, we recognize the detrimental effect that this is having on our environment and our precious biodiversity, and also, the mixed messages that it is sending to our young people.

Consequently, Inverclyde Council believes that it must now lead by example and will become a zero-single-use-bottle council. To accomplish this, Inverclyde Council will cease to sell or provide single issue plastic bottles in any of its public premises, such as Inverclyde Leisure, schools and nurseries. Furthermore, in conjunction with Scottish Water, it will seek to increase the number of water points for people to refill their reusable bottles.

In addition, Inverclyde Council will consider practical and financial incentives to support local businesses to find ways in which they can also back this initiative.

- 4.2 The Council supported the principle of Councillor McCabe's request and remitted to officers to submit a report to the next meeting of the Education & Communities Committee addressing the considerations raised by the request, including cost implications, so that Members could make a decision on the request
- 4.3 This matter has been discussed through a variety of consultation forums. There was already ongoing work that was already in place to reduce plastic and food waste through the food for life ambassador's programme.

5.0 PROPOSALS

5.1 Primary Schools

Work was already in place to reduce the use of plastic in primary schools. Whilst the serving of meals during COVID inevitably had an impact, the service is now almost back to normal and pupils have commented very positively on the initiatives to reduce the use of plastic e.g. the introduction of jugs.

For primary school lunches the hope is that we will be single use plastic free in the academic year 2022/23 and have 100% food waste in primary schools recycled from the Kitchen and dining rooms. No additional costs are anticipated for this.

5.2 Secondary Schools

The service have a commitment to endeavour to reduce the use of single use plastic by approximately half in secondary schools during academic year 2022/23 (although a baseline is difficult to establish due to the increase of use of plastic during COVID). The service will continue to work with young people to raise awareness of waste and to put in initiatives to increase the uptake of meals. This work has already started with the inclusion of school meals in the 2022 Clyde Conversations agenda.

Because of the nature of how secondary school meals are served, the issue of single use plastic bottles is not as straight forward as it is in primary schools. Pupils report that they are committed to reducing the use of single use plastic but also highlighted some practical considerations. National and local research has shown that young people like the flexibility of "grab and go" type meals or snacks, and often choose meals based on convenience and social aspects. This means that secondary pupils may often visit shops near to the school

rather than the school canteen. In some schools, the uptake of school meals can be low across the board and in particular the uptake of free school meals can be low. This means that some families are not taking up their entitlement to a free meal and then can cause an additional financial burden to families. There is ongoing work with the young people to find out how to improve the uptake of school meals but there is a real danger that if we completely eradicate single use plastic in secondary schools, then we could exacerbate the low uptake of school meals causing financial stress to families. If a young person does not access any of their entitlement to free school meals in secondary and opts to go elsewhere then the loss to a family per secondary school child is in the region of £487 each year.

There are financial implications for the council if fewer young people attend for school lunches through the loss of income and the efficiency of running the school kitchens.

5.3 Parent Councils

There is a wide variety of activities and fund raising events that parent councils undertake. In Inverclyde we are very fortunate to have committed parents who voluntarily give up their time to arrange events and raise money for the school. Given the wide variety of types of events it is difficult to give detailed consideration as to the exact cost and implications of a zero use initiative but some of the issues raised during discussions were:

- Parents are committed to working with school communities to reduce the use of single use plastic
- Parents and pupils reported that the use of single use plastic should be considered alongside other eco and waste initiatives linked to sustainability work in schools. Education on environmental matters was identified as very important.
- School fundraisers may often sell water/juice bottles to raise funds for the school. Without this ability there could be implications for fund raising
- Reusable bottles can certainly be given consideration – but the pragmatics of this at a Halloween disco (especially if all bottles look the same) could be difficult to manage
- Spillages can be an issue at events if drinks don't have a top
- For some activities parents will provide each child with a drink. Costs of alternatives, ensuring that the drink can last over a few hours (i.e. not a can) and the ability to store any alternatives also needs to be taken into consideration.

It is recommended that given all of the pragmatic issues identified above, that the education authority work with parent councils to promote the reduction of single use plastic. Chairs of Parent Councils have discussed the issues and will take this back to their individual meetings. This is an initiative that will work best with buy in from communities and the proposed approach is to work with Parent Councils to reduce waste and plastic usage.

- 5.4 During consultations, the young people felt that the issues of usage, waste and litter could not easily be separated. They referred to litter being a problem but also referenced some very positive initiatives which schools have undertaken to reduce this. The young people who were part of the consultation are very committed to reducing litter and to ensuring sustainability but they were aware that this commitment is not shared by all. There was much discussion about raising awareness and changing habits through the curriculum and eco initiatives within their schools.

5.5 Inverclyde Leisure

IL are reviewing recycling at all sites, reviewing products that are sold to reduce single use plastics, reviewing their café and vending operations and reviewing water supplies at sites to encourage environmentally friendly reusable bottles. This process will take time to implement.

If IL cease to sell or use single use plastic completely then this will have a financial impact on them in different ways. IL rely on the profit from the café and vending machines as part of their business model. If this profit is not realised then either the council will have to increase funding or IL would need to reduce some of its activities. IL are in partnership with COSTA

for their facilities and the food and beverage offer available encourages and enhances participation. If this was to become more expensive or to cease to exist then IL would not only lose income from food and beverage but again could lose income from memberships and payment for activities.

Inverclyde Leisure are not in a position to be able to cease the use of single use plastic without additional financial investment. The anticipated cost to implement this would be in the region of £180,000 per annum. However, IL are committed to reducing single use plastics and have been working with the local Literati group by part funding a local advertising campaign and signing a declaration of support. They have also reviewed their environmental policy and have undertaken to review single use plastics that are sold at sites.

As part of the commitment going forward, IL are working with their quality team to ensure best practice when reviewing policy and procedures regarding to single use plastics. As part of this review IL will be training their employees and creating environmental champions at sites as well as working to educate their customers.

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 Ongoing discussions are taking place with young people and chairs of parent councils.

8.0 BACKGROUND PAPERS

8.1 N/A.

| | | | |
|-------------------------|---|--------------------|------------------------|
| Report To: | Education & Communities Committee | Date: | 14 June 2022 |
| Report By: | Corporate Director Education, Communities and Organisational Development | Report No: | EDUCOM/37/22/EM |
| Contact Officer: | Eddie Montgomery | Contact No: | 01475 712472 |
| Subject: | Education Capital Programme Progress | | |

1.0 PURPOSE

- 1.1 The purpose of this report is to consider performance reporting for the Education part of the Education and Communities Committee and provide an update in respect of the status of the projects forming the Education Capital Programme.

2.0 SUMMARY

- 2.1 This report advises the Committee in respect of the progress of the projects within the Education Capital Programme including the 1140 Hours Expansion of Early Learning and Childcare.

3.0 RECOMMENDATIONS

- 3.1 That the Committee notes the current position of the 2022/25 Capital Programme and the progress on the specific projects.

Ruth Binks
Corporate Director
Education, Communities and
Organisational Development

4.0 BACKGROUND

- 4.1 This report shows the current position of the approved Education Capital programme reflecting the allocation of resources approved by Inverclyde Council on 24 February 2022.
- 4.2 The report also covers progress on the programme of works connected with the 1140 Hours Expansion of Early Learning and Childcare.

5.0 EDUCATION CAPITAL PROJECTS

5.1 Gourock Primary School Extension

The completion works contract was accepted through the use of Emergency Powers in April 2021. The Contractor commenced on site at the end of May 2021 and works are progressing towards completion on site. As previously reported to Committee the Contractor has been reporting behind programme and has applied for an extension of time with the overall programme to completion being closely monitored. It was hoped to have the main phase, which includes the new hall and remodelled office accommodation, completed by the end of April however this has not been possible with the current projected completion now in June. The current programme involves the completion of the final smaller phases over the school summer holiday period. It should be noted that the temporary modular accommodation will require to be retained for a short period into the new term and will be decommissioned / removed early in the new term.

5.2 Demolition of Former Sacred Heart Primary School

The demolition of the former Sacred Heart Primary School was included as phase 2 of the Larkfield Early Learning Centre new build project. The demolition contractor took possession of the building / site on Monday 14th February following confirmation of completed utility disconnections. The works are substantially completed with final inspection imminent to certify complete.

6.0 SCHOOL ESTATE LIFECYCLE WORKS 2021/22

6.1 General Lifecycle Works

The lifecycle programme for the Education estate is informed from the external condition surveys carried out in connection with asset management and estate core fact reporting. The budget also addresses suitability issues identified from the surveys undertaken through Heads of each establishment and sufficiency issues identified through the continued monitoring of school rolls and projections. The 2022/23 programme works has commenced with planning underway for the school summer holiday period and on any works that can be undertaken during term time. A summary of projects completed or in planning to date is provided below:

Inverkip Primary School

- Perimeter fencing replacement (part).

Kings Oak Primary School

- Nursery class internal alterations.

St Andrew's Primary School

- Flooring replacement (part).

St Francis Primary School

- Internal alterations;
- Flooring replacement (part)

St John's Primary School

- Nursery flooring replacement.

St Joseph's Primary School:

- Flooring replacement (part);
- Dining area decoration / wall protection.

St Patrick's Primary School

- Stair nosing replacement (part).

Wemyss Bay Primary School:

- Flooring replacement (part).
- Internal alterations.

Whinhill Primary School:

- Pipework replacement (part).

Inverclyde Academy:

- Internal door replacement (part).

Port Glasgow Community Campus:

- PE Corridor works (door replacement / decoration / wall protection / pipework replacement);
- Hockey goal replacement;
- External render / cladding cleaning;
- Craigmarloch Home Economics area refresh.

Standalone Early Years Establishments:

- Binnie Street Children's Centre flooring replacement (part / 2-3's)
- Gibshill Children's Centre Toilet Refurbishment;
- Rainbow Family Centre Toilet Refurbishment.

6.2 Public Partnership Schools (PPP) Lifecycle Works

The lifecycle programme for the four PPP schools is managed as part of the contract through the FM provider with monitoring via Property Services. The 2022/23 programme has commenced with works planned over the course of the financial year and with the majority programmed for within the school holiday periods. A summary of the main areas of activity is provided below:

Aileymill Primary School & All Saints Primary School:

- Smoke curtain replacement;
- Car park surfacing renewal;
- Replace water coolers;
- Decoration (classrooms);

Clydeview Academy:

- 3G pitch floodlighting replacement/upgrade to LED;
- Replace water coolers;
- Home Economics Oven replacement;
- Dining hall ceiling reconfiguration;
- Lighting upgrade/replacement to LED (phased);

Notre Dame High School:

- Replace water coolers;
- Home Economics Oven replacement;
- Science room vinyl flooring replacement;
- External render decoration;

7.0 1140 HOURS EXPANSION PROJECTS

7.1 Various Early Years Establishment – Direct Access / Canopies / Environmental

An allocation of funds was made available from the projected early years revenue underspend to address improvements across a number of early years establishments associated with access to, and use of, external environments. Officers from Property Services have been working with the Early Years team to progress proposals, with a number of projects at various stages of progression. As previously reported, environmental improvement works were included as part of the recently completed Hillend Children's Centre project and will form part of the final account for that project. Free-flow / direct access related work was completed over the February mid-term holiday at Blairmore Nursery school. Further prioritised works at Wemyss Bay Nursery Class and Kings Oak Nursery Class are being developed for progression during the summer holiday period subject to progressing the necessary tender exercise and receipt of associated statutory approvals. Additional projects may be identified subject to the extent of the available funding which will be monitored as tenders are received for the projects currently in progression.

8.0 INTERACTIVE WHITEBOARD / ACTIVE PANEL REFRESH

8.1 The replacement of interactive whiteboards across the education estate and a longer term refresh programme of active panels was approved by the Education & Communities Committee as part of the 2021-28 Education Services Digital Learning Strategy. As previously reported, authority was sought to accelerate the 2022/23 interactive whiteboard refresh programme with a tender acceptance issued in early January. The works commenced at the end of January and were fully completed by the end of the Easter holiday period. The contract addressed all of the remaining interactive whiteboards across the estate with all of the establishments across the entire estate now provided with active panels. The annual refresh programme thereafter will vary year to year in line with the age of the active panel equipment and the 7 year refresh cycle.

9.0 IMPLICATIONS

9.1 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 | | | | | |

9.2 Legal

There are no known Legal implications contained within this report.

9.3 Human Resources

There are no known Human Resources implications contained within this report.

9.4 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

9.5 Repopulation

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

10.0 CONSULTATIONS

10.1 None.

11.0 BACKGROUND PAPERS

11.1 None.

| | | | |
|-------------------------|--|--------------------|------------------------|
| Report To: | Education and Communities Committee | Date: | 14 June 2022 |
| Report By: | Corporate Director, Education, Communities and Organisational Development | Report No: | EDUCOM/28/22/RB |
| Contact Officer: | Ruth Binks | Contact No: | 01475 712402 |
| Subject: | Education, Communities and Organisational Development Corporate Directorate Improvement Plan - End of year 3 progress report and Annual Refresh 2022/23 | | |

1.0 PURPOSE

- 1.1 The purpose of this report is to present the Committee with (i) a progress report on the delivery of the improvement actions within the Education, Communities and Organisational Development (ECOD Corporate Directorate Improvement Plan (CDIP) and (ii) a refreshed ECOD CDIP Improvement Plan 2022/23, containing new or revised improvement actions which require the approval of this Committee.

2.0 SUMMARY

- 2.1 The core element of the CDIP is an Improvement Plan which is subject to annual review to ensure that it remains relevant and reflects any new challenges or legislation that will impact on the Directorate in the coming year. At its meeting on 14 September 2021, the Policy and Resources Committee approved an extension to the CDIP planning term for a fourth year, meaning that the Plans will now continue until April 2023.
- 2.2 Scrutiny of the delivery of the CDIP Improvement Plan is provided by both this Committee and the Policy and Resources Committee, which receives a separate Corporate Services Performance Report focusing on the actions delivered by the Organisational Development, Policy and Communications Services. The performance report for the ECOD CDIP at the end of year 3 (2021/22) is attached as Appendix 1 and an overall summary of the status of the actions is provided below::

| | Blue – complete | Green – on track | Amber – slight slippage | Red – significant slippage |
|------------|------------------------|-------------------------|--------------------------------|-----------------------------------|
| April 2022 | 8 | 14 | 1 | - |

In addition, it has been agreed by all partners that one action, the Improving Inverclyde Initiative will not be progressed.

- 2.3 The refreshed ECOD Improvement Plan for 2022/23 is attached as Appendix 2. Details of performance in relation to the Directorate's key performance indicators in 2021/22 is also provided.

3.0 RECOMMENDATIONS

3.1 It is recommended that the Education and Communities Committee:

- a. Note the progress that has been made in the delivery of the ECOD Improvement Plan in year 3, as set out in Appendix 1;
- b. Approve the refreshed ECOD Corporate Directorate Improvement Plan 2022/23, as set out in Appendix 2.

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 delivery 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).

5.0 IMPROVEMENT PLAN – FINAL PROGRESS REPORT ON YEAR 3

- 5.1 Scrutiny of the delivery of the CDIP Improvement Plan is provided by both this Committee and the Policy and Resources Committee, which receives a separate Corporate Services Performance Report focusing on the actions delivered by the Organisational Development, Policy and Communications Services. The aim of this is to provide Members with a summary of progress and to give the Committee the opportunity to make appropriate judgements on where performance across the Council is improving, good or where performance has declined.
- 5.2 This is the final report that will focus on the delivery of the improvement actions in the third year of the Plan. The status of the improvement actions as at April 2022 is summarised below:

| | Blue – complete | Green – on track | Amber – slight slippage | Red – significant slippage |
|------------|----------------------------|-----------------------------|------------------------------------|---|
| April 2022 | 8 | 14 | 1 | - |

- 5.3 Following a full review by all partner agencies, it has been agreed that the Improving Inverclyde Initiative, which was an initiative focusing on the introduction of a neighbourhood and community based safety and resilience initiative in lower Port Glasgow, will not be progressed at this time.
- 5.4 Appendix 1 provides further information on each of the improvement actions, together with a commentary from the appropriate Service.
- 5.5 **Improvement actions with a blue status – complete**

8 actions were complete by the end of the year, including:

Volunteering Strategy

The Volunteering Strategy has been approved and is now published on the Council's website.

Education Equality Outcomes

The Education Outcomes Improvement Plan 2021/25 is published on the Council's website and progress reports on the delivery of the Plan are submitted to the Council's Corporate Equalities Group.

Expansion of Early Learning and Childcare

The implementation of the expansion programme is now complete.

- 5.6 **Improvement actions with a green status – on track**

14 actions were on track at the end of the year, including:

Children's Services Plan Update

The Children's Services Plan Annual Report 2020/21 was published in December 2021 and is available on the Council's website. The annual report details the progress that has been made in the delivery of the Plan. The delivery plan has been refreshed and is now in its final year.

The UNCRC Incorporation (Scotland) Act

The action plan is being progressed with Rights Champions from all the relevant services. The need to comply by October 2021 was stepped back due to the UK Government's challenge to the Scottish Government being upheld by the Supreme Court, however the approaches agreed by the working group and CMT continue to be rolled out.

Implementation of CLD three year plan

A new CLD 3 year Plan has been developed and was published online at the end of September 2021. The Plan is now being implemented, key actions include a Health and Wellbeing mapping exercise and implementation of the volunteering strategy.

5.7 Improvement actions with an amber status – slight slippage

1 action has a slight slippage status as noted below:

Sport and Physical Activity Strategy

A strategy working group has been established and is meeting, An action plan and community engagement plan is in development. A reporting mechanism has been approved by Committee. The operational group has still to be established and will form part of the community engagement plan.

6.0 EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP ANNUAL REFRESH

- 6.1 The Council's CDIPs are subject to annual review to ensure that the improvement actions remain relevant and reflect any emerging challenges or legislation that will impact on the Directorate during the remaining term of the Plan. The refreshed ECOD Improvement Plan is attached as Appendix 2.
- 6.2 The Improvement Plan also contains key performance indicators, comprising statutory performance indicators and local performance indicators and data for 2021/22 is provided where it is available.
- 6.3 Progress in the delivery of the refreshed Improvement Plan will be reported to every second meeting of this Committee. Additionally, because there are improvement actions that are corporate in nature, a separate Corporate Services Performance Report will be submitted to every second meeting of the Policy and Resources Committee.

7.0 IMPLICATIONS

7.1 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 |

Financial Implications - Annually Recurring Costs/(Savings)

| Cost centre | Budget heading | With effect from | Annual net impact | Virement from (if applicable) | Other comments |
|-------------|----------------|------------------|-------------------|-------------------------------|----------------|
| n/a | n/a | n/a | n/a | n/a | n/a |

Human Resources

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

Legal

7.3 There are no direct legal implications arising from this report.

Equalities

7.4 The CDIPs set out their commitment to ensuring equality of opportunity in everything they do. There is a specific section in both plans about what the Directorate is doing in relation to equality and diversity.

(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 |

7.5 Repopulation: The provision of services that are subject to close scrutiny with the aim of delivering continuous improvement for current and potential citizens of Inverclyde supports the Council's priority of retaining and enhancing the local population.

8.0 CONSULTATION

- 8.1 The refreshed CDIP has been developed in full consultation with the Directorate Management Team.

9.0 LIST OF BACKGROUND PAPERS

- 9.1 None.

APPENDIX 1: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2021/22- FINAL PROGRESS REPORT

The information provided in this section shows the progress made in the delivery of the ECOD CDIP improvement actions in year 3.

Corporate Improvement Actions status as at April 2022

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

| Corporate Improvement Actions 2021/22 | | | | | | |
|---------------------------------------|--|---|----------------------|------------------|---|----------------------------|
| | Where do we want to be? | How will we get there? | Status April 2022 | | Commentary April 2022 | Corporate Plan priority |
| 1. | <u>Children's Services Plan (CSP)</u> Governance framework provides overview of progress and service level accountability. Strategic leads take forward projects and report on progress to the Children's services Partnership The delivery plan and key performance measures are agreed and actioned. | Delivery of identified CSP outcomes by Children's Services Partnership sub-groups. Priority Leads and sub-group Chairs will meet regularly to co-ordinate and monitor progress. Meetings will now resume post COVID-19. | ● | Green – on track | The Children's Services Plan Annual Report 2020/21 was published in December 2021 and is available on the Council's website. The annual report details the progress that has been made in the delivery of the Plan. The delivery plan has been refreshed and is now in its final year. | OP1 , OP4 OP5. OP6 |
| 2. | <u>The UNCRC Incorporation (Scotland) Bill</u> All Directorates have an awareness of the United Nations Convention on the Rights of the Child (UNCRC) legislation A council wide strategy is in place to ensure compliance with the change in legislation relating to UNCRC incorporation. Revised governance systems are in place to ensure that all services consider UNCRC as part of their planning and implementation processes. | Establishment of council wide working group to create an action plan. Awareness raising / training rolled out over 2021 and establish Rights Champions. Establish Rights Impact Assessment as part of overall governance process and align with equality impact assessment etc. | ● | Green – on track | The action plan is being progressed with Rights Champions from all relevant services. The UK Government successfully challenged the Scottish Government's adoption of UNCRC Bill into Scots Law, nonetheless, the roll out of approaches continues as agreed by the CMT and working group. | OP9 OP10 |
| 3. | <u>The Community Empowerment (Scotland) Act 2015</u> | | ● | Green – on track | The 6 Communications and Engagement Groups are established to various | OP1 OP2 OP3 |


APPENDIX 1: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2021/22- FINAL PROGRESS REPORT

Corporate Improvement Actions 2021/22

| | Where do we want to be? | How will we get there? | Status April 2022 | | Commentary April 2022 | Corporate Plan priority |
|----|--|--|----------------------|--|--|--|
| | <p>The Council and its partners can demonstrate that it is effectively delivering the statutory requirements of the Community Empowerment (S) Act 2015</p> <p>Roll out the Locality Planning Groups to all localities</p> <p>The Alliance is investing in building the capacity of communities. Robust and comprehensive community involvement and engagement takes place in each of the 6 localities.</p> <p>Communities can influence how budgets can be used to address local priorities.</p> | <p>Continue to develop appropriate, local responses to Scottish Government guidance.</p> <p>Utilise the learning from the pilot to plan the further roll out. Review the Locality Action Plans.</p> <p>Work with the groups to take action to tackle the issues that they want us to prioritise Support the Communication and Engagement Groups to increase membership, and provision of training and support on digital engagement.</p> <p>Implementation of the revised approach as agreed by the Policy and Resources Committee</p> | | | <p>degrees in terms of number of attendance at the monthly meetings, review of the locality action plans and taking forward priorities within the area.</p> <ul style="list-style-type: none"> - South/South West has identified food and fuel poverty as a priority. - Port Glasgow are consulting on issues around transport. - Greenock West and Gourock successfully held two farmers markets following requests from group members - Inverkip and Wemyss Bay have met with partners regarding issues around litter, youth disorder and youth safety. - Kilmacolm and Quarriers are agreeing attendance and local priorities - Greenock East and Central require further support to develop their Communication and Engagement Group. <p>The Groups have also been involved in various engagement and listening events e.g. Inverclyde Council budget savings the HSCP strategic needs assessment consultation, the Community Meliora Fund. This was £120,000 allocated across the 6 localities for celebrate community in line with the Queen's Platinum Jubilee. There will be events taking place in all 6 localities by local organisations, the community were encouraged to participate in the voting of these events, via the Groups.</p> | <p>OP4</p> <p>OP5</p> <p>OP6</p> <p>OP7</p> <p>OP8</p> |
| 4. | <u>Volunteering Strategy</u> | | ● | | | <p>OP1</p> <p>OP2</p> |

APPENDIX 1: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2021/22- FINAL PROGRESS REPORT

Corporate Improvement Actions 2021/22

| | Where do we want to be? | How will we get there? | Status April 2022 | Commentary April 2022 | Corporate Plan priority |
|----|--|--|--|---|---|
| | <p>A strategy and volunteer charter is produced</p> <p>Volunteer strategy forms part of the workforce development priority in the CLD 3-Year Plan 2021-24</p> <p>Action plans are developed to outline key delivery priorities</p> | <p>A volunteer consultation survey carried out to inform the strategy</p> <p>Strategy development events/meeting carried out from April 2021. 3 Working Groups set up:</p> <ul style="list-style-type: none"> - Volunteer Survey - Volunteer Strategy - Volunteer Charter <p>Impact assessment carried out by Sept 2021</p> <p>Volunteer Pathways developed by March 2022.</p> <p>Development and delivery of a range of leadership and volunteering opportunities.</p> | Blue – compete | The Volunteering Strategy has been approved and published. | |
| 5. | <p><u>Child Poverty</u></p> <p>To reduce child poverty locally and work towards the achievement of national targets.</p> | <p>Implementation of the anti-poverty initiatives.</p> <p>Local and national data will be analysed to evidence local impact on child poverty and on the national targets.</p> <p>Monitor and review the projects in the Inverclyde Child Poverty Action Report</p> |  Green – on track | <p>Anti-poverty initiatives have been implemented and report bi-monthly to Policy and Resources Committee. In addition funding from Scottish Government for Anti-Poverty including additional Child Bridging funding, and Winter Support funding is also reported back to show impact towards national targets.</p> <p>The Child Poverty Local Action Report for year 4 is almost complete and includes an updated analysis of local and national data, to evidence local impact.</p> | <p>OP1</p> <p>OP4</p> <p>OP5</p> <p>OP6</p> |

APPENDIX 1: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2021/22- FINAL PROGRESS REPORT

| Corporate Improvement Actions 2021/22 | | | | | | |
|---------------------------------------|--|--|----------------------|------------------|---|----------------------------|
| | Where do we want to be? | How will we get there? | Status April 2022 | | Commentary April 2022 | Corporate Plan priority |
| | | | | | The year 4 strategy will be reported to Alliance Board in June 2022 for approval and includes a focus on targeted support, intensive interventions and a whole system approach to meet the needs of the family living in poverty or low income. | |
| 6. | <u>Measuring outcomes</u> Inverclyde Alliance and Inverclyde Council are better able to demonstrate impact on outcomes, at various levels across services and programmes. Performance reporting is linked to measuring impact on outcomes at all levels. Enhanced performance management across the Council linked to the delivery of outcomes. The Council's Strategic Planning and Performance Management Framework is streamlined, simplified and more outcome focused. | Continue to work with experts and other performance management specialists, to identify processes to better measure impact on outcomes and learn from good practice elsewhere. | ● | Green – on track | The Council and HSCP have purchased a new performance management system (Pentana) to support more robust performance management and reporting across the organisation. A review of the Local Outcome Improvement Plans (LOIP) across Scotland has been carried out and will inform the development of the new Inverclyde LOIP and associated outcomes going forward. | |
| 7. | <u>Workforce Planning</u> Continue to ensure workforce planning and development is integrated into CDIPs, risk registers and associated plans to address the key workforce challenges arising from Covid-19 recovery and into the longer term. | Build on the existing performance reporting arrangements. Identify desired outcomes with key milestones / timescales for all strategic plans. | ● | Green – on track | The first phase is concluded with the remaining work on track. Service plans have been issued to the workforce planning group along with guidance, with updates to be returned by the end of April 2022. An analysis of returns will be carried out to determine if any themed identified actions require to | OP3 OP9 OP10 |

APPENDIX 1: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2021/22- FINAL PROGRESS REPORT

| Corporate Improvement Actions 2021/22 | | | | | | |
|---------------------------------------|---|---|----------------------|-----------------|---|----------------------------|
| | Where do we want to be? | How will we get there? | Status April 2022 | | Commentary April 2022 | Corporate Plan priority |
| | <p>Continue to ensure Service Workforce Plans are actioned and reviewed.</p> <p>Progress the implementation of the Workforce Refresh Scheme.</p> | <p>Review concluded March 2022. Proposals agreed August 2022</p> | | | <p>be linked to wider corporate workforce planning.</p> <p>Job vacancies, which have arisen as part of the Council's workforce refresh programme, have been advertised locally and shared with local employability partners, to allow for a wide reach of council vacancies to the Inverclyde population. Additionally, entry level clerical posts have been restricted to Modern Apprentices (MAs) and recently MA's have secured posts through this process.</p> | |
| 8. | <p><u>People and OD Strategy</u></p> <p>The People & Organisational Development (OD) Strategy Action Plan should meet workforce needs in light of the Covid--19 pandemic and associated recovery plans with a focus on supporting employee mental health and wellbeing.</p> | <p>OD Team to review Action Plan and link with OD, Policy & Communications representatives on Recovery Groups and with Workforce Development Group to determine any new or amended key priorities in terms of the strategy and employee wellbeing.</p> <p>Dec 2021</p> | ● | Blue - complete | <p>An Employee Wellbeing Strategy and action plan was agreed as part of the Council's People and OD Strategy.</p> | |
| 9. | <p><u>Fairer Scotland Duty</u></p> <p>Ensure we are compliant with the Duty, by actively considering how we can reduce inequalities of outcome caused by socio-economic disadvantage when making strategic decisions.</p> <p>Implementation of new guidance.</p> | <p>Utilise the support available from the Improvement Service to develop and share best practice to ensure that services are full able to embrace the Fairer Scotland Duty requirements</p> <p>New guidance is expected September 2021. Training and awareness raising for EM and appropriate officers.</p> | ● | Blue - complete | <p>Equality Impact Assessments have been prepared for the savings proposals being considered as part of the budget setting process 2022. The documents include a section on the Fairer Scotland Duty which provides information on how the budget saving proposals would impact on reducing inequalities of outcome. The final Guidance on the Duty was published by the Scottish Government on 4 October 2021. There are no material differences between the interim and final versions of</p> | <p>OP2 OP4 OP9</p> |

APPENDIX 1: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2021/22- FINAL PROGRESS REPORT

Corporate Improvement Actions 2021/22

| | Where do we want to be? | How will we get there? | Status April 2022 | | Commentary April 2022 | Corporate Plan priority |
|-----|--|--|----------------------|-----------------|---|----------------------------|
| | | | | | the Guidance. Arrangements will be made regarding awareness-raising sessions on the finalised Guidance, facilitated by the Improvement Service. | |
| 10. | <u>Corporate Equality Outcomes</u> Progress is made with the delivery of the Corporate Equality Outcomes Improvement Plan 2021/25 | Devising of an Improvement Plan 2021/25 for submission to the Policy and Resources Committee on 16 November 2021 | ● | Blue - complete | The Corporate Equality Outcomes Improvement Plan 2021/25 has been approved. The Plan 2021/25 includes details of improvement actions which will support delivery of the five Corporate Equality Outcomes during the four year period 2021/25. | OP2 OP5 OP9 |

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Cross-Directorate Improvement Actions status as at April 2022

These improvement actions are implemented by more than one Council Service

| Cross-Directorate Improvement Actions 2021/22 | | | | | | |
|---|--|---|----------------------|-------------------------|---|----------------------------------|
| | Where do we want to be? | How will we get there? | Status April 2022 | | Commentary April 2022 | Corporate Plan priority |
| 1. | <p><u>Community Learning and Development 3 year Plan</u></p> <p>Plan completed by Sept 2021 and actions implemented.</p> <p>Key elements of the plan to include</p> <ul style="list-style-type: none"> - Involvement - Shared delivery priorities - Unmet need - Planning - Governance - Workforce development | <p>Delivery of the key activities as set out in the 3 year plan.</p> <p>New governance structures and arrangements in place</p> <p>Reporting of progress to the Strategic Implementation Group.</p> | ● | Green – on track | <p>A new 3 year Plan has been developed and was published online at the end of September 2021.</p> <p>Key actions from plan have started to be implemented including a Health and Wellbeing mapping exercise and implementation of the volunteering strategy.</p> <p>The co-ordination group has been established and a self-evaluation using the How Good is Our Community Learning and Development Framework to identify areas for improvement has been undertaken. This has resulted in a planned Developing the Workforce Day scheduled for all members of the Inverclyde Community Learning and Development Partnership in 15 June. This looks at the How Good Is our Community Learning and Development and the actions from the local 3 year plan.</p> | OP3 OP4 OP6 OP9 OP10 |
| 2. | <p><u>Develop and implement Sport and Physical Activity Strategy</u></p> <p>Draft Strategy developed and launched by Nov 2021</p> | <p>Strategy working group is established and meeting regularly</p> <p>The action plan is refreshed in light of Covid-19 with an initial focus on recovery</p> <p>Community engagement with regards to Action Plan will follow</p> | ● | Amber – slight slippage | <p>The strategy working group has been established and is meeting.</p> <p>Action plan is in development.</p> <p>The community engagement plan in development</p> <p>A reporting mechanism has been approved by Committee</p> | OP6 |

APPENDIX 1: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2021/22– FINAL PROGRESS REPORT

Cross-Directorate Improvement Actions 2021/22

| | Where do we want to be? | How will we get there? | Status April 2022 | | Commentary April 2022 | Corporate Plan priority |
|--|-------------------------|--|----------------------|--|--|----------------------------|
| | | <p>Strategy launch for completion by March 22</p> <p>Establish a reporting mechanism through Inverclyde Alliance Board.</p> <p>Operational group to be established in line with Action Plan Development and other key developments such as Community Sport Hubs.</p> | | | The operational group has still to be established and will form part of the community engagement plan. | |

APPENDIX 1: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2021/22– FINAL PROGRESS REPORT

Service Improvement Actions status as at April 2022

These improvement actions are implemented by individual Council Services

| Education | | | | | |
|-----------|---|--|----------------------|------------------|--|
| | Where do we want to be? | How will we get there? | Status April 2022 | | Commentary April 2022 |
| 1. | <p>Scottish Attainment Challenge An increase use of data to set targets and inform next steps and improvement</p> <p>A recovery curriculum is in place to ensure that the needs of all learners are met and that there are opportunities to fill learning gaps due to COVID-19</p> <p>Increased usage of data to set targets and inform next steps and improvements</p> <p>Parents are enabled to better support their children in Literacy, Numeracy and Health and Wellbeing</p> <p>Clearly articulated approaches to multi-agency professional learning to sustain collaborative and collegiate interventions.</p> <p>A consistent shared understanding of high –quality learning, teaching and assessment.</p> <p>Continue to reduce exclusions.</p> | <p>Continue to support and challenge staff in interpreting and using data to close the poverty related attainment gap.</p> <p>Continue to review and embed the range of interventions focused on closing the poverty-related attainment gap.</p> <p>Co-ordinated quality programmes are in place with partners which impact on attainment</p> <p>Continue to support and establish on family learning programmes and to support parents.</p> <p>Continue collaborative professional learning as demonstrated through highly effective implementation groups and professional learning communities. Disseminate effective practice.</p> <p>Continue to support and develop the leadership programmes that are provided across the authority, through the Regional improvement collaborative and nationally.</p> <p>Evidence informed interventions which positively impact on the lives of children and young people.</p> | ● | Green – on track | <p>The 2021/22 plan has been well implemented despite challenges linked to staffing absences and the need to support cover in schools due to Covid. Despite this a new 2022/23 Scottish Attainment Challenge refresh plan has now been agreed and is already being implemented.</p> <p>The use of data to inform improvement continues to be a key strength with the Inverclyde Data Dashboard being identified as national best practice. The role of Recovery Associates in Primary has proved effective alongside the training offer from Coaching and Modelling Officers (CMOs). It is predicated that we will see 21/22 Achievement of Curriculum Levels (ACEL) outcomes improve from 20/21 to be closer to 2018/19 levels.</p> |

OP1
OP4
OP5
OP9
OP10

APPENDIX 1: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2021/22– FINAL PROGRESS REPORT

| Education | | | | | | |
|-----------|--|---|----------------------|------------------|---|-------------------------------------|
| | Where do we want to be? | How will we get there? | Status April 2022 | | Commentary April 2022 | Corporate Plan priority |
| | Approaches and initiatives which have impacted on attainment are embedded. | <p>Ongoing implementation and evaluation of policies e.g. the Attendance Policy and 'Positive Relationships Positive Behaviour</p> <p>Build practitioner capacity across all sectors via high quality professional learning.</p> <p>Increase the digital literacy of all teachers and practitioners</p> | | | | |
| 2. | <p><u>Recovery Curriculum</u></p> <p>Schools use ongoing assessment and tracking to pin-point highly effective targeted intervention alongside QFLT.</p> <p>The school workforce is highly trained and can support pupils as part of QFLT and through effective interventions.</p> <p>Schools continue to develop tracking and monitoring of other aspects of BGE curriculum and develop report templates.</p> <p>Tracking and monitoring will increasingly be used to provide effective interventions in learning.</p> <p>Schools are accessing information independently and are confident in the use of all measures to remove barriers to learning</p> | <p>Updated Attainment Challenge plan for 2021/22 including the introduction of recovery associate roles in primary.</p> <p>Development of plans for SAC 2 for 22/23. Revising the Quality Assurance / school improvement Framework across the authority.</p> <p>Continue to develop the quality assurance framework and SEEMIS reporting and tracking system</p> <p>Establish toolkits for schools for recovery curriculum and pedagogy</p> <p>Ongoing work with SEEMIS</p> | ● | Green – on track | <p>Work to review the work of the 2021/22 Scottish Attainment Challenge (SAC) programme is well underway and a new plan to support the strategic plan for the implementation of the SAC refresh in Inverclyde as well as a year 1 plan was agreed by the Education and Communities Committee in March 22.</p> <p>Good progress has been made to recover attainment of all pupils as well as reducing the poverty related attainment gap to pre-pandemic figures. Final outcomes will be confirmed in June 22.</p> | <p>OP1 OP5 OP9 OP10</p> |

APPENDIX 1: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2021/22– FINAL PROGRESS REPORT

| Education | | | | | |
|-----------|--|--|----------------------|------------------|--|
| | Where do we want to be? | How will we get there? | Status April 2022 | | Commentary April 2022 |
| | <p>The Quality Improvement Framework (i) is in place and understood by all and (ii) has been adapted for recovery planning</p> <p>Following review and evaluation, the data set is consistently used across all establishments.</p> <p>The Regional Improvement Collaborative Plan is revised and updated</p> <p>Progression frameworks for other areas of the curriculum are beginning to be developed.</p> | <p>Continue to have representation on the RIC working groups and programme board</p> <p>The coaching and modelling officers will continue to work with schools to identify appropriate progression.</p> | | | |
| 3. | <p><u>National Additional Support for Learning (ASL) Review</u></p> <p>There is parity of esteem for all pupils in marking achievements.</p> <p>The understanding of inclusion and the skills to work in this area will continue to evolve.</p> | <p>Work with Heads of Establishment and Corporate Comms to develop approaches to celebrate success for all.</p> <p>Ongoing work with staff to ensure that there is strength based language throughout GIRFEC Wellbeing Assessments</p> <p>Support for senior leaders.</p> <p>Refresh the Positive Relationships policy in line with the ASL Review.</p> <p>Develop training and embed into yearly staff updates, the leadership programme and probationer teacher induction. Develop bespoke and ongoing training and coaching for Pupil Support assistants.</p> | ● | Green – on track | <p>Over the year 2021/22 work has been undertaken to create an Additional Support for Learning policy for the authority that captures much of the work over the past 3 years to improve inclusion and Additional Support Needs provision. This will be taken to Education and Communities Committee in June 22.</p> <p>Reviews of Inverclyde Communication Outreach Service and the Corporate Parenting team were undertaken and the recommendations will be taken forward in 2022/23. The new model of staffing linked to PSAs has also worked well with good feedback on training delivered and how the new job descriptions are allowing schools to better meet pupils needs.</p> |

APPENDIX 1: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2021/22– FINAL PROGRESS REPORT


| Education | | | | | | |
|-----------|--|---|----------------------|------------------|---|--------------------------------------|
| | Where do we want to be? | How will we get there? | Status April 2022 | | Commentary April 2022 | Corporate Plan priority |
| 4. | <p><u>1140 hours expansion in early learning and childcare</u> 1140 hours offered to all eligible children across Inverclyde.</p> <p>Continue to address the restrictions in choice of establishment / patterns of placement.</p> <p>Delivering provision in line with Scottish Govt. guidance and legislation.</p> | <p>The strategic work group will continue to monitor the implementation of the expansion plan.</p> <p>Monitoring of admissions data and uptake of places.</p> <p>Continue engagement with Scottish Govt. via regular meetings and sharing of information.</p> | ● | Blue – complete | <p>The implementation of the expansion programme is now complete. The final infrastructure project, Larkfield Early Learning Centre, opened in November 2021. Admission data for this year has been reviewed. Most children received their preferred placement. There continues to be pressure for term-time 9:00 – 15:00 places.</p> <p>A formal consultation process on Early Learning and Childcare closed on 6 December 2021 and the findings of this will inform the next 3 year plan.</p> | OP4, OP5, OP6, OP9, OP10 |
| 5. | <p><u>Digital Strategy</u></p> <p>Updated and improved key infrastructure across all establishments including improved connectivity, enhanced Wi-Fi and updated hardware. Evidence of improved pedagogy utilizing digital approaches including readiness to respond for remote / online learning.</p> <p>Improved access to digital devices for pupils in line with the Scottish Government programme.</p> | <p>Implementation of the Education Digital Strategy as part of the overall Council Digital Strategy over the next three years.</p> | ● | Green – on track | <p>The agreed Digital Strategy continues to be implemented with the Whiteboard refresh now complete. Ongoing work to replenish other parts of the hardware in schools is ongoing on a phased basis as well as reviewing connectivity / Wi-Fi and Bring Your Own Device.</p> <p>Ongoing work to support schools to further develop pedagogy using digital approaches also continues.</p> | OP2, OP3, OP4, OP5 |
| 6. | <p><u>Education Equality Outcomes</u></p> <p>Progress is made with the delivery of the Education Outcomes Improvement Plan 2021/25</p> | <p>Devising of an Improvement Plan 2021/25 for submission to the Education and Communities Committee on 2 November 2021</p> | ● | Blue - complete | <p>The Education Outcomes Improvement Plan 2021/25 was approved by the Corporate Management Team and the related Equality Impact Assessment published on the Council's website. Progress reports on the delivery of the Plan 2021/25 will be</p> | OP5 |

APPENDIX 1: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2021/22– FINAL PROGRESS REPORT

| Education | | | | | |
|-----------|-------------------------|------------------------|----------------------|--|--|
| | Where do we want to be? | How will we get there? | Status April 2022 | | Commentary April 2022 |
| | | | | | submitted to the Council's Corporate Equalities Group. |

| Culture, Communities and Educational Resources | | | | | |
|--|---|---|----------------------|------------------|---|
| | Where do we want to be? | How will we get there? | Status April 2022 | | Commentary April 2022 |
| 1. | <p><u>Introduce the food and nutritional guidelines across all establishments and improve the uptake of free school meals</u></p> <p>To sustain free school meal provision at an appropriate level in light of Covid-19 restrictions.</p> | Through monitoring and assessing the provision and promotion of the initiative to parents and children through each school. | ● | Green – on track | Local and national consultations have been carried out as well as discussions with young people at Clyde Conversations Conference to ascertain aspects that the young people would like to see improved and would increase uptake. Good practice visits have been conducted in school kitchens. |

APPENDIX 1: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2021/22– FINAL PROGRESS REPORT

| Culture, Communities and Educational Resources | | | | | | |
|--|---|--|---|-----------------|--|--------------------------------------|
| | Where do we want to be? | How will we get there? | Status April 2022 | | Commentary April 2022 | Corporate Plan priority |
| | | | | | | |
| 2. | <p><u>Cultural Services - Library Services</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>The Attainment Challenge work acts as a bridge between school and public libraries with sustainability built into resultants linkages, programming etc.</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>2021/22</p> |  | Blue – complete | <p>Examples of just some of the work delivered during the year includes:</p> <ul style="list-style-type: none">• Reading Schools programme now embedded into Libraries Inspire Schools Programme 79% of all Inverclyde schools have now engaged with the Reading Schools initiative• Review of services for Young Adults with action plan in place and new programming started – 2 new weekly groups• New Comics Plus service available for children and young adults• Attainment Challenge and Public Libraries successful bid of £1000 from Scottish Library and Information Council Children’s Fund for summer programme• Attainment Challenge and Public Libraries delivering elements of programme for St Columba’s S1’s in tandem with public library providing pop-up library for class• 30 Class Visits to the library (Jan-Mar 2022) with 578 children attending• Parent workshops have been developed in partnership with CLD to compliment P3 Reading for Pleasure Project to encourage families to return to the library and are available both as virtual and in person delivery. | OP1, OP2, OP8, OP9, OP10 |
| 3. | <p><u>Community Safety & Resilience – Improving Inverclyde Initiative</u></p> | | N/A | | | OP1, OP2, |



APPENDIX 1: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2021/22– FINAL PROGRESS REPORT

| Culture, Communities and Educational Resources | | | | | |
|--|--|--|----------------------|------------------|--|
| | Where do we want to be? | How will we get there? | Status April 2022 | | Commentary April 2022 |
| | The introduction of a neighbourhood / community based community safety and resilience initiative in Lower Port Glasgow in a post-Covid restriction period. | <p>Engagement with agencies and services to identify post-Covid resources and current assets within the identified area.</p> <p>Assess post-Covid community engagement responses to identify unmet and changed community need</p> <p>Engagement with communities and the Community Council to encourage participation and ownership</p> <p>6 month evaluation of the project to identify successes/areas for improvement and the opportunity to roll out to other areas.</p> <p>12 month evaluation of the initiative to identify self-sustaining initiatives, community impact and community perceptions.</p> | | | <p>A full review of the project has taking place and agree by all partner agencies, that the project would not go forward at this time.</p> <p>OP5, OP6, OP7, OP9</p> |
| 4. | <p><u>Youth Consultation & Representation</u></p> <p>Community engagement structures 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>Review and refresh the Youth Representation structure in light of Covid-19.</p> <p>Review the Youth Participation Strategy.</p> <p>Re-establish LGBT+ provision in Inverclyde following Covid-19</p> <p>Collaborate with young people and stakeholders to plan and deliver Clyde Conversations 2021.</p> | ● | Green – on track | <p>In process of recruiting new members to Inverclyde Youth Council (IYC). Training programme in development for new members.</p> <p>The review of the Youth Participation Strategy has not started but this will be carried out in collaboration with members of IYC.</p> <p>Clyde Pride group meeting weekly with membership of 20+</p> <p>OP2 OP9</p> |

APPENDIX 1: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2021/22– FINAL PROGRESS REPORT

| Culture, Communities and Educational Resources | | | | | | |
|--|-------------------------|---|----------------------|--|---|----------------------------|
| | Where do we want to be? | How will we get there? | Status April 2022 | | Commentary April 2022 | Corporate Plan priority |
| | | <p>Ensure effective arrangements are in place for the Scottish Youth Parliament (SYP) Elections 2021.</p> <p>Establish a Youth Consultation Group linked to the requirements for UNCRC.</p> | | | <p>Clyde Conversations 5 was delivered in Feb 2022. Reporting and feedback process underway. A report to the Alliance is planned for later in the year Sept / October 2022</p> <p>Elections held in Nov 2021 with 2 new Members of the Scottish Youth Parliament elected.</p> | |

APPENDIX 1: EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT CDIP 2021/22– FINAL PROGRESS REPORT

| Organisational Development, Policy and Communications | | | | | | |
|---|---|--|---|------------------|---|----------------------------|
| | Where do we want to be? | How will we get there? | Status April 2022 | | Commentary April 2022 | Corporate Plan priority |
| 1. | <u>Health and Safety Monitoring System</u> To record and monitor key action points and control measures which require to be implemented at Service level and that implementation has taken place. | Develop and test the relevant modules in the Figtree system. Bring online the audit and assessment modules and pilot them in selected areas (Fire Risk Assessment, Education and Environmental and Commercial Services. Develop the reporting function to bring additional statistical information to the Corporate Health and Safety Committee as required. March 2022 |  | Blue - complete | All modules have been tested. Initial work on piloting the modules for recording SFR audit reports was carried out. The system can be utilised for monitoring high priority actions, however it is less suitable for low priority items. Statistical data can be drawn for all main areas and further reporting can be developed as required. | OP9 OP10 |
| 2. | <u>Population and tourism 'place' marketing</u> There is a coordinated place marketing campaign, involving a range of partners, linked to the work of Tourism Inverclyde and the 'discover Inverclyde' brand to promote Inverclyde as a place to encourage more visitors, more businesses and more new residents | Launch of the new web resource 'discover Inverclyde' website, supported by a place marketing campaign throughout 2021/22 focused on promoting Inverclyde as a place to visit, live and work. |  | Green – on track | Funding agreement to support tourism, events (Meliora) and Glasgow city region tourism marketing as part of council recovery plans. Developing the Inverclyde brand is one of the Population Partnership's revised strategic objectives, approved by the Inverclyde Alliance. Meliora Festival event planned for May /June 2022 bringing together a range of activities. | OP1 OP10 |

APPENDIX 2
EDUCATION, COMMUNITIES AND ORGANISATIONAL DEVELOPMENT
CDIP IMPROVEMENT PLAN 2022/23

APPENDIX 2: Education, Communities and Organisational Development Improvement Plan 2022/23

The Education, Communities and Organisational Development CDIP Improvement Plan is reviewed annually to ensure that the actions within it remain relevant, that it reflects the current position and also any new challenges that have emerged in the previous year. This section sets out the refreshed improvement actions for the Directorate.

| Improvement Plan Overview | |
|---|--------------------------|
| Education | Corporate Plan Priority |
| Children's Services - Care experienced young people | OP5, OP9 |
| UNCRC Incorporation (Scotland) Bill | OP1, OP5, OP9 |
| Gaelic Medium Education | OP1, OP9 |
| Scottish Attainment Challenge | OP1, OP4, OP5, OP9, OP10 |
| Early learning and childcare | OP4, OP5, OP9, OP10 |
| Affordable Childcare | OP1, OP4, OP5 |
| Digital Strategy | OP1, OP3, OP9 |
| Senior Phase | OP1, OP3, OP9 |
| National review of curriculum and qualifications | OP1, OP3, OP9 |
| Children's Mental Health and Wellbeing | OP5, OP6 |
| Culture, Communities and Educational Resources | Corporate Plan Priority |
| The Community Empowerment (Scotland) Act 2015 | OP1 – OP9 |
| Anti-poverty initiatives | OP4, OP6 |
| Review of Assets | OP9 |
| Participatory Budgeting | OP2, OP9 |
| Community Safety Strategic Assessment and Action Plan | OP1, OP9 |
| Active Inverclyde | OP1, OP6 |
| Physical activity and sport pilot | OP1, OP6 |
| Review of school meal provision | OP4, OP5, OP6 |

APPENDIX 2: Education, Communities and Organisational Development Improvement Plan 2022/23

| Organisational Development, Policy and Communications | Corporate Plan Priority |
|---|-------------------------|
| People and Organisational Development Strategy | OP9, OP10 |
| Gaelic Language Plan | OP1, OP9 |
| Improvement Planning | OP9, OP10 |
| Corporate Equalities Outcomes Improvement Plan 2021/25 | OP5, OP9 |
| Workforce planning | OP1, OP3, OP9, OP10 |
| New Ways of Working project | OP9, OP10 |
| Review of Strategic Planning and Performance Management Framework | OP9, OP10 |
| Health and Safety | OP9, OP10 |
| All Services | |
| Tourism and Events | OP1, OP9 |
| Communications Strategy | OP1, OP9 |
| Historic Links to Slavery | OP1,, OP8 |

APPENDIX 2: Education, Communities and Organisational Development Improvement Plan 2022/23

| Ref no | Area of Directorate activity | Where are we now? | Where do we want to be? | How will we get there (including timescale)? | How will we know we are getting there? | Who is responsible? | How much will it cost? |
|-------------------------------|--|--|---|--|--|---------------------------------|------------------------|
| Corporate Improvement Actions | | | | | | | |
| CA1 | Children's Services - Care experienced young people | <p>This is a key priority within the Children's Services Plan. A virtual school, has been established, including a more coordinated governance model around the Children's Services Plan priority and the school itself to support its establishment.</p> <p>An Interim Head Teacher for the school has been appointed and is due to commence in post in May 2022.</p> | <p>Key outcomes for Care Experienced Young People continue to improve, maintaining being above the National Average as well as closing the gap with their peers.</p> <p>The Virtual school is fully established and having an impact on provision and practice for Care Experienced Young People in all establishments</p> <p>The links with The Promise team are fully evolved and there is clear evidence that establishments are developing policy and practice in line with this.</p> | <p>Establishment of the Virtual school including incorporation and development of the Corporate Parenting Team</p> <p>Develop governance groups around Care Experienced Young People Children's Services Plan priority including ongoing development of partnership with The Promise Team</p> <p>Ongoing ytt relating to Care Experienced Young People and their needs including a focus on trauma</p> | <p>Delivery of key outcomes linked to Children's Services Plan 2020 - 23</p> <p>The foundations of The Promise are embedded with via a dedicated I-Promise team, an I-Promise board and implementation of I-Promise across Inverclyde.</p> <p>Improved support for attainment, attendance and positive destinations for looked after children, particularly those looked after at home.</p> <p>Looked after children and young people will, wherever possible, continue to reside in their local community.</p> <p>Families can access early help and support and care experienced young people are fully supported throughout all transitions via a whole systems approach.</p> | Head of Education Virtual HT | Virtual HT salary |

APPENDIX 2: Education, Communities and Organisational Development Improvement Plan 2022/23

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|--------|--|---|---|---|--|--|--|
| CA2 | UNCRC Incorporation (Scotland) Bill | A new pupil consultation group has been established with representation from every primary, secondary and ASN school. The Directorate Management Team meets with the group at least twice a term. | Further develop the group to establish a mechanism by which other council services can consult with young people where there is a need. | Support and maintain existing group Establish a clear mechanism for other services to access the group for the purposes of consultation | Develop processes via the UNCRC joint working group | Head of Education | |
| CA3 | Gaelic Medium Education | Presently there is no secondary provision for Gaelic within the authority and no statutory obligation to provide this. Inverclyde Council provides transport for pupils attending the Gaelic school in Glasgow. Education Services are extremely keen for pupils to continue in Gaelic medium education locally beyond primary school. | Deliver Secondary Gaelic provision within Inverclyde | To review and consider all options via: - Establishment of an advisory group - Options Appraisal - Bring back further report of developments and proposals to the Education and Communities Committee during 2022-23 | Group and Terms of Reference established Options appraisal carried out Proposals developed and presented to Education and Communities Committee | Head of Education / Education Officer with responsibility for Gaelic | TBC |
| CA4 | Gaelic Language Plan 2022/27 | The Gaelic Language Plan 2022/27 was approved at the meeting of the Policy and Resources Committee on 1 February 2022. The Equality Impact Assessment (EIA) on the Plan 2022/27 has been published on the Council's website. The Plan 2022/27 has been submitted to Bòrd na Gàidhlig for approval. | Progress is made during 2022/23 in the delivery of the 3 High Level Aims and the 22 Corporate Services Aims | By making appropriate progress with the delivery of the High Level Aims and the Corporate Services Aims | Monitoring and reporting of progress on a 6-monthly basis to the Corporate Equalities Group and via the submission of a monitoring report to the Education and Communities Committee in June each year | Various Service Managers from across the Council | Costs will be funded from existing Directorate budgets |

APPENDIX 2: Education, Communities and Organisational Development Improvement Plan 2022/23

| Ref no | Area of Directorate activity | Where are we now? | Where do we want to be? | How will we get there (including timescale)? | How will we know we are getting there? | Who is responsible? | How much will it cost? |
|--------|--|--|---|--|--|---|--|
| CA5 | People and OD Strategy | <p>The Organisational Development Strategy 2020-2023 was formally approved by the Policy and Resources Committee on 4th February 2020.</p> <p>Progress in delivery of key actions is published on the Council's website.</p> | Progress the themes and initiatives during 2022/23 and support the range of planned transformation and change management projects and to ensure the required skills are in place to deliver these and any required savings. | <p>By making appropriate progress with the delivery of the actions which underpin the strategy.</p> <p>A further report providing a detailed update and action plan on the themes and initiatives in the year ahead will be brought to a meeting of the Corporate Management Team in the summer 2022</p> | By monitoring and reporting progress on the delivery of the Action Plan 2022/23 | OD &HR Service Manager | Costs contained within Directorate Budgets. |
| CA6 | Workforce planning / refresh | <p>The pandemic has had a significant impact on the Council's working practices. It was necessary to pause to fully understand the new circumstances.</p> <p>The Service Workforce Plan template was developed in conjunction with the Corporate Workforce Planning and Development Group and designed to complement the People and Organisational Development Strategy.</p> | Services require to review and update their Service Workforce Plans for 2022/23 by end April 2022 | By making appropriate progress with the delivery of the Service Workforce Plans. Review end September 2022 | <p>By monitoring and reporting progress on the delivery of the Services Updated Plans after 6 months to CMT</p> <p>Feedback from members of the Workforce Planning Development Group</p> | OD &HR Service Manager & Workforce Planning Development Group | Any costs would be identified in Service Plans |
| CA7 | Corporate Equalities Outcomes Improvement Plan 2021/25 | The Corporate Equality Outcomes Improvement Plan 2021/25 was approved at the meeting of Policy and Resources Committee on 22 March 2022. | During 2022/23, progress has been made with the delivery of the improvement actions outlined in the Plan 2021/25 | By making appropriate progress with the delivery of the improvement actions which underpin each of the Corporate Equality Outcomes 2021/25 | By monitoring and reporting progress on the delivery of the Plan 2021/25 on a 6-monthly basis to the Corporate Equalities Group and | Various Service Managers from across the Council | Funded from existing budgets, together with |

APPENDIX 2: Education, Communities and Organisational Development Improvement Plan 2022/23

| Ref no | Area of Directorate activity | Where are we now? | Where do we want to be? | How will we get there (including timescale)? | How will we know we are getting there? | Who is responsible? | How much will it cost? |
|------------|---|--|--|--|--|--|--|
| | | The EIA on the Plan 2021/25 has been published on the Council's website. | | | annually to the Policy and Resources Committee | | other funding sources including NHSGGC, the IS and the Scottish Government |
| CA8 | New Ways of Working project a) Hybrid working b) Campus estate | A small multi-disciplinary team was created in January 2022 for an initial period of 18 months. The team is progressing with a review of the Greenock Campus offices, considering potential efficiencies in the use of office space linked to the implementation of hybrid working and greater use of ICT. This represents the first phase which if successful may lead to further phases. | The Council is viewed as an employer that continually transforms how we work, taking account of digitalisation, hybrid working and changes to property requirements, ensuring our workforce is equipped to respond to the increasing pressures and challenges that lie ahead. Achievement of the high level saving target set by the CMT of £60,000/ year by 2023/24. | Implementation of the Council's Hybrid Working Strategy, reviewing at key stages of the 12 month pilot period (3mth and 6mth review) – by May 2023 Approved business case for Phase 1 – by May 2022 Review of the Greenock Campus, identifying and having agreed, potential office space efficiencies – July 2022. Supporting the roll out of MS Teams and any other technology advances – ongoing. | Approval of the project business case. Feedback from established governance structure, i.e. project board, CMT, relevant Committee Feedback from pilot reviews, e.g. hybrid working. | Service Manager – People & Change Management | Up to £300,000 has been allocated from an existing earmarked reserve |
| CA9 | Improvement planning | The Council and HSCP have purchased a new performance management system (Pentana) to support | Real time performance information drives performance management with reporting of performance | Full implementation of new system (May 2022) | Pentana is fully implemented and used to report performance on a range of plans and | Service Manager- Corporate Policy, | Within existing resources |

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|--------------|--|---|--|---|---|--|--|
| | | <p>more robust performance management and reporting across both organisations.</p> <p>The Directorate uses a range of self-evaluation models as well as benchmarking and customer satisfaction data to inform planning however the improvement activity is not co-ordinated centrally within the Directorate.</p> | <p>against targets, key objectives and outcomes.</p> <p>There is a Directorate wide overview of planned self-evaluation and improvement activity in the short – medium term.</p> | <p>Uploading of initial plans and key performance data (June 2022)</p> <p>First phase of system training for relevant members of staff (August 2022)</p> <p>Establish a 3 year self - evaluation framework for the Directorate (August 2021)</p> <p>Progress in the delivery of self-evaluation improvement actions is monitored via Pentana.</p> | <p>PLs.The system is actively used by officers and managers to manage performance.</p> <p>First phase of training complete. Staff feel confident in using the system.</p> <p>Framework established and any gaps in our self-evaluation processes are identified. Improvement actions for the Directorate are joined up where appropriate.</p> | performance and Partnership | |
| CA 10 | Review of Strategic Planning and Performance Management Framework | The current Strategic Planning and Performance Management Framework which incorporates: Corporate Plan (2019-22); the LOIP (2017-22) and CDIPs (2019-22) have all been extended for one further year. | A new streamlined SPPMF and have agreed priorities for the LOIP/Council and service Plans, and new plan templates in place. | <p>Agreement from CMT and approved by P&R Committee as to adopting LOIP priorities for Inverclyde Council. (One Plan) September 2022</p> <p>A template for service planning is agreed by P&R Committee September 2022</p> <p>Work with the Alliance Board to agree timeframes and strategic priorities for the next LOIP, including undertaking community</p> | There will be an agreed SPPMF and associated strategic and service plans approved for the appropriate time frame, by Alliance Board in March 2023 and Policy and Resources Committee in March 2023. | Service Manager- Corporate Policy, performance and Partnership | Staff and partner time within existing resources |

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|--------------|-------------------------------------|--|--|---|---|--|---------------------------|
| | | | | engagement and consultation. October 2022 | | | |
| CA 11 | Health and Safety | <p>A range of existing policies and procedures are in place to support health and safety activity and response across the Council.</p> <p>Policies and procedures require review in light of new ways of working and lessons learned from the pandemic.</p> | <p>Comprehensive review Health and Safety plan and policies in light of COVID-19</p> <p>A new Health and Safety strategy and plan created which identifies areas of priority focus across the Council.</p> | <p>Scoping exercise with services to determine service priorities and risk areas in relation to health and safety. April/May 2022.</p> <p>Develop a 3 year Health and Safety Plan to be agreed by CMT July 2022</p> | <p>Plan agreed at CMT and Policy and Resources committee.</p> <p>Service targets in the health and safety plan to be monitored by the Corporate H&S Committee</p> | Service Manager - Corporate Communications | No costs identified |
| CA 12 | Participatory Budgeting (PB) | A PB model for Inverclyde has been developed and approved by Policy and Resources Committee in February 2020. The new model has been used to inform projects funded through the Council's Anti-Poverty Fund in 2020/21 and a pilot PB exercise on aspects of the roads asset management plan (RAMP). | <p>Continue to implement Participatory Budgeting so that 1% target is met</p> <p>PB is fully embedded and valued as a way of planning service delivery that is based on community involvement.</p> | <p>Work with services to plan for appropriate PB exercises to be carried out in 2022/23.</p> <p>Participatory Budgeting will be supported in the longer term through the use of CONSUL, a free online platform used to carry out PB used by other local authorities across Scotland. Continued awareness-raising and development sessions with Elected Members, Council services, 3rd sector organisations and communities.</p> | <p>Framework for the implementation of PB in place.</p> <p>More Council services will use PB as a tool for involving local communities in decision-making.</p> | Head of Culture, Communities and Educational Resources | Met from existing budgets |

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| Ref no | Area of Directorate activity | Where are we now? | Where do we want to be? | How will we get there (including timescale)? | How will we know we are getting there? | Who is responsible? | How much will it cost? |
|--------------|--|---|---|---|--|---|---|
| CA 13 | Review of Assets - Inverclyde Leisure and Self-Managed Community Hubs | <p>The assets managed by Inverclyde Leisure currently consist of the Leisure estate; community facilities and town halls; Parks pitches and the athletics stadium.</p> <p>The estate is maintained on an ongoing basis and usage monitored. Due to the significant financial challenges ahead; the cost of ongoing maintenance; replacement of facilities and also the requirement to meet net zero criteria a review of the estate is needed</p> | <p>A full review of the leisure estate and self- managed hubs has been undertaken taking into account usage, social value, financial operating of facilities and cost of ongoing maintenance and replacement. This review informs recommendations to elected members as part of future budget considerations.</p> | <p>A working group will be set up to consider the usage, social impacts and all associated costs linked to the leisure estate managed by IL.</p> <p>February / April 2022</p> <p>A report will be collated with officer recommendations and this will feed into the budget process for 2023/24 onwards by end September 2022.</p> | <p>Report has been collated and submitted via appropriate governance channels.</p> <p>Officer recommendations are in place for consideration as part of the budget process.</p> | <p>Head of Culture, Communities and Educational Resources</p> <p>Services Manager - Community Learning and Development Community Safety and Sport</p> | <p>Undertake review of assets managed by Inverclyde Leisure and Self-managed Community Hubs</p> |
| CA 14 | Anti-Poverty Initiatives | <p>Structures are in place to implement and monitor the anti-poverty initiatives. All projects are being implemented and 6 monthly monitoring reports are presented to the Policy and Resources Committee.</p> | <p>All projects are achieving the milestones as set out in the project plans.</p> <p>Outcomes from the projects are visible and reported to elected members.</p> | <p>All projects / initiatives will be concluded by November 2023, with some concluding earlier.</p> | <p>Regular meetings of the implementation group and the strategic overview group take place, with appropriate monitoring reports submitted to the CMT and Policy and Resources Committee</p> | <p>Head of Culture, Communities and Educational Resources</p> | <p>£1.08m for the life of the fund.</p> |
| CA 15 | Community Safety Strategic Assessment and Action Plan | <p>A Strategic Assessment has highlighted the key issues for the Inverclyde Council Community Safety Partnership to address in order to reduce crime and anti-social behaviour (ASB) in the area.</p> | <p>Develop and implement a 3 year action plan, so that the responses to the recommendations in the Strategic Assessment are monitored and measured closely.</p> | <p>Evaluation of the outcomes achieved, including the views of residents, obtained through regular engagement during the three-year period.</p> <p>Annual reports on progress to the Inverclyde Alliance and the Police and Fire Scrutiny Committee.</p> | <p>Regular monitoring by the Community Safety Strategic Group.</p> | <p>Head of Culture, Communities and Educational Resources</p> <p>Services Manager - Community Learning and</p> | <p>Being met from existing resources.</p> |

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|--------------|--|---|--|---|--|---|------------------------------|
| | | | | | | Development Community Safety and Sport | |
| CA 16 | The Community Empowerment (S) Act | <p>A cross-service asset transfer management group has been established, chaired by the Head of Culture, Communities and Educational Resources. There is a significant web presence to guide applicants through the process of asset transfer.</p> <p>The service will provide a single-point of contact for groups to access support and guidance on applications.</p> | <p>There is a clear mechanism in place to support groups who wish to pursue asset transfers.</p> <p>Regular reports are provided to the Education and Communities Committee on the progress of each application.</p> <p>Groups feel supported by the Council in their asset management applications and are clear on next steps.</p> | An action plan was agreed by the Policy and Resources Committee in March 2022 which sets out the ongoing areas for improvement. | Quarterly monitoring reports to the Education and Communities Committee. | <p>Head of Culture, Communities and Educational Resources</p> <p>Services Manager - Community Learning and Development Community Safety and Sport</p> | Met from existing resources. |

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|--|----------------------------------|---|---|--|---|--|--|
| Cross Directorate Improvement Actions | | | | | | | |
| CD1 | Tourism and events | Funding agreement to support tourism, events (Meliora) and Glasgow city region tourism marketing as part of council recovery plans | <p>Tourism development in the area has a higher profile, Inverclyde place marketing co-ordinated around the 'discover Inverclyde' call to action,</p> <p>Meliora events delivered successfully and Inverclyde plays its part in city region tourism activity and marketing.</p> | Over the next two years, increase in the number of places where the 'discover Inverclyde' call to action is promoted; more venues promoting through the discover Inverclyde assets and linking with Visit Scotland including the national accreditation scheme. Either a city region marketing campaign delivered in 2022/23 or a local campaign delivered. Meliora events delivered in May and June 2022. | <p>More businesses and venues will be using the 'discover Inverclyde' call to action and promoting through the discover Inverclyde assets.</p> <p>More businesses will be using the Visit Scotland accreditation scheme. A city region marketing campaign (or local marketing campaign) will be delivered in 2022/23 Meliora events have been delivered in May and June 2022.</p> | Service Manager - Corporate Communications | <p>Tourism recovery funding - £220K Tourism recover</p> <p>Outdoor festival (Meliora) £350K</p> |
| CD2 | Communication Strategy | The existing Communications Strategy in place was agreed by the Policy and Resources Committee on 21 March 2017 | A refreshed Communications Strategy with a wider scope agreed by Council or Policy and Resources Committee. | <p>Scoping exercise and engagement with services March/April 2022</p> <p>Creating of draft communications strategy to CMT May/June 2022 and, subject to agreement, to Council or Policy and Resources Committee in 2022 (date to be confirmed)</p> | A Communications Strategy with a wider scope than the existing one is agreed at the council's policy and resources Committee or Council in 2022. | Service Manager - Corporate Communications | No costs identified at the moment and subject to scoping exercise. |
| CD3 | Historic links to slavery | Historical links to slavery working group formed and met throughout 2021. A final report and recommendations (a reparatory plan) was approved | The working group now needs to become an advisory group overseeing the work of 5 subgroups working on the Gourock coat of arms; a | Subgroups to be set up to carry out the work and report in to main advisory group on progress. | Gourock coat of arms will have been dealt with in an appropriate way on a case by case basis; | Head of Culture, Communities and | £40K from Ear Marked Reserves for |

APPENDIX 2: Education, Communities and Organisational Development Improvement Plan 2022/23

| Ref No: | Area of Directorate activity | Where are we now? | Where do we want to be? | How will we get there (including timescale)? | How will we know we are getting there? | Who is responsible? | How much will it cost? |
|---------|------------------------------|---|--|--|--|-----------------------|-------------------------|
| | | by Education and communities Committee in Jan 2022. | heritage trail; further research; a steering group to celebrate Black History Month; and an inclusive curriculum. Implement the recommendations from the report on Inverclyde's Historic Links to Slavery | | A heritage trail along with an abolitionist plaque and exhibition will be available and promoted as part of discover Inverclyde; Further research on the subject will have taken place and made available to residents and visitors; A festival of events and activities programmed for Black History Month in Oct 2022. Education practitioners participate in professional learning; resource produced and shared with schools; staff supported to use resources; materials in use. | Educational Resources | Repopulation set aside. |

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|--------|------------------------------|-------------------|-------------------------|--|--|--------------------|------------------------|
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Service Improvement Actions

APPENDIX 2: Education, Communities and Organisational Development Improvement Plan 2022/23

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|--------------------|---|---|---|--|--|--|------------------------|
| EDUCATION SERVICES | | | | | | | |
| ED1 | Scottish Attainment Challenge (SAC) refresh Plan | The Scottish Attainment Challenge Refresh Plan Year 1 Draft has been approved by Education & Communities Committee – awaiting Framework | Scottish Attainment Challenge Refresh Year 1 Plan complete with agreed National/Local Aims submitted to Scottish Government – June 2022. Implementation of plan, April 2022 – June 2023 | June 2022 | Plan in final draft agreed by Education & Communities committee and submitted to Scottish Government | Attainment Challenge Project Lead | |
| | | | | April 2022 – June 2023 | Bi annual reporting Framework – Targets achieved by June 2023 | Attainment Challenge Project Lead | |
| | Data | An increased use of data to set targets and inform next steps and improvement | Sustainable model of data collection and interrogation supported by quality Career Long Professional Learning (SEEMiS/Data Officer) | June 2023 | Data Drops X 3 Recovery Associate interventions Education Officer discussions with HTs | SEEMiS Officer Data Officer Attainment Challenge Project Lead EOs | |
| | Recovery Curriculum | A recovery curriculum is in place to ensure that the needs of all learners are met and that there are opportunities to fill learning gaps due to COVID-19 | Continue to review and embed the range of interventions focused on closing the poverty-related attainment gap. Gap reduced to pre-Covid-19 Levels | June 2023 | Data Drops X 3 Recovery Associates X 4 Education Officer discussions with HTs | Attainment Challenge Project Lead Education Officers Recovery Associates X 4 | |
| | Family Learning | Parents are enabled to better support their children in Literacy, Numeracy and Health and Wellbeing | Continue to support and establish family learning programmes and to support parents | June 2023 | Parents feel more supported | Attainment Challenge Project Lead | |
| | Quality First Learning & Teaching | Coaching Modelling Officers / Career Long Professional Learning targeted to support improvements in Quality First Learning & Teaching | Quality First Learning & Teaching Toolkit created with support available to improve processes of Learning, Teaching & Assessment | December 2022 | Toolkit developed and supporting improvements in processes | Attainment Challenge Project Lead, | |

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|--------|-------------------------------|---|--|--|--|---|---|
| | | | | | | Coaching Modelling Officers, Attainment Adviser | |
| ED2 | Early Years 1140 hours | <p>The expansion programme for 3 and 4 year olds is complete.</p> <p>Next phase of expansion programme is:</p> <ul style="list-style-type: none"> An increase in the cohort of 2 year olds eligible for funded childcare. A new entitlement for funded childcare for 1 year olds. | <p>A robust plan is in place to implement the next phase of the expansion programme for children aged 0 – 2 years.</p> <p>High quality provision for children aged 0 -2 years is in place in local authority and Private, voluntary or independent settings.</p> | <p>A local plan will be developed from Scottish Government legislation and guidance.</p> <p>The strategic working group will be re-established to develop and implement the local plan.</p> <p>This phase will be implemented during the course of the current parliament.</p> | <p>A clear timeline and staging posts will be developed from the guidance when it is issued.</p> <p>The required number of places for children aged 0 – 2 years are available.</p> <p>The strategic group will monitor progress.</p> <p>Regular updates will be provided to Scottish Government.</p> | Education Manager | It is expected that this phase will be fully funded (capital and revenue) by Scottish Government. |

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|--------|---|---|---|---|--|--|---|
| ED3 | Affordable Childcare - School Aged Childcare | <p>There is limited school aged childcare across Inverclyde.</p> <p>Inverclyde Council participated in the Scottish Government's pilot of Affordable Childcare.</p> | <p>A robust plan is in place to implement Scottish Government's Strategic Framework for School Aged Childcare.</p> <p>Affordable, school aged childcare is in place across all localities in Inverclyde.</p> | <p>A local plan will be developed from Scottish Government legislation and guidance.</p> <p>A strategic work group (Community Learning & Development, Education, Finance, Human Resources, and Property Services) will be established to develop and implement the local plan.</p> <p>It is anticipated that the first phase will be implemented during the course of the current parliament.</p> | <p>A clear timeline and staging posts will be developed from the guidance when it is issued.</p> <p>There is an increase in the availability of affordable, school aged childcare across all localities in Inverclyde.</p> <p>The strategic group will monitor progress.</p> <p>Regular updates will be provided to Scottish Government.</p> | Education Manager | It is expected that this phase will be fully funded (capital and revenue) by Scottish Government |
| ED4 | Digital strategy | <p>A Digital Learning Strategy has been approved and Education Services continues to move forward with infrastructure and hardware upgrades.</p> <p>New style ActivPanels will have been installed in all schools by April and ongoing refresh scheduled.</p> <p>The ICT service has agreed on a review of school Wi-Fi accessibility as well as an approach to upgrading /</p> | <p>All schools making use of new style ActivPanels alongside ongoing training/support to enable practitioners in using boards to enhance Teaching and Learning.</p> <p>School Wi-Fi is easier to access via networked devices as well as staff/pupil personal devices via Bring</p> | <p>Delivery of ongoing training and support for ActivPanels.</p> <p>Staff/pupil consultation on Bring Your Own Devices needs (June 22) followed by Digital Education Officer working with Information Technology to design new Bring Your Own Devices process. (Oct 22)</p> <p>Digital Education Officer to consult Heads of</p> | <p>Staff training engagement numbers.</p> <ul style="list-style-type: none"> • Completion of Bring Your Own Devices consultation. • Progression of planning process • Implementation of new Bring Your Own Devices access process. • Provision of input from schools re upgrade/ refresh needs. | <p>Digital Education Officer</p> <p>Information Technology Service</p> | <p>ActivPanels: £700,000 to replace existing whiteboards £1.15 million for refresh of ActivPanels over a 7 year period.</p> <p>Bring Your Own</p> |

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|--------|------------------------------|--|---|---|---|--|--|
| | | <p>refreshing teacher and pupil devices to bridge the gap between the current situation and the Scottish Government's commitment to providing all pupils with a device. Guidance is awaited from the Scottish Government around how/when this will take place.</p> <p>Pilot of St Columba's Remote Learning classroom is now nearing conclusion.</p> | <p>Your Own Devices. Schools provided with devices and/or device upgrades to meet their needs until the national 1:1 device initiative takes effect.</p> <p>Provision of a broadly available Remote Learning solution to enable the remote delivery of multiple Senior Phase courses.</p> | <p>Establishments on their upgrade and/or device requirements followed by commencement of upgrade/refresh programme. (Time TBC)</p> <p>Review of Remote Learning trial and planning of 22/23 approach by May.</p> | <ul style="list-style-type: none"> Commencement of upgrade/refresh programme. <p>Decision made on and completion of planning for Remote Classroom approach for 22/23.</p> | | <p>Devices: TBC</p> <p>Refresh/Upgrades : £350k p/a</p> <p>Remote Classroom: TBC</p> |
| ED5 | Senior phase | A review of the senior phase in partnership with the Association of Directors of Education Scotland (ADES) and Education Scotland has been carried out, highlighting areas of strength and for improvement. A Senior Phase Action plan will now be updated in light of the review report. | A refreshed offer in the Senior Phase, which offers greater flexibility for schools to plan appropriate pathways to post school destinations. | <ul style="list-style-type: none"> Working groups established to explore key themes. Training for school staff on curriculum design. Looking outwards at other local authority offer. Working more closely with partners to allow a broader and more flexible offer. Pupil, parent and employers voices. | <p>Changes to curriculum offer in the Senior Phase – showing a greater range of choice.</p> <p>Continued high levels of young people entering a positive destination – but with a view to seeing this increase the participation measure on sustained positive destination.</p> | Head of Education and Education Officer (Senior Phase) | |

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| ED6 | National review of curriculum and qualifications | The Scottish Government commissioned a number of review reports on Scottish Education: Organisation for Economic Cooperation and Development on Curriculum for Excellence and Assessment and Qualifications, Ken Muir's education reform consultation. These reports have all now been published and plans to implement recommendations are now in place. | <p>Fully engage in discussions with the Scottish Government on the review of the curriculum and qualifications.</p> <p>Provide staff, young people and parents with the opportunity to be part of these discussions.</p> | <p>Officers will participate in national working groups and ensure the necessary actions that need to be taken locally are implemented.</p> <p>Professional learning opportunities will be organised to allow staff to develop their knowledge of curriculum design, pedagogy</p> | <p>All stakeholders will be aware of the developments that are taking place in education.</p> <p>All stakeholders will feel that they have had the opportunity to share their views on the future of education.</p> <p>Staff feel more confident in their ability design and deliver a curriculum that best meets their learners.</p> | Head of Education and Education Officer (Senior Phase) | |
| ED7 | Children's mental health and wellbeing | <p>A review of the Getting it right for every child Pathway has been ongoing, through the Children's Service Plan (20-23).</p> <p>Trauma informed training, created by Kibble School/Inverclyde Educational Psychology Service and Lomond View Academy is being rolled out across agencies.</p> | <p>The Getting it right for every child Pathway will have clearer guidance for practitioners regarding processes of Wellbeing Assessment and Planning at both single and multi-agency levels.</p> <p>A systematic implementation of trauma informed practice training and ongoing support will be available across all agencies to ensure that Inverclyde is a trauma informed organisation.</p> | <p>By the end of the current Children's Service Plan planning cycle in 2023.</p> <p>The newly Trauma Informed Implementer will work with staff from the Health and Social Care Partnership, Educational Psychology and the Scottish Attainment Challenge to further develop multi-level training and coaching processes. This will roll out across 2022-23.</p> | <p>Revised guidance on multi-agency and single agency assessment and planning will have been created and rolled out to staff.</p> <p>All staff, identified across the local authority as part of the implementation plan, will have been training at an appropriate level. There will be clear evidence that this training is being used and is impactful.</p> | <p>Priority Lead 1 Chief Social Work Officer</p> <p>Trauma Informed Implementer (to be appointed)</p> | <p>No cost attached.</p> <p>£50,000 (from Scottish Government)</p> |

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|---|------------------------------|--|--|--|--|--|--|
| | | A Community Mental Health Strategy has been in place in Inverclyde since 2020. | Further roll out of the Community Mental Health Strategy to ensure that there is: <ul style="list-style-type: none"> A single point of access for service users. An increase in community resources, through the 3rd sector, to meet needs. A clear agenda to use the voices of service users to further develop the strategy. | The governance around the project will ensure that the comprehensive plan created, and approved by the Scottish Government will implemented. An interim report on the project will be submitted to the Scottish Government in July 2022 and a final one in January 2023. | Ongoing 6 and 12 monthly reports to the Scottish Government evidencing actions and impact. | Priority Lead 2 Laurence Reilly (Principal Educational Psychologist) | £192,000 grant from the Scottish Government and the use of £48,000 underspend from the 21-22 budget. |
| CULTURE, COMMUNITIES AND EDUCATIONAL RESOURCES | | | | | | | |
| CC&ER1 | Active Inverclyde | <p>A strategy document has been developed and approved by Inverclyde Alliance with four key outcomes.</p> <p>Strategic Steering Group has been established and the Action Plan is now in development with involvement from partners including Sport Scotland, HSCP and Inverclyde Leisure, CVS Inverclyde; and Sport Inverclyde.</p> | <p>Levels of participation in physical activity and sport in Inverclyde increases and health outcomes are improved.</p> <p>Active Inverclyde is used by all partner organisations to provide direction on improving physical activity and sport in Inverclyde.</p> <p>Six monthly reporting by the Strategic Steering group is provided to Inverclyde Alliance.</p> | <p>A high level action plan is agreed by all partners by summer 2022.</p> <p>Launch event(s) on the strategy are planned and delivered as part of activities in late summer 2022</p> | Regular monitoring reports to Inverclyde Alliance, and Education and Communities | <p>Head of Culture, Communities and Educational Resources</p> <p>Service Manager - Community Learning and Development, Community Safety and Sport / Team Leader Youth and Sport / Active Inverclyde Strategic Steering Group</p> | To be contained within current revenue budgets. |

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|--------|-----------------------------------|---|---|---|--|--|--|
| CC&ER2 | Physical activity and sport pilot | <p>Barriers to participation in physical activity and sport for young mothers and vulnerable females have been identified. A target locality has been identified as East and Central.</p> <p>An action plan has been developed and agreed with sportscotland.</p> <p>Staff are now working with agencies to identify participants.</p> | <p>Implement the pilot programme of physical activity and sport for young mothers and vulnerable females in Greenock and East and Central.</p> <p>Levels of participation in physical activity improve for those involved in the project.</p> <p>Project action plan agreed and implemented</p> | <p>Launch event(s) Consultation and Engagement Plan developed</p> <p>June 2022</p> | <p>Ongoing evaluation of the programme through participant feedback</p> <p>Improved levels of participation amongst target group.</p> <p>Health outcomes are improved.</p> | <p>Service Manager - Community Learning and Development Community Safety and Sport</p> <p>Active Inverclyde Strategic Steering Group (sub-group)</p> | <p>To be contained within current revenue budgets, and additional funding from sportscotl and to be identified</p> |
| CC&ER3 | Review of school meal provision | <p>The uptake of school meals has declined, particularly in secondary schools.</p> <p>Local and national consultations have been undertaken, together with discussions at Clyde Conversations, to ascertain aspects that the young people would like to see improved and would increase uptake.</p> <p>Good practice visits have been conducted in school kitchens.</p> | <p>To provide a nutritional, substantial meal that is value for money for pupils.</p> <p>Reduce the food waste in kitchens and queues/waiting time for pupils to be served Consider the pre-ordering of food to guarantee choice.</p> <p>Increased uptake of free school meals</p> | <p>Complete the evaluation of provision with young people - End of school year 2021/22</p> <p>Identify the barriers to young people attending and evaluate possible initiatives to enhance the user experience from August 2022 onwards in pilot schools.</p> | <p>Reduction in food waste</p> <p>Pupils report increased satisfaction with experience</p> <p>Increase in uptake of school meals – especially in the secondary sector.</p> | <p>Head of Culture, Communities and Educational Resources</p> | <p>If digital solutions for pre-ordering are needed then there will be potential 'spend to save'</p> |

APPENDIX 2: Education, Communities and Organisational Development Improvement Plan 2022/23

APPENDIX 2: Education, Communities and Organisational Development Key Performance Indicators

| Key performance measures | Performance | | | | Target 2021/22 | Target 2022/23 | Commentary |
|--|-------------|---------------|---------|------------------------|-------------------|-------------------|---|
| | 2018/19 | 2019/20 | 2020/21 | 2021/22 | | | |
| The percentage of performance appraisals completed in the year and the individual development plans agreed | 97% | 92% | 92% | | 90% | 90% | 20/21 performance appraisals return date was extended to March 2022 and covers an 18 month period from Oct 20). |
| Equal opportunities: % of the highest paid 5% of earners among Inverclyde Council employees that are women (excluding teachers) (CORP 3b) sources: LGBF Annual Return | 58.67% | 59.9% | 62.4% | Service collating data | 52.5% | N change | 2021/22 benchmarking data will not be available until January 2023. In 2020/21, Inverclyde had the 4 th highest % of females in top 5% of earners. |
| Libraries - total number of visits source: Libraries and Museums Records; Inverclyde Performs | 671,212 | 682,714 | 529,804 | 540,418 | 450,000 | 541,000 | Visits to libraries includes physical visits, eResources, website, Facebook and twitter |
| Number of visits to/usages of council-funded or part funded museums source: Libraries and Museums Records; Inverclyde Performs | 57,076 | 42,277 | 48,146 | 84,854 | 25,000 | 50,000 | Visits to the museum also includes online visits as above |
| Number of adult learners achieving core skills qualifications (KPI 17) source: CLD | 261 | 314 | 64 | Service collating data | 80 | To be advised | |
| Number of adult learners improving their literacies (KPI 18) source: CLD | 750 | 421 | 148 | Service collating data | 300 | To be advised | |
| % of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) <i>West Partnership Critical Indicator</i> | 75.7% | Not available | 67.9%* | Due August 2022 | 75% | 75% | There was no collation of data in 2019/20 |
| % of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy | 82.2% | Not available | 74.5% | Due Aug 2022 | 82% | 82% | There was no collation of data in 2019/20 |

APPENDIX 2: Education, Communities and Organisational Development Key Performance Indicators

| Key performance measures | Performance | | | | Target 2021/22 | Target 2022/23 | Commentary |
|---|-------------|---------------|---------------|-----------------|-------------------|-------------------|---|
| | 2018/19 | 2019/20 | 2020/21 | 2021/22 | | | |
| <i>West Partnership Critical Indicator</i> | | | | | | | |
| % of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) <i>West Partnership Critical Indicator</i> | 91.2% | Not available | Not available | Due Dec 2022 | 91% | 91% | Nationally, there was no collation of data in 2019/20 and 2020/21 |
| % of S3 pupils achieving third level or better in numeracy <i>West Partnership Critical Indicator</i> | 91.9% | Not available | Not available | Due Dec 2022 | 89% | 89% | Nationally, there was no collation of data in 2019/20 and 2020/21 |
| % of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening) <i>West Partnership Critical Indicator</i> | 38% | Not available | Not available | Due Dec 2022 | 45% | 45% | Nationally, there was no collation of data in 2019/20 and 2020/21 |
| % of S3 pupils achieving fourth level or better in numeracy <i>West Partnership Critical Indicator</i> | 50.3 | Not available | Not available | Due Dec 2022 | 45% | 45% | Nationally, there was no collation of data in 2019/20 and 2020/21 |
| % of leavers achieving 1 or more awards at SCQF Level 6 or better <i>West Partnership Critical Indicator</i> | 72.1% | 74% | 75.2% | Due August 2022 | 70% | 70% | West Partnership 2019/20 70.4% National 2019/20 68.2% |
| % of leavers achieving 5 or more awards at SCQF Level 6 or better <i>West Partnership Critical Indicator</i> | 36.9% | 38.3% | 37.7% | Due August 2022 | 36% | 36% | West Partnership 2019/20 42.1% National 2019/20 40.2% |
| % of leavers achieving SCQF Level 5 or better in literacy <i>West Partnership Critical Indicator</i> | 86.2% | 87.2% | 89.2% | Due Dec 2022 | 86% | 86% | West Partnership 2019/20 83.1% National 2019/20 81.8% |
| % of leavers achieving SCQF Level 5 or better in numeracy <i>West Partnership Critical Indicator</i> | 72.7% | 75.5% | 75.6% | Due Dec 2022 | 76% | 76% | West Partnership 2019/20 70.8% National 2019/20 71% |

APPENDIX 2: Education, Communities and Organisational Development Key Performance Indicators

| Key performance measures | Performance | | | | Target 2021/22 | Target 2022/23 | Commentary |
|--|-------------|---------|---------|--------------|-------------------|-------------------|------------------------|
| | 2018/19 | 2019/20 | 2020/21 | 2021/22 | | | |
| % Attendance rates: <ul style="list-style-type: none"> primary schools secondary schools additional support needs schools source: SEEMIS | 94.2% | 92.3% | 94.2% | Due Aug 2022 | 90% | 95% | National 2018/19 94.5% |
| | 89.8% | 89.4% | 89.9% | | 85% | 92% | National 2018/19 90.7% |
| | 91.5% | 89.2% | 91.4% | | 80% | 92% | National 2018/19 90.1% |
| Exclusion rate per 1,000 pupils: <ul style="list-style-type: none"> primary secondary additional support needs looked after children – primary looked after children – secondary looked after children – ASN source: Insight | 3.2 | 0.4 | 1.1 | Due Aug 2022 | | | |
| | 40.0 | 34.6 | 27.5 | | | | |
| | 93.0 | 37.2 | 15.5 | | | | |
| | 27 | 0 | 0 | | | | |
| | 277.2 | 270.8 | 89.9 | | | | |
| | 166.7 | 266.7 | 0 | | | | |

| | | | |
|-------------------------|--|--------------------|------------------------|
| Report To: | Education & Communities Committee | Date: | 14 June 2022 |
| Report By: | Corporate Director Education, Communities & Organisational Development | Report No: | EDUCOM/32/22/MR |
| Contact Officer: | Ruth Binks | Contact No: | 01475 712748 |
| Subject: | Education Services Standards and Quality Report April 2021 – April 2022 and Education Services Improvement Plan April 2022 – April 2023 | | |

1.0 PURPOSE

- 1.1 The purpose of this report is to present to the Education and Communities Committee for consideration and approval, the Education Services Standards and Quality Report for April 2021 to April 2022 and the Education Services Improvement Plan for session 2022-23 for approval.

2.0 SUMMARY

- 2.1 Councils are required under the Standards in Scotland's Schools etc. Act 2000 to publish an annual report on progress towards meeting both national priorities and local improvement objectives and a plan with local improvement objectives.
- 2.2 Inverclyde Council's Education Services Standards and Quality Report – April 2021 to April 2022 is appended to this report. The Standards and Quality Report aims to provide a focused summary of educational progress and a flavour of the work delivered by our schools during this time period. This information has been drawn from a number of sources including School Improvement Plans and Standards and Quality Reports, Education Scotland inspection reports / follow through visits, Care Inspectorate reports, the Education, Communities and Organisational Development Corporate Directorate Improvement Plan and the quality assurance process, including the analysis of performance data. Importantly, the report identifies key areas of strength as well as where Inverclyde Education Services can improve further. These next steps will then form the Improvement Plan for April 2022 – April 2023, detailing how these will be taken forward.
- 2.3 Inverclyde Council's Education Services Improvement Plan 2022-23 is also appended to this report. The Standards and Quality Report identified key areas where Inverclyde Education Services can improve further and draft targets for the Improvement Plan are outlined.
- 2.4 Whilst the Standards and Quality Report fulfils our legislative requirements, it is also indicative of Education Services' commitment to self-evaluation, continuing improvement and public performance reporting. The Education Service is fully committed to providing a high quality service which will enable all young people to achieve their full potential. As the full report is quite lengthy, stakeholders have asked for an abridged version of key messages. This will be produced in due course.
- 2.5 As part of Scottish Attainment Challenge refreshed framework all authorities will be asked to set Stretch Aims for the coming year by September 2022. These will be agreed with the Scottish Government via a meeting with Education Scotland in September 2022 once the full set of primary and secondary outcomes are available. To this end the plan may need to be adjusted,

particularly the outcomes and measures sections. To this end a final version of the plan, including an overview of the stretch aims will be reported to committee in September 2022. For greater detail on the performance of any individual establishment, including their future plans, Elected Members should refer to the school's own documents posted on their website.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Communities Committee notes the content and the publication of the Education Standards and Quality Report April 2021 – April 2022 as well as the Service Improvement plan for April 2022 – April 2023.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

4.0 BACKGROUND

4.1 Previously, authorities were required under the Standards in Scotland's Schools etc. Act 2000 to publish an annual report on progress towards meeting both national priorities and local improvement objectives. Statutory guidance under the Standards in Scotland's Schools etc. Act 2000 as amended by Section 4 of the Education (Scotland) Act 2016 imposed new duties on authorities with effect from August 2017. The new duties focus on the following main issues:

- Pupils experiencing inequalities of outcome.
- The National Improvement Framework (NIF).
- Planning and Reporting.

The new duties for planning commenced on 1 August 2017 with an expectation that reports on progress are produced as soon as possible after 31 August 2018.

4.2 The Standards and Quality Report identifies progress made over the last year against authority priorities and the NIF. It contains the findings from our ongoing self-evaluation, including successes and identified next steps for improvement. The Education Services Improvement Plan will then show how Inverclyde Education Services will pursue continuous improvement in key areas over the coming year. Because the Standards and Quality Report is a comprehensive in-depth document, a summary containing key messages will be produced.

The service designed a new format for the improvement plan in 2021 which sought to have clearer overall outcomes, alongside key actions and Key Performance Indicators. This is the first year of reporting against this planning format.

5.0 HIGHLIGHTS AND KEY MESSAGES

5.1 Some of the key achievements noted in the Standards and Quality Report include:

- Two very positive follow through visit from Education Scotland to All Saints and Lady Alice Primary schools
- St Joseph's Primary's work relating to the Pupil Equity Fund being included in an Education Scotland report as a case study of best practice
- The overall trends in Inverclyde remain very positive and continue to improve for our performance at Higher in S5 and S6 and we perform better than our virtual comparator in almost all measures.
- Consistently performing above comparator authorities for total tariff points in relation to deprivation.
- Consistently performing well above our comparator authorities for pupils who achieve higher grades.
- Achieving the second highest ever positive destination figure for pupils leaving the senior phase.

5.2 The Improvement Plan identifies how we hope to build upon our success and further improve education in Inverclyde. Our key priorities remain consistent. This is because we made a commitment to schools to prioritise a few key areas and to provide continued support in these areas and not to overwhelm schools with competing priorities or levels of bureaucracy.

The Improvement Plan is written under the key national priorities which are:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children's and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

As well as these we have focused on:

- Getting it right for every child
- Improving outcomes of care experienced children, young people and their families

5.3 Key priorities and actions include:

Improvement in attainment, particularly in literacy and numeracy

This priority continues to focus on raising the attainment of all pupils with a focus on continuing to recover any learning ground lost during the pandemic. As well as continuing to develop strategies in place, there is an ongoing focus on supporting school leadership to ensure the impact of additional staffing in the system funded by recovery funding, PEF and the attainment challenge. As well as this we aim to continue to develop digital approach to learning and approaches to play pedagogy.

Key actions

- Ongoing development of leadership pathways
- Introduction of new peer review programme as part of school improvement framework (not done in 2021/22)
- Review of cluster working (not done in 2021/22)
- Implement revised planning and reporting formats with focus on outcomes and impact alongside training, support and challenge
- Ongoing development of data sets / dashboards to support school raising attainment – implementation of the new early years dashboard
- Ongoing focus on improving attendance
- Implement revised Parental Engagement Strategy
- Ongoing training around moderation of assessment
- Ongoing development of a digital strategy for service and training for staff in digital pedagogy
- Further development of play pedagogy across early years and P1
- Ongoing support and development of leadership pathways for early years leaders and staff
- Support and training for the development of Secondary Principal Teachers

Closing the attainment gap between the most and least disadvantaged children and young people

This priority links to the one above however it focus on ensuring that gaps in learning for all pupils and in particular key groups such as pupils in SIMD 1 and 2 continue to close. A large focus for the coming year will be to not only maintain and develop existing approaches but to also focus on creating a new plan for the attainment challenge post April 2022.

Key actions

- Implement plans for SAC refresh and PEF in line with government strategy
- Agree, monitor and track new Stretch aims for all Primary and Secondary schools
- Ongoing support and challenge for schools around PEF planning and impact evidence
- Further develop family learning and support to mitigate impact of poverty on families so that children and young people come to school ready to learn

Improvement in children's and young people's health and wellbeing

This priority seeks to continue to respond to the HWB survey as well as ongoing identification of need. Key strategies such as the well-being service are a focus here as well as working with partners within the HWB strategy to focus on aspects such as substance misuse.

Key actions

- Respond to key outcomes from the HWB survey (June 2022)
- Continue to develop the Inverclyde Wellbeing Service (Tier 2 service) in partnership with Action for Children, linking this to the community Mental Health project
- Review and agree clear policy and protocol on monitoring of racist incidents

Improvement in employability skills and sustained, positive school leaver destinations for all young people

This priority seeks to build on existing approaches and strategies in place as well as preparing ourselves to respond to significant developments such as the OECD report. A great deal of focus is on ensuring pathways are appreciate for all pupils both in school and post school, with a renewed focus on pathways for pupils with ASN. This priority has also now been merged with the Senior Phase Action plan, which is a response to the Collaborative Intuits process carried out in January 2022.

Key actions

- Respond to the Organisation for Economic Co-operation and Development (OECD) report and Government response through ongoing review and development of the senior phase curriculum
- Continue to develop vocational programmes and pathways, in order to sustain and further improve the higher positive destination outcomes for all pupils who leave Inverclyde Schools
- Work with partners and stakeholders to improve pathways across the senior phase for pupils with complex ASN to ensure improved positive and sustained destinations
- Continue to support schools with the further roll out and expansion of SG funded Developing the Young Workforce (DYW) Coordinators

Getting it right for every child

This priority focuses on our work to continue to improve how well we meet the needs of all pupils. Within this priority we will be focussing on the incorporation of UNCRC into Scottish law as well as a focus on race equality and anti-racist education.

Key actions

- Continue to improve the quality of leadership of ASN at all levels to ensure that current provision and practice is enhanced and developed
- Continue to develop the GIRFEC Pathways including the development of Joint Support Teams (JST) in all establishments alongside the introduction of a school based social worker pilot
- Implement the outcomes of the authority working group in order to decolonise the curriculum and support race equality through ensuring that the history and culture of the Black, Asian and minority ethnic (BAME) community is represented
- Respond to Scottish Government (SG) working group outcomes in relation to anti-racist education and race equality
- Provide training and awareness raising for all establishment leaders in relation to race equality alongside equalities legislation
- Provide support and training to schools on using the Scottish Government Guidance relating to supporting transgender young people
- Carry out a review of existing Speech and Language Contract with a view to established adjustments to service delivery model for Aug 2023

Improving outcomes of care experienced children, young people and their families

The key focus of this priority over the next year will be to introduce a new post of a Virtual Head teacher to the structure to ensure an even greater focus and scrutiny on the needs of CEYP being met as well as appropriate pathways.

Key actions

- Fully establish and implement the new Virtual School model
- Review existing approaches and establish revised systems and processes to closely monitor the progress of all CEYP in all establishments alongside the role of the Virtual Head teacher
- Continue to support schools to develop capacity to support families to improve the attendance of all pupils with a focus on secondary pupils and CEYP pupils in particular

6.0 IMPLICATIONS

6.1 Finance

The resource implications fall within devolved school management, Scottish Government funding and authority support to schools

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

This Standards and Quality Report and service plan fulfil our legal obligations under the Standards in Scotland's Schools etc. Act 2000 and the recently published statutory guidance under the Standards in Scotland's Schools etc. Act 2000 as amended by section 4 of the Education (Scotland) Act 2016.

6.3 Human Resources

None

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

The Standards and Quality Report provides a flavour of the high quality of education available in Inverclyde and our ambitious plans for the children and young people in Inverclyde, which may help to make the area a more attractive place in which to live in.

7.0 CONSULTATIONS

7.1 N/A

8.0 BACKGROUND PAPERS

8.1 Where applicable links have been provided in the sections where relevant.



Inverclyde Council

**Education Services
Standards and Quality Report**

April 2021 - April 2022



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Foreword

Welcome to our Standards and Quality Report for the period April 2021 – April 2022.

This report provides the people of Inverclyde with the performance information needed to understand how well Inverclyde Council is improving education across the authority. The report links to the key drivers of the National Improvement Framework (NIF) and also to the Education Services Improvement Plan which clearly states how Inverclyde Council intends to drive forward further improvements over the coming year.

It is vital that we continue to work in partnership to ensure that the standards and quality which are at the heart of an effective education service are maintained and continue to improve in Inverclyde. We are delighted that these partnerships remain strong and would like to thank all of those who have tirelessly supported our young people to achieve the incredible achievements contained in this report.

Inverclyde Council is committed to delivering a high quality education provision in learning environments fit for learning and teaching in the 21st century. Environments that nurture ambition and aspirations, improve attainment and achievement, and create and widen opportunities for all children and young people to achieve their full potential. Throughout this Standards and Quality Report you will see examples of how this commitment has been demonstrated.

Whilst you will read about our many successes and improving trends in attainment and achievements, this report also outlines some of our key priorities for the coming year. We will continue to put children, families and communities at the centre of our plans, activities and improvements, and build on our strengths and achievements. By doing this we will demonstrate our ongoing commitment to getting it right for every child, citizen and community.

Links to glossaries of education terminology that will support the reading of this document can be found at:

<https://education.gov.scot/parentzone/my-school/education-glossary/>

<https://www.edubuzz.org/pencaitland/wp-content/blogs.dir/115/files/2017/11/List-of-Acronyms-2017-1.pdf>

A full glossary of terms used can be found at the end of the document.



Vision and Context

Inverclyde Council, along with the community planning partnership, the Inverclyde Alliance, has taken the Scottish Government's *Getting it Right for every Child* framework a step further and made a commitment to Get it Right for every Child, Citizen and Community.

Our focus is on making Inverclyde a place which nurtures all its citizens, ensuring that everyone has the opportunity to have a good quality of life, good mental health and physical wellbeing. Nurture is about growth and development both emotionally and economically. For our children and young people in Inverclyde, our approach to improvement means that education services has a pivotal role in ensuring that they are provided with the best possible start in life. The wellbeing outcomes listed below remain at the heart of our approach to improving services in order to get the best for every child and young person in Inverclyde.

There are six mainstream secondary schools in Inverclyde, 20 primary schools (10 with nursery classes) and 12 Early Learning and Childcare Centres. In addition to this, Craigmarloch School and Lomond View Academy support pupils with additional support needs or those who are unable to sustain a placement in a mainstream school. We also have 2 ASN provisions to support pupils with language and communication, based at All Saints Primary and Notre Dame High School. During 2021/22 we have also been establishing a Virtual School for Care Experienced Young people that will be fully functioning from May 2022. We have a provision and outreach service for deaf pupils called Garvel, based across Moorfoot Primary and Clydeview Academy.

A number of other services also support pupils with Additional Support Needs (ASN). These include: Inverclyde Communication Outreach Service (ICOS), English as an Additional Language and Bilingualism Service (Based at Whinhill Primary) and the Visual Impairment and Habilitation Service (based at Craigmarloch).

In school session 2021/22 there were 5186 primary school pupils and 4416 secondary school pupils. There are also 203 pupils in Additional Support Needs (ASN) schools and 1172 children in Local Authority Early Years settings.



Wellbeing Outcomes

We have a number of wellbeing outcomes (SHANARRI) that we wish to achieve for our children and young people. These are:

- ❖ **Safe:** Our children will be kept safe.
- ❖ **Healthy:** Our children will have the best possible physical and mental health.
- ❖ **Achieving:** Achievement will be raised for all.
- ❖ **Nurtured:** Our children will have a nurturing environment in which to learn.
- ❖ **Active:** Our children will have the opportunity to take part in activities and experiences which contribute to a healthy life, growth and development.
- ❖ **Respected and Responsible:** Our children will feel respected and listened to, share responsibilities and be involved in decisions that affect them.
- ❖ **Included:** Our children will be supported to overcome social, educational, health, employment and economic inequalities and feel valued as part of the community.



Inverclyde has benefited from significant investment as part of the ongoing regeneration of the area. An ongoing £200 million schools estates programme, has delivered new and refurbished schools which are amongst the best in the country, for all pupils in Inverclyde by 2022. There are ongoing works to extend Gourock Primary School, due for completion June 2022. Our schools are not only helping to develop a strong sense of community but have been built with innovation and sustainability at the forefront of design.

In 2015 we started the very exciting work to decrease the attainment gap linked to deprivation through the Attainment Challenge. The Attainment Challenge is a programme which initially targeted primary schools in seven local authorities with the highest percentage of deprivation. The initial bid to support primary 1 classes in six primary schools in Inverclyde during the academic year 2015/16 was built upon the premise of start small and think big.

During the academic year 2021/22, Attainment Challenge funding directly supported all primary stages in 12 schools which serve the most deprived areas in Inverclyde and S1-S3 in all of our secondary schools. The evidence based learning undertaken through the Attainment Challenge was rolled out to every school in Inverclyde and has enabled the authority to provide a framework to support schools to deliver their Improvement Plans. All schools across Scotland are allocated Pupil Equity Funding (PEF) according to the level of children attending the school who are in receipt of free school meals. Further information on the impact of PEF is contained in the last section of this report.

During the year more detail regarding the refresh of the Scottish Attainment Challenge (SAC) was shared with Local Authorities. As a result a revised plan for the Challenge from April 2022 was developed and agreed by our Education Committee. This plan seeks to transition us from the original funding model in place since 2015 to a tapering down of funding over the next 4 years. More about the SAC can be found later in this report.

About the Standards and Quality report

This report sets out the progress made towards outcomes set out in our own department plan for 2021/22 and focuses on the impact we have had.

How have we gathered the evidence for the Standard and Quality report?

- School's Standards and Quality reports and annual school improvement plans
- Annual meetings with schools e.g. attainment meeting
- Evaluations of the work of the Attainment Challenge
- Questionnaires

We would normally have drawn evidence from our own reviews of schools (validation of self-evaluation), Education Scotland reports and follow through inspections from Education Scotland inspections. However during 2021/22 all internal and external scrutiny of schools has been postponed due to the pandemic. We have had two follow through visits of primary schools in the autumn term as well as three visits linked to national thematic inspections being carried out by Education Scotland.



However, officers have worked in a number of ways to support schools to form their plans and the evaluations of them, including focused evaluations of quality indicators in some schools, audits against emerging guidance from Education Scotland and regular professional dialogue meetings. As well as this the annual school achievement meetings were able to go ahead.

Link to the Children's Services Plan 2022 – 2025

We have linked the next step sections of this report to the four priority themes of the next Children's Services Plan 2022 – 2025. These are:

Priority Theme 1:

To utilise our learning from the Addressing Neglect and Enhancing Wellbeing work stream to further embedded GIRFEC in Inverclyde to improve outcomes for children and their families by developing a strong professional base for identifying, understanding and responding to need at the earliest opportunity, with clear, agreed, high quality multi agency approaches throughout a child's experience.

Priority Theme 2:

Mental health is everyone's business and it affects all aspects of a child and young person's development. The promotion of a whole community approach to understanding mental health, wellbeing and the impact of trauma is essential.

Priority Theme 3:

To reduce the inequalities of health and educational outcomes linked to deprivation.

Priority Theme 4:

To further improve outcomes, including attainment, for care experienced children, young people and their families by developing a culture of ambition based on strong relationships that recognise the range of difficulties experienced by children and families and provide the scaffolding to protect safe, loving and respectful relationships.



Key Achievements

- Reduced the attainment gap in average complementary tariff points gained by leavers between SIMD 1-2 and SIMD 3-10 by 16% over the past four years
- On average 4% more of our leavers achieve level 4 literacy and numeracy than the national figure, and 5% more achieve level 5
- P1, P4 and P7 pupils achieving expected levels of literacy remained above the national average in 2020-21, while numeracy achievement was consistent with the national average.
- In 2020/21 Inverclyde was ranked 6th nationally for the % of pupils in SIMD 1 and 2 areas gaining 5+ awards at level 5, and 9th nationally for the same cohort gaining 5+ awards at level 6.
- Ranked 12th local authority in Scotland for 16-19 years old participating in education, employment or training, in 2020/21. Increased from 14th in 2019/20.
- Ranked 20th local authority in Scotland for overall positive destination, 16th for higher education destination and 9th for further education destination, in 2020/21.
- Pupil attendance during 2020/21 has recovered to pre-pandemic levels of 2018/19 attendance. The same trend was evident within the SIMD 1-2 pupil cohort.
- GTCS Excellence in Professional Learning Award May 2022



A: Improvement in attainment, particularly in literacy and numeracy.

A1 Further development of the Leadership Strategy to include a Framework for Early Years with a focus on the leadership of primary schools with nursery classes and middle leaders in all schools

A4 fully implement the peer review programme as part of the revised school improvement framework

Due to the pandemic we were unable to carry out authority reviews and HMLe have not engaged in full establishment inspections this session however 2 establishments fully engaged with HMLe over the past year and both had very positive return visits. One was focused on a nursery class and the other on one of our ASN provisions. Although grades were not shared, significant improvements were identified in both settings and parents informed that they will not be returning.

All establishments showed an increase in Senior Leadership Team participation in internal or external leadership opportunities this session. This has been possible through the introduction of a number of new programmes or the refresh of original programmes which have resulted in increased confidence in a broad range of aspects, evidenced through post programme evaluations.

We developed our Leadership Strategy to include Early Years' practitioners. This is a framework which details experiential and formal opportunities for practitioners. Although in the early stages of roll out, some practitioners have already registered their interest and we will continue to promote across the sector. 22 nursery deputies successfully completed our newly written bespoke programme, 'Building the Connections in Early Years' which includes approaches to self-evaluation, establishment improvement, analysing data and managing difficult conversations. We also designed a training programme for Senior Early Years Education Childcare Officers, 'Making the Connections', which includes an insight into the role of the deputy, leading and managing change, establishment improvement planning and their role in coaching and mentoring of staff. As a result of these, practitioners reported an increase in confidence in key areas of establishment improvement, having a deeper understanding of the aspects that feed into this.

All primary Depute Head Teachers (DHTs) participated in 'Building the Connections' this year, targeted at the primary sector. This was very well received with evaluations detailing how worthwhile participants found it in building their confidence around school improvement, having time to network, develop practice and build their confidence in the role in preparation for headship should they wish to follow this path. Our secondary DHT equivalent of the programme is ready to be delivered early next session.

To meet the leadership needs of practitioners registered on our Leadership Pathways we invited members to specify their training requests this year and as a result planned our programme accordingly. This included sessions on applying for Principal Teacher (PT) posts, applying for DHT posts, leading and managing change and developing pupil voice / pupil participation. We also created opportunities for leaders to share practice on leading change with a specific focus on their leadership journey and impact of the change. As a result of these programmes,



practitioners reported that they feel better prepared for contributing to school improvement and more confident in considering their next steps on their leadership journey.

We revised our 'Uplifting Leadership' programme to illustrate how the various leadership theories and styles link directly to education and impact on school improvement. The addition of a more practical element to the programme was positively received, having a more direct focus on day to day practice, whilst still using the experience of other businesses and communities to illustrate successful leadership. Participation included early years, primary and secondary sectors, working together to develop an understanding of leadership styles and identifying actions for individuals to move forward on their leadership journey. This has not only resulted in a deeper understanding of leadership styles, it has also developed stronger partnerships between the sectors.

One primary DHT successfully completed the 'Into Headship' programme, delivered by Stirling University. All primary participants who are currently on or have completed this programme in the past 3 years have taken on acting head roles or secured substantive Head Teacher (HT) posts within the authority. Three teachers were fully funded this year to complete credits towards their masters' qualification, funded by the Scottish Government. Two newly appointed head teachers are currently participating in the 'In Headship' programme, delivered by Education Scotland and we currently have 11 experienced head teachers engaging in 'Excellence in Headship'.

As a result of the commitment of our practitioners to professional learning over the past three years, Inverclyde's Professional Learning Community has been awarded the GTCS Excellence in Professional Learning Award. This achievement celebrates and recognises schools and learning communities that support and lead professional learning which has a significant and sustained impact on teachers, classroom practice and the learning of children and young people.

The number of establishments evaluating themselves at good or better for all Quality indicators has risen from 80% in session 2020/21 to 92% in 2021/22, an increase of 12%. The percentage increase for the Quality Indicator 1.3 Leadership of Change has been 8%.

Next Steps:

- **Continue to promote and develop the Leadership Pathways in Early Years**
- **Deliver 'Making the Connections' to secondary sector**
- **Deliver a practical training programme for aspiring secondary PTs**
- **Continue to provide a bespoke training offer across the Leadership Pathways to ensure that we are responding to the needs of the practitioners**

A2 Work within the Regional Improvement Collaborative (RIC) workstream Leadership and Succession Planning to share practice with a view to succession planning.

Through the Leadership and Succession Planning workstream, now named Leadership, Improvement and Empowerment, a number of practitioners developed their pedagogy and understanding of the many aspects of education.



Improving Our Classrooms Cohort 3, consisting of 15 primary teachers, successfully completed the programme last session and we have 12 teachers in cohort 4 this year, on the final stage of their journey. Alongside this, five mentors worked with Glasgow Caledonian University and were awarded The Qualification for Mentorship. Through both qualifications, participants gained masters' credits and feedback from the participants and their HTs showed an improvement in classroom practice. Two primary schools also completed the Improving Our Classrooms Whole School Model, upskilling all teachers on the features of highly effective practice through a series of webinars and professional discussions, contributing to increased attainment in both establishments.

We delivered Cohort 1 of a highly successful cross-authority 'Coaching for Success' programme in partnership with West Dunbartonshire Council. This not only developed coaching techniques to support staff in school but also increased partnership working within the Regional Improvement Collaborative (RIC). Participants' confidence in non-directive coaching at the beginning of the programme showed an average of 3 out of 10, rising to 7.6 out of 10 by the end of the 8 sessions. Such was the success of this that we are now delivering Cohort 2 and will continue to work in partnership next session. The success of our cross-authority working has been shared across Scotland as a model of good practice.

To support newly appointed heads of establishments, we shared HT induction programmes across the RIC to ensure greater consistency and provide additional opportunities. This has resulted in a refresh of our current programme which will continue to be reviewed in light of changing priorities to support future heads of establishments. Seven newly appointed heads of establishments took part this year, participating in a range of online sessions and have formed their own support network. As a result, HTs feel better equipped to lead and manage the day to day running of their schools.

Newly Qualified Teacher (NQT) programmes were shared across the RIC to support individual authorities, with a view to identifying common areas that could be delivered across the partnership. This year a robust training programme was delivered online to our 23 primary and 24 secondary NQTs, backed up with monthly face to face learning communities when it was safe to do so. NQTs and the probation manager felt the negative impact of the lack of face to face opportunities however hopefully next year will open up more opportunities to get together. To address this need, we have fully revised the model of delivery for next session.

The RIC workstream also offered Action Learning Sets to heads of establishments, 3 took up this offer to work in a supportive network across the 8 authorities. 2 DHTs participated in the RIC 'Thinking about Headship' programme and two of our head teachers contributed to delivery of this through presentations and facilitation. As a result, partnership working across authorities has increased.

Next steps:

- **Extend the Improving Our Classrooms programme to secondary sector**
- **Continue to review and adapt the range of programme on offer to meet the development needs of practitioners**
- **Make links with the West Partnership to further develop Early Years Leadership**

- **A3 Continue to develop clarity and purpose of an empowered system in line with national advice, including local guidance on empowerment.**



The service has provided ongoing support for schools with both the development of their School Improvement Plans (SIPs) and Pupil Equity Fund (PEF) planning, the latter having a key focus as below at the start of the academic year, with a much clearer focus on outcomes and measures.

The Service Improvement plan aimed to provide clear direction at a local level to schools, in line with the National priorities, as well as gathering local priorities from the service's evaluations as well as analysis of school improvement plans. There remains scope for schools to still address their own context and its priorities.

The service published the revised Scheme of Delegation (SOD) for devolved school budgeting which sought further ways to support schools to have more autonomy over their devolved budgets.

Revisions were also made to the Local Negotiating Committee for Teachers (LNCT) agreements in relation to secondary management structures to allow for further opportunities to develop management structures that better meet the local contexts of our schools.

Next steps:

- **Support schools with the implementation of the SOD with the publication of finance manuals and related CLPL**

- **A4 Further develop both the education service planning format and within that a focus on developing SQ reporting & school improvement planning in order to have a tighter focus on evaluating impact against clear outcomes and evidence**

During the last year a working group produced revised formats for SIPs and Standards and Quality Reports (SQR) in line with the Scottish Attainment Challenge (SAC) refresh framework and guidance, which will include the setting of stretch aims per establishment and at authority level. This has included the drafting of revised authority guidance on PEF with partners in East Renfrewshire Council, and will be published in June 2022.

A package of support and Career Long Professional Learning (CLPL) around the school improvement cycle has been prepared to run alongside the 2022/23 cycle. This will include building in opportunities for collaborative work within clusters and other schools.

Next steps:

- **Agree stretch aims with all Primary and Secondary schools by June 22 and monitor progress throughout 2022/23**
- **Publish revised authority PEF guidance**
- **Deliver CLPL on the school improvement cycle throughout 2022/23**
- **Publish a clear school improvement framework document by March 2022/23**
- **Review Cluster working held over from 2021/22**



- **A5 Continue to use and develop the consistent authority wide data set in all schools in Inverclyde. This data set will be linked to SIMD levels to highlight any gaps linked to deprivation.**
- **A6 Develop a consistent data set for use in Early Learning and Childcare.**
- **A7 Continue to support schools with focus on improving attendance inc implementation of new unauthorised absence protocol**

Inverclyde has continued to further develop the use of data to support professional dialogue opportunities for all staff across all establishments in Inverclyde to engage in quality professional learning targeted at effective interrogation of the data to inform and improve the decision-making process, leading to improved outcomes for children and families. The link between quality CLPL and embedding informed practice continues to be the focus for building sustainable models of improvement.

We have created an approach which ensures that live data can be gathered easily and interrogated effectively to improve the decision making process within each establishment and across the school community. The evolution of the data pack and the creation of the dashboard has provided opportunities for Senior Managers and school staff to drill down into data to look more closely at what the data is telling us, more importantly it provides all staff with the opportunity to focus on the educational journey of individual pupils and ask the key questions surrounding their progress. Quality training delivered by the Education Scotland Attainment Advisor, SEEMiS Development Officer and the Data Analyst has ensured almost all staff across Inverclyde have more confidence in interrogating data and making informed decisions on interventions to improve outcomes.

The Data Dashboard has been further developed to incorporate Early Years and has provided the opportunity to view progression from Early Level through to 4th Level allowing for smoother transitions and transferring of key information. The dashboard includes a data pack section which will result in a sustainable model of data collection, interrogation and reporting for all establishments. The Dashboard will appear on the National Improvement Hub (NIH) as an example of good practice and interest has also been forthcoming from several Local Authorities regarding the developments. (Fife, Moray, Dundee, South Lanarkshire, Angus and East Ayrshire)

The ability to filter data quickly, especially Scottish Index of Multiple Deprivation (SIMD) data, allows for a greater emphasis on continuing to close the poverty related attainment gap.

Quality CLPL has been delivered to all Senior Managers to ensure a deep understanding of the importance of effectively using data to improve decision making leading to improved outcomes for children and families.

The dashboard is now available on the National Improvement Hub with a support pack for authorities.

The data pack used to support professional dialogue regarding pupil progress is now in-built ensuring the model is sustainable.



Feedback from Senior Managers indicates the importance of being able to access live data resulting in the identification of pupils needs more quickly allowing for more effective deployment of interventions.

Next Steps:

- **Next session further developments will include incorporating S1 – 3 in effectively tracking the Broad General Education.**
- **A data strategy will be created ensuring a consistent approach to data collection, interrogation, and links to improving progress.**

- **A9 Review the present Parental Engagement Strategy, supported by the Scottish Schools (Parental Involvement) Act 2006 reviewed Statutory Guidance and the refreshed Learning Together strategy.**
- **A10 Build on recent improvements and creative approaches to further develop communication, consultation and collaboration with parents/ carers and the wider community, to ensure that all are fully involved**

We have a current Parental Engagement Strategy and are in the process of reviewing and refreshing.

The review of our strategy was to be supported by Scottish Schools (Parental Involvement) Act 2006 reviewed Statutory Guidance, explaining the purpose of the legislation and the duties placed upon Education Authorities, schools and head teachers to involve and engage parents in their children's learning and the life and work of our schools. The statutory guidance is still to be adjusted, finalised and issued to education authorities. In addition, the launch of the refreshed Learning Together Strategy, which will set out a clear vision, goals and aims for parental engagement, learning at home and family learning has also been delayed. We continue to be supported by the present national documentation.

As part of our review of the strategy we have consulted with a wide range of stakeholders including parents, Parent Council Chairs, Early Learning Centres, Primary and Secondary schools including additional support needs, Education Officers, Barnardo's, Speech and Language, Libraries, Community Learning and Development and Education Psychology. They were encouraged to review the current key area headings in the local strategy and the specific actions that Inverclyde Council services, schools, Early Learning Centres, Parent Councils and parents take to bring about further improvement. The consultation asked stakeholders to consider what we have been successful in achieving and what do we still need to do, whether the present actions are still relevant and what we may need to consider for future actions.

Their comments and suggestions are shaping the Inverclyde strategy 2022-2025. Establishments and partners acknowledged the impact, both positive and negative, that the pandemic has had on progress over the past two years. Overall, feedback was that all aims and outcomes remain relevant and vital to the development of parental involvement and engagement in Inverclyde.



Inverclyde were fully involved in preparations for the National Parental Engagement and Involvement Census which was launched in Inverclyde in February 2022. We received more than a 200% increase in the number of responses compared to our last national census return in 2019. We used this data as part of a range of information to support the review of the Inverclyde Parental Engagement Strategy. As part of the national volunteer group, we met regularly to contribute to the creation of questionnaires which were duly signed off and all governance documentation was updated and put in place to allow Inverclyde to fully participate.

The national census data will be shared with individual schools to allow them to review and improve their impact regarding each of the three key aspects, that is, home-school partnerships, learning at home and parental representation, and to ensure that the legislative duties contained in the Scottish Schools Parental Involvement Act 2006 are also maintained.

Inverclyde Council continue to fully support parental representation.

Implementing feedback from our Parent Council Chair evaluations session 2020-2021, we have provided a total of six opportunities for representatives to come together in discussions around education developments, operational issues and other community issues across this session. Review of the Parental engagement strategy, Covid updates, Scottish Qualifications information, sharing of new strategies, health and wellbeing matters, guidance and policy, launch of the Parentsportal and an overview of play pedagogy were some of the topics discussed. We have also provided a platform for Chairs to ask questions and to share their successes and what is working well for them. Parent Councils continue to be supported by an updated support package of templates, exemplars and guides to help Parent Councils run smoothly and bespoke support continues to be offered to those Parent Council groups who request this.

We have not maintained Parent Council Representatives meeting attendance levels which were achieved during last session. An evaluation for this session has been shared with representatives, to seek their views on what is working well for this group and what we may wish to do to improve. This will be used to inform plans and contributions for the coming session.

We continue to have parental representation on the National Parent Forum of Scotland and are in the process of electing a new parent representative onto the Inverclyde Council Education and Communities Committee following our scheme of arrangements. Our Parent Representative consults with and provides feedback to our Parent Council representatives.

Inverclyde council continues to provide financial support to enable parent councils to operate and provide parent councils with membership to Connect. Regular training events have been offered across this session to support parent councils and school staff to further develop parental engagement partnerships, covering a wide range of topics including money matters, use of social media, equality and equity toolkit and working with your parent council.

ParentsPortal has been launched this session. Parentsportal is a system developed by Improvement Services to link in with SEEMiS to provide information to parents using data held by school. This includes access to contact details, reports and attendance. This will benefit parents and families by providing better, quicker access to information.



All establishments have continued to consult with families throughout recovery. We continue to support the use of a wide and varied range of approaches such as Forms, Teams, WebEx, YouTube, social media, groupcall, emails, school apps, video and animation apps to communicate with families and we now have all school and Early Learning Centre websites updated. In using such a varied range of digital tools and platforms we are able to engage with families in ways which are easier, more accessible and less demanding of their time and resources. In addition to this, these tools allow us to engage in a broad range of synchronous and asynchronous family engagement exercises involving meetings, consultation, updates/reminders as well as more education focused activities.

Inverclyde's DigiHelp blog has provided a focal point for families looking for guidance and advice on how best to deal with the increase in digital demands being placed on them. It acted as a support tool for families setting up their new Inverclyde laptops, guiding them on how to get the most out of these devices. In addition to this it serves to educate families on internet safety as well as the ever growing range of online support available to learners and parents.

All schools were provided with updated information detailing topics for inclusion in school handbooks to meet the requirements of the Education (School and Placing Information) (Scotland) Regulations 2012. All updated handbooks are on school websites for parents to access, providing them with the most up to date school information.

Parental engagement training in the appointment of HTs and DHTs has continued this session ensuring that parents are fully involved in School Leadership Team (SLT) recruitment and selection processes.

Following positive consultation with our Secondary schools, Inverclyde is currently taking steps to provide schools with an Online Parents Evening solution. Even in a post-Covid environment, this is viewed as a positive step as it is expected to bring about improvements in the ease and frequency with which families can engage with schools. In addition to removing barriers associated with time and travel, it will also offer benefits related to privacy as well as how we can engage with families with lower engagement levels. Some primary establishments have also indicated an interest.

This is currently making its way through the procurement process with the aim of having it running in schools for session 2022/23.

- **A11 Support primary schools to ensure that the targeting of additional recovery resources is tightly aligned to ongoing assessment and tracking procedures in order to ensure maximum impact and progress for all pupils**
- **A12 Recovery Associates appointed to develop processes to support recovery. They will also provide challenge and support in the delivery of processes**



Supporting primary schools to ensure that the targeting of additional recovery resources is tightly aligned to ongoing assessment and tracking procedures in order to ensure maximum impact and progress for all pupils has been a key factor in the actions of the Scottish Attainment Challenge programme in Inverclyde. Progress continues to be made in implementing the planned activities in Literacy and Numeracy over the course of the session. Coaching & Modelling Officers (CMOs) continue to have a positive impact in supporting establishments implement evidence-based interventions resulting in embedded practice.

Effective deployment of the Outreach Team continues to demonstrate impact of the targeted support for SIMD 1 and 2 pupils in Literacy and Numeracy. Through effective tracking of improvements in pupil progress and reviewing this progress with class teachers and the Senior Management Teams at agreed times we have observed an increase in pupils returning to being on track to achieve their appropriate level.

The coaching and modelling approach used within Inverclyde has resulted in improved understanding of the evidence-based interventions by staff. This has resulted in improved quality of learning and teaching impacting positively on attainment.

The effective use of a digital approach to supporting schools and staff as they continue to focus on quality teaching and learning has resulted in recorded content CLPL sessions which staff across Inverclyde can access at a time that suits their context. Feedback from staff who have already accessed the recorded content has been very positive.

To further support and challenge establishments in the recovery process, the role of the Recovery Associate was established to enhance the professional learning of Senior Managers. The introduction of the Recovery Associate programme has had a positive impact in the support provided to establishment focusing on effective data interrogation, clarity of pupil identification and improved deployment of resources/interventions to support the recovery process. The peer support encourages participation and leads to robust professional dialogue in rigorous, evidence informed self-evaluation of practice. Collaboration through the Recovery Associates programme has taken place and anecdotal and emerging qualitative evidence indicates a positive impact on establishment systems and practices regarding recovery. Recovery Associates have effectively supported schools in planning to ensure the effective deployment of resources and staff, and the implementation of evidence-based interventions to address the attainment gap of all pupils.

Feedback on the impact of the Recovery Associate programme has been very positive with it also being the focus of a recent positive Thematic Inspection by Her Majesty's Inspectors of Education (HMIE). Recovery Associates have fully engaged in professional dialogue with peer HTs around ensuring Recovery and targeting support for SIMD 1 and 2 pupils. Recovery Associates continue to provide support and challenge focussing on the deployment of resources and staff and the implementation of evidence-based interventions to track and monitor pupil progress.

Positive feedback has been received from HTs regarding the process of support and challenge from the Recovery Associates. This was evidenced via discussions with focus groups during the Thematic Inspection. Comparison data from November 2020 to November 2021 indicates that we have not fully recovered to pre-covid-19 levels, however we are making very good progress and will continue to employ the Recovery Associate programme in the coming session to ensure the impact is continued. The effective deployment of four Recovery Associates, who have focussed



on supporting systemic changes in establishments leading to improved identification of pupils requiring recovery support. The implementation of quality interventions has led to improved attainment for almost all pupils and increased the pace of recovery from Covid-19 impact.

Next Steps:

- **To continue to enhance the role of the Recovery Associate with a clear focus on data interrogation linked to effective deployment of resources to address the recovery of attainment within each establishment**
- **To intensify support for targeted schools focusing on recovery and closing the poverty related attainment gap**
- **To provide opportunities for collaboration supporting the sharing of good practice**

- **A14 Provide professional learning for teachers to effectively use support staff**
- **A15 Provide a professional learning programme for support staff in their new role to enhance/develop skills to support pupils**
- **E3 Support the development of new Pupil Support Assistant posts (PSA) with a new CLPL programme and Recovery Associates as part of the Attainment Challenge**

As the new role of Pupil Support Assistant (PSA) was developed a key role in this development was to ensure that Senior Managers and PSAs had a clear understanding of the role and what was expected in terms of impact on pupil attainment and achievement. A further development was to support Class Teachers in how they could effectively utilise this support to positively impact on pupil attainment and achievement. Due to the impact of Covid-19 the training for Class Teachers was postponed.

Inverclyde Council created the new PSA post for the beginning of session 2021/22. To ensure clarity of the remit, effective training was delivered on the August 2021 in-service day to Senior Managers and PSAs. The training provided clarity of the PSA role and remit, demonstrated examples of what this would look like in practice and offered a question and answer session.

The feedback from the session was very positive from both Senior Managers and PSAs indicating that it would remove the tier system within schools and provide excellent support for the children in our establishments. The involvement of a PSA in the delivery of the training proved very beneficial as it demonstrated a joined up approach and a commitment to working together for improved outcomes for children.

Further CLPL for PSAs took place on the October 2021 in-service day online. During the whole day training a total of 220 connections were made with the online event. On the day of the training a request to complete the evaluation received 109 responses (53% of those connected), the link for the evaluation was subsequently e-mailed to attendees and a further 46 responses were received. In total we received 155 responses to the evaluation, a 75% return. The feedback on all CLPL options was very positive, particularly the training associated with Literacy/Numeracy and Health and Wellbeing.



There is now greater clarity around the PSA role, remit and expectations of impact on pupil support. This is resulting in greater consistency of support being evident across all establishments. Quality CLPL was delivered and available to support PSAs in their new role leading to improved interventions supporting pupils. Positive feedback was received from PSAs attending training on evidence-based interventions. Recorded content CLPL is available to ensure sustainable approach to school improvement.

Next Steps:

- **To support Class Teachers in the effective deployment of this valuable resource to maximise impact on pupil attainment**
 - **Continue to develop the PSA role in accessing and implementing evidence-based interventions to support pupil recovery**
 - **Support Class Teachers in the effective deployment of this valuable resource to maximise impact on pupil attainment.**
- **A16 Further develop and embed the Authority Moderation and Assessment Plan to ensure all schools use moderated assessment information to track and monitor the progress of every pupil**

Inverclyde participated fully across the session in both the National and the West Partnership Assessment Coordinators networks. Both networks have supported collegiate working to develop and further embed assessment and moderation.

The Inverclyde Moderation plan 2021-22 was shared in June 2021 to provide all establishments with a timeline of assessment and moderation activity across the session and to provide access to resources, materials and training on offer national, through West Partnership and at a local level to support engagement. This allowed establishments to build activity into working time agreements and collegiate time across the year. HTs were kept up to date across the session with regular updates at HTs meetings and through educational briefings. Quality Assurance and Moderation Support Officers (QAMSO) have also continued to meet regularly in order to spread knowledge and support across the authority.

We continue to have a bank of recorded sessions to support professional learning around assessment and moderation. QAMSOs engaged with the assessment support offer from Education Scotland, sharing and attending sessions on formative assessment and high quality assessment. QAMSOs have created a session for Inverclyde practitioners which will support the development and implementation of high quality assessments and will work to improve confidence in the validity and reliability of teacher professional judgement. This training will be evaluated and updated in the summer term.

We have further strengthened our Inverclyde QAMSO team. QAMSOs were offered the opportunity to engage with Education Scotland to explore the role of a QAMSO further, to develop a better understanding of the current national picture relating to assessment and to visit key messages related to learning, teaching and assessment. A number of our team participated and we are now working to create a Train the Trainer approach using our refreshed learning, for delivery next session. The participants reported an increased confidence in moderating evidence of progress towards a level, creating a High Quality Assessment, using



digital approaches to support moderation and being able to support and facilitate learning, teaching and assessment approaches/activities. Participants also felt they had an improved understanding of achievement of a level and the learning, teaching and assessment (moderation) cycle. With this group experienced in moderating online, we reviewed and updated our guidance to support online moderation. Establishments made use of this to successfully moderate online.

A cluster storyboard was written and shared to provide clusters within the authority with one way they may choose engage successfully with cluster moderation. A recorded presentation was also produced to guide establishments through the Learning, Teaching and Assessment (Moderation) cycle and to engage in the moderation of planning and learner evidence. An overview of the authority moderation guidance was presented as part of our HT induction programme and a session to support those leading establishment and cluster moderation was delivered in December. Establishments and clusters have now engaged in moderation activities which will feed into the authority events planned for May 2022. These events will be evaluated and will inform our plan for next year.

For the fourth year, moderation of standards events for writing and numeracy early level through to fourth level took place with the West Partnership. This year three primary schools, one secondary and four early learning establishments engaged in online events. Practitioners across the partnership also have access to time-efficient and accessible professional learning videos with reflective questions and activities for every stage of the Learning, Teaching and Assessment Cycle. This suite of professional learning can be utilised by individuals, as well as collegiately within schools and clusters to support and develop practitioners' knowledge and capacity. Almost all participants rated the event highly and shared that they found the event useful for future planning. The majority of participants felt their confidence in moderation within the BGE and increased as a direct result of the event.

Scottish National Standardised Assessments (SNSA) guidance was issued in June 2021. We have continued to support delivery of a robust training and professional development plan to ensure good practice when implementing SNSA and when analysing and making use of the data they provide. Support is available in a variety of formats including recorded presentations, live webinars and online resources. There are now seven training and professional development

courses available for SNSA with sessions one and two branching into specific sectors (Primary 1 and S3). This training offer runs twice across the year to accommodate use of assessments at any time in the academic year. The launch of phase two of Measaidhean Coitcheann Nàiseanta airson Foghlam tron Ghàidhlig (MCNG) will be later on this year and we are supporting work to ensure a trouble free implementation.

Achievement of Curriculum for Excellence Level (ACEL) guidance has been shared with primary and secondary schools to provide support with SEEMiS Progress and Achievement input, to outline a clear timeline of activity and to provide resources and materials to support assessment. A similar guide was shared last session resulting in the delivery of timely, quality assured data for submission to Scottish Government.



The attainment challenge has supported the development of data dashboards that support schools to understand their attainment and poverty-related attainment gap. Most primary school HTs and some DHTs have attended training courses or have been provided with one to one support on the use of the dashboard with all reporting an increased confidence from the support. Recovery associates have also used dashboards with schools to support analysis of their data for recovery purposes. Training for teachers on how they can use the dashboard to analyse their class data was provided with 33 teachers from 11 primary schools attending. Evaluations showed an increase in confidence of most attendees, with others acknowledging they were already confident. A data pack has also been incorporated into the dashboard that schools can produce independently, this will lead to a faster production of data packs that influence and support school improvement planning.

An early year's dashboard and data pack has been developed with most Early Years establishments having attended introductory training. The training and dashboard itself was well received. This has led to early years establishments identifying the steps they need to establish the use dashboard successfully.

The secondary dashboard for tracking the Broad General Education (BGE) continues to be reviewed to ensure that it is meeting the needs of schools. Training was low with only 16 staff from three schools. This will be continued to be developed over the next session and more widely promoted.

Next Steps:

- **Continue with the development and training of Broad General Education data in secondary.**
- **Support Early Years establishments to incorporate the steps needed to use the dashboard within their improvement plans.**
- **Create a data strategy to refine the use of data and increase digital literacy skills of practitioners and Senior Management Teams in schools.**

A17 Continue to develop the digital strategy for education including a focus on its leadership and the role of digital champions

The Digital Strategy has been approved by the Education Committee, thereby providing clarity of direction-of-travel for the Local Authority.

An Authority wide audit was carried out and has identified pupils/families affected by digital inequity. As a result of this audit, 1,140 devices have been issued to Secondary pupils along with connectivity where required.

Working together with Community Learning and Development (CLD) and the third sector, a total of 200 laptops were provided to targeted pupils and families. Funded by Attainment Challenge, a further 210 laptops were issued to Primary pupils for use at home with another 440 devices being distributed for use in Inverclyde establishments, by the start of the 2022/23 session.



Collectively, these devices provided pupils who had no/limited access to technology with the equipment required to engage with online/blended learning.

Work was undertaken to improve Wi-Fi and connectivity in all schools in order to support quality teaching and learning. This has resulted in direct links with Family Learning and will also provide better access to connectivity for pupils and families after the school day.

Working in partnership with ClickView, all pupils and teachers were given access to online, on-demand video resources to support remote/hybrid learning approaches. Inverclyde also heavily supported the West Partnership in the development of the West Online School (WestOS). This resulted in improved offer to children and families during lockdown and isolation periods

Inverclyde is currently piloting a Remote Classroom system which has allowed pupils from two separate schools to remotely join a Higher course at a third school. This has resulted in the removal of barriers for consortium pupils and has offered additional benefit in how it was used to engage with pupils unable to attend school.

All Primary, Secondary and Additional Support Needs (ASN) establishments are now engaged in the Digital Schools Award process, with two schools already having been awarded and invited to become Mentor Digital Schools. Good practice relating to the Digital School Award process is shared centrally with other establishments and individual consultation is centrally available to all schools.

Coaching sessions for a Principal Teacher in a primary school were delivered on the creation of a blog intended to engage parents and raise awareness of the literacy activities taking place in the school. The sessions were well received, and the blog has been successfully established.

Inverclyde has now completed the latest phase of a Promethean board renewal programme. This has seen all establishments equipped with LCD ActivPanels. This upgraded technology provides an expanded selection of tools for use with pupils and is less prone to problems resulting in down-time.

A comprehensive Coaching and Modelling Officer (CMO) digital newsletter was created and shared with head teachers across the authority. This contained a summary of activities carried out by all CMOs to date, as well as dates of upcoming training sessions alongside CMO contact details. This aimed to raise the profiles of the CMOs across the authority in order to increase engagement. This led to staff accessing quality CLPL to support and improve their practice.

Inverclyde has a well-established team of Digital Champions, representing all establishments. They meet periodically to demonstrate and share good digital practice as well as engaging with third-party input.

Digital Champions in establishments were presented with up-to-date information regarding General Data Protection Regulations (GDPR) from a member of the Information Governance Team at Inverclyde Council. Staff should now be more familiar with the required process when introducing new applications or software in a school setting.



Impact:

- The 1990 laptops issued to learners and families have helped to address digital inequity and allowed them access to appropriate supports they require to engage effectively with learning and teaching activities.
- Connectivity improvements have allowed pupils and practitioners to have more reliable access to online communication, tools and resources.
- The Digital School Award process provides schools with a framework around which they can structure their digital development activities. By engaging with this process, digital development is becoming more accessible and consistent.
- Digital Coaching and Modelling sessions produce staff who are better equipped to deal with increasing digital demands in the learning environment and have contributed to wider efforts to promote a shift towards a more digital-focused culture in schools.
- Engagement with ClickView and WestOS has allowed pupils and staff to work in a more flexible and dynamic way, in keeping with their individual needs during the pandemic.
- By using the remote classroom system to remotely access classes, pupils are effectively engaging with teaching and learning without the need for travel or interruptions to learning commonly associated with consortia arrangements.
- New Promethean technology enables staff to deliver more engaging lessons, as well as allowing pupils to more actively participate in learning.
- Digital Champions cascade good practice in their own schools which in turn allows for the more consistent adoption of digital developments across the authority.

Next Steps:

- **To use digital tools (website, Microsoft Forms, Teams) to further enhance awareness of and access to pedagogical approaches covered by the CMO team.**
- **To prepare for and engage with central Government's commitment to a 1:1 device programme for pupils.**
- **Carry out improvements to the school Bring Your Own Device (BYOD) network to allow better access for pupils and staff using their own devices.**
- **Refresh of staff devices along with associated training.**

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| <ul style="list-style-type: none"> • A18 Provide career-long professional learning (CLPL) for staff in relation to the further development of digital approaches to both classroom pedagogy and home learning |
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Effective coaching sessions covering digital accessibility tools were provided for NQTs. Feedback from the NQTs was positive, stating they felt more confident in being able to provide support for their pupils using digital technology.

A further eleven quality CLPL sessions were delivered to Staff across Inverclyde. This resulted in improved confidence in using IT to support learning and teaching as indicated in the case sample below.

Feedback from online training sessions have noted that it's difficult to follow demonstrations as the techniques being demonstrated can't be practiced at the same time due to viewing the meeting. The lack of "hands-on" support which would be available during in-person training was noted as a negative aspect of online training.



The Digital CMO recorded live digital CLPL sessions to provide on-demand, alternative CLPL sessions. These are made available online via the Inverclyde Digi staff-support site. This flexible delivery model allows for wider access by professionals. This includes training for:

- Digital Accessibility tools
- Teams Training
- Flipgrid
- Wakelet
- Class notebook
- Forms
- Blogs

Further to the ongoing ActivPanel training delivered by Promethean, eight Inverclyde practitioners from Primary and Secondary are engaging with a Promethean led train-the-trainer course. On track for completion in May 2022, this provides the authority with a sustainable means of continuing the development of teacher skills in the use of the Promethean ActivPanel technology available in all classrooms.

Impact:

- The Inverclyde Digi site, recorded CLPL sessions and newly trained trainers have provided Inverclyde with ongoing, sustainable capacity for CLPL.
- NQTs are better equipped to make effective use of digital resources in class

Next Steps:

- **Where appropriate, move towards more in-person training.**
- **Continue to develop the Inverclyde Digi site in order to provide a central, up-to-date resource for the digital development of staff.**
- **Effective deployment of Inverclyde's new, in-house Promethean trainers.**
- **Prepare for the Digital CMO's return to substantive post by engaging with key digital practitioners across Inverclyde to deliver appropriate training.**

- **A19 Develop the leadership of play pedagogy (PP) across all establishments delivering the early level**
- **A20 Improve learners' experiences across the early level by implementing the Inverclyde Play Pedagogy project across all establishments delivering the early level**

A range of bespoke training for all Heads has been provided. Training has included an overview of all practitioner training sessions, leadership and self-evaluation. Resources, professional articles, recordings associated with training are available on Teams. Individual support packages have been provided by the Project Lead, Play Coaching and Modelling Officers and Play Associates.

75% of Head teachers completed a recent survey on the implementation of play pedagogy. This identified an increase in confidence and knowledge in leading play pedagogy. In August 2021 4.73 was the average score (out of 10) for confidence in supporting staff to deliver play-based learning in P1. In April 2022 this score increased to 7.67.



Although formal reviews have not taken place yet, largely due to ongoing restrictions, discussion at attainment meetings has suggested improvements in the delivery of play pedagogy. Observations of practice has provided evidence of this. It is anticipated that Standards and Quality reporting this year will provide further evidence of this. More focussed reviews of the impact of play pedagogy will be built into future school / peer reviews.

Anecdotal information suggests that pupil engagement and health and wellbeing have improved. The measures agreed for this action are school attainment, referrals to the Additional Support Needs Monitoring Forum (ASNMF) and nurture classes. This information is not yet available. Despite this it is clear that this change in practice has better met pupils needs at a time when the current P1 pupils have had a disrupted early years' experience due to the pandemic.

A range of bespoke training for practitioners has been provided. Almost all schools have been represented at all training sessions. This has included training sessions by an external provider which were evaluated as somewhat or very helpful by 95% of participants; training by Education Scotland which was evaluated as somewhat or very helpful by 73% of participants. Other supports that have been identified as supporting an increase in confidence and knowledge are support from Coaching and Modelling Officers; development and availability of professional learning resources such as Thinglinks and Padlet; practitioner network meetings and additional resources.

Responses to a recent survey on the implementation of play pedagogy were received from 28 teachers representing 85% of schools. This identified an increase in confidence and knowledge in delivering play pedagogy. In August 2021 4.11 was the average score (out of 10) for confidence in delivering play-based learning in P1. In April 2022 this score increased to 7.36.

Next Steps:

- **Continue to evolve the project to embed the practice in all P1 classes and support the transition of current P1 pupils into P2 by offering training for all P2 practitioners**
- **Ensure that there is analysis of P1 2021/22 outcomes to be clearer on impact of the project**
- **Link the work of the project to an overall review of the literacy strategy for the authority thus ensuring a coherent and consistent approach to the teaching of core literacy skills across the early level**
- **Continue to ensure that practice and pedagogy across all early years establishments is consistent and progressive**



B: Closing the attainment gap between the most and least disadvantaged

B1 In line with emerging government guidance, begin to devise a strategy and plan for Scottish Attainment Challenge (SAC) 2 from April 2022 onwards

To ensure the continued success of the Attainment Challenge Scotland Programme in Inverclyde we continually reflect on what works for our pupils, families and communities. Equity and sustainability are key and ensuring interventions continue with reduced capacity over the next four years is paramount in our strategic planning for SAC Refresh. A four year strategic plan has been created and approved by Inverclyde Council Education and Communities committee in March 2022.

Effective planning for the transition to SAC Refresh is well underway. A consultation process has been completed with Heads of Establishments and partners resulting in clarity of what continues to make the difference in addressing the poverty related attainment gap. Engagement with Scottish Government officials, Education Scotland officers and the SAC Network team continues to support Inverclyde in the creation of a four year plan with national and locally agreed stretch aims focusing on using education to improve outcomes for children and young people impacted by poverty.

Impact:

- We engaged positively with Scottish Government and Education Scotland Representatives for guidance and support in transitioning from SAC 1 to SAC Refresh
- We provided information events for all stakeholders
- We supported Partners to complete their "Exit Strategies"
- We worked with Attainment Challenge Schools and Partners engaging in a SWOT Analysis of the Scottish Attainment Challenge programme in Inverclyde
- We consulted with Stakeholders re future plans
- We engaged with colleagues in Human Resources, Procurement and Finance to identify and overcome potential barriers
- We reported to the Governance Group set up to ensure accountability and transparency of the decision making process
- We continued to close the poverty related attainment gap in Literacy and Numeracy
- We continue to work towards a sustainable model of targeting children in low income families and providing positive outcomes
- We continued to improve quality in learning, teaching and assessment
- We increased capacity in all establishments and for all staff in the delivery of evidence-based interventions through quality CLPL
- We continued to support improvements in mental Health and Wellbeing of pupils, families and staff
- We effectively engaged with partners to support outcomes for families in our communities
- We continued to address Digital inequity across the Local Authority



Next Steps:

- Implement Year 1 of the SAC Refresh
- Further develop Years 2 – 4 of the strategic plan in line with the *“Framework for Recovery and Accelerating Progress”*
- Focus on locally agreed stretch aims which are ambitious yet achievable
- Identify clear outcomes and measures and associated teams to deliver support to achieve agreed targets
- Create a short-term working group to review SAC planning to address stretch aims
- Create a Data Strategy to support all staff in effectively using the datasets we collect
- Continue to collect and interrogate robust data to inform decision making
- Continue to focus on closing the poverty related attainment gap and also on creating opportunities for celebrating wider achievements

**B2 Continue to provide support and challenge in relation to Pupil Equity Fund (PEF)
Budget setting, monitoring and identification of impact**

Pupil Equity Fund (PEF) continues to be the key driver for enabling establishments to continue to close the poverty related attainment gap. The Head of Education continues to focus on the impact of PEF plans at establishment level and monitors the spend for impact of interventions and to ensure plans remain on track. Each establishment has an agreed plan which has identified outcomes and measures focused on closing the poverty related attainment gap. Establishments use a range of robust datasets to evidence their gap and allow them to identify the key actions required to support pupils and families impacted by poverty. National and local guidance continues to be used in supporting establishments in their decision making process. Alongside this guidance the Education Scotland Attainment Adviser provided 1:1 support for establishments in creating and articulating their plan. Quality CLPL was also delivered to Education Officers to ensure they were supported in data interrogation at school-based level. Education Officers were then able to engage in quality professional dialogue with schools around the PEF plan and intervention models focusing on closing the poverty related attainment gap. Education Officers effectively challenged and supported schools leading to improved PEF planning. PEF plans are incorporated within almost all School Improvement Plans and all plans are displayed on establishment websites. The effective use of the School Business Officers in the provision of monthly updates regarding PEF spend ensuring procurement procedures are followed has resulted in a greater focus on the impact of any spends associated with PEF. PEF plans are discussed and agreed with Parent Councils (PC) and Pupil Voice Groups (Pupil Councils) through relevant consultation processes. Progress of the plans continues to be discussed at PC Meetings throughout the session



Impact:

- Head of Education provided clear guidance and support for all establishments.
- National Guidance is used to support PEF advice for schools' advice.
- Attainment Advisor delivered support to schools via quality CLPL sessions and 1:1 sessions focusing on clear rationales, outcomes and measures to evidence impact.
- Attainment Advisor advised on equity-based interventions that could close the poverty related attainment gap.
- CLPL was also delivered to Local Authority Education Officers ensuring they were effectively supported in data interrogation at school-based level
- PEF Plans feature in the Local Authority Plans Section B1
- PEF reporting feeds directly into the LA SQR to various committees
- Attainment Advisor supports schools throughout the session focusing on the impact of their plans.
- Attainment Advisor effectively reviews most submitted plans linking schools together with similar interventions and contexts, where possible. This is shared with SAC CMOs to ensure a targeted approach to closing the poverty related attainment gap.
- PEF spend is being monitored effectively by the School Business Officers ensuring that the spend plan is on track. This is a standing item on the monthly Business Meetings.
- With the change to School Business Officers being directly involved in the management of PEF this has led to greater governance of the plan ensuring any potential underspends are addressed at an early stage. Any potential underspend over £1,000 requires approval from the Head of Education.
- A greater emphasis on monitoring PEF at establishment levels has led to a more robust approach to ensuring plans remain on target to be successful. Education Officers and Head of Education ensure that PEF is included in the Quality Visit dialogues with establishments. Updates are required to support PEF progress.
- A recent review by the Head of Education in relation to PEF underspend across all establishments led to schools being more effectively supported to address the underspend and the processes involved in PEF planning.
- St Joseph's Primary have been highlighted in a recent Education publication sharing good practice in the effective planning and implementation of PEF.

Next Steps:

- **To streamline the SIP and PEF plans focusing more on outcomes and appropriate measures.**
- **To use Recovery Associates with a focus on data interrogation, identification of appropriate interventions and improvements in the capacity for establishments' processes will lead to regular dialogue on PEF and the impact that it is having.**

B3 Continue to roll out professional learning opportunities for all staff linked to the improvement planning cycle; this will include strategies to reduce the attainment gap linked to deprivation.



Supporting practice through the delivery of quality CLPL to ensure quality first learning and teaching positively impacts attainment allowing for the continued closing of the poverty related attainment gap. Outreach teachers supported targeted pupils in twelve Attainment Challenge schools through implementing evidence-based interventions. All schools continue to report improvements for pupils and they highly value the support provided by the Outreach staff.

Sustainability is key and ensuring interventions continue. Quality CLPL is now delivered via face-to-face or using recorded content to ensure that all staff can access quality training at a time and place that suits the context of their establishment. The deployment of previous CMOs in other establishments has ensured their experience, expertise and knowledge can be shared with colleagues.

Impact:

- CMOs have provided 286 coaching and modelling sessions and 45 CLPL sessions in Term 1 and 388 Coaching & Modelling Sessions and 218 CLPL Sessions in Term 2 – this has resulted in improved understanding and use of effective pedagogy targeted at closing the poverty related attainment gap as evidenced by 97 follow up visits to staff and valuable feedback from questionnaires.
- Quality CLPL has been delivered both “virtually” and face-to-face by the CMO Team in both Literacy and Numeracy to all 12 challenge establishments.
- Increased engagement in professional learning focussing on interventions that continue to reduce the poverty related attainment gap continues to be offered to all Inverclyde schools. A focus on a sustainable approach ensures that staff can access quality CLPL at a time that meets their needs.
- Training records that we have collated demonstrate that 456 staff have accessed 33 CLPL sessions from August 2021 – February 2022. The feedback from attendees have been very positive indicating that the training has impacted their practice.
- The effective use of a digital approach to supporting schools and staff as they continue to focus on quality teaching and learning has resulted in recorded content CLPL sessions which staff across Inverclyde can access at a time that suits their context. Feedback from staff who have already accessed the recorded content has been very positive.

Next Steps:

- **Support for the effective deployment and use of PSAs will be delivered to Class Teachers ensuring the role of the PSA continues to have the maximum impact in improving outcomes for pupils.**
- **Intensified support will be provided to targeted schools increasing their capacity to improve attainment.**
- **Further utilise the Coaching and Modelling approach to support practitioners in implementing evidence-based interventions leading improved attainment.**
- **Support establishments on the recovery process.**

B5 Further embed family learning to ensure it continues to maximise impact on attainment and reduce the poverty-related attainment gap by:

- **Developing understanding of the key features of family learning.**



- **Supporting settings and partners to work together in a coordinated way to help them to identify clear aims, to achieve outcomes, to report on the impact of family learning and to share effective practice.**

We have supported the use of the West Partnership self-evaluation framework document to support practitioners in effectively self-evaluating their practice in Parental Involvement, Parental Engagement, Learning at Home, Family Learning, support for families and involving the wider community. Two schools have trialled the framework this session and a support session around self-evaluation will be delivered in the summer term. Working closely with parents and partners, both schools have created and implemented a Family Engagement action plan. The framework supported the schools to narrow down what they could realistically achieve.

A range of training has been offered and signposted to support staff further embed family learning and parental engagement and involvement. Education Scotland Engaging families in Maths, supporting parental representation as part of the HT induction programme, Parental Engagement and family learning for NQTs, parental engagement session as part of the Improving our classrooms programme and West Partnership parental engagement training with a focus on ASN have all been available for staff to engage in.

All establishments were offered the opportunity to engage in training to develop family learning. Eight establishments have completed with a further four engaging this session. The training focused on what was essential to support and inspire family engagement practice and thinking. They looked at the research behind the imperative for engagement with families, and the legislation/policy which requires it. Endorsed by Education Scotland, this module lays the parental engagement foundations for building confidence and knowledge. Staff left better able to plan with confidence, with an improved understanding of engagement and with drive to work with the whole community in order to have desired impact.

Work was undertaken in Primary and Secondary establishments to identify pupils who did not have access to a laptop for home learning and/or lockdown engagement. SIMD data was used to ensure that all pupils in need were provided with a device. Data connections were also provided where necessary, in order to ensure that pupils could use the devices effectively.

Further to this, additional laptops were made available for use in schools in order to facilitate enhanced access to IT during lessons as well as for after school activities.

By providing broad access to devices and data we have ensured that learners are able to collaborate with peers and communicate with practitioners regarding their study, make best use of ever developing local/national online resources and continue their studies at a time and place that best suits their individual needs.

A focus on increasing the engagement of parents, carers and families living in areas of deprivation with their child's and their own learning has been a major challenge due to the impact of Covid-19 restrictions. Plans have required to be adapted and some abandoned. This is an area where further development and targeted intervention will be required to make the desired impact over the next four years of the Scottish Attainment Challenge Refresh programme. With the easing of restrictions we look forward to positively impacting on the engagement of families in their own learning



In order to equip parents with the skills to support their child's learning, parental workshops and online presentations have taken place for all attainment schools. An initial drop-in question and answer session took place in December 2021. Further workshops have been requested by specific schools and these were delivered in March and April 2022. Recorded training content is available on Inverclyde DigiHelp and this is shared through social media. All schools have been offered targeted parental workshops to share teaching methodologies and resources with parents.

Staff observations and discussions with parents showed that the benefits of participating in family learning opportunities included, spending focused time to support their children's learning, participating in free and fun activities together as a family unit and increasing both parent and child mental health and wellbeing as the focus was on enjoyment, fun and learning. All parents who accessed the family learning activities reported an increase in the importance of supporting their children's learning, and 95% reported increased levels of confidence in their own ability to provide support for their children to learn at home.

While supporting parents to increase their confidence in working with their children is key, a crucial aspect of family learning is also to support parents in accessing further learning/support for themselves.

20.7% of parents (from completed programmes) have progressed onto the following further learning/support opportunities:

- 11.7% - West College Scotland, Community based courses
- 11.7% - Carers Centre
- 35.2% - Progression to different Attainment Challenge programmes
- 23.5% - Progression to wider CLD provision
- 11.7% - Adult Literacies provision

Feedback from parents has highlighted that the ongoing contact and support to parents, via weekly phone calls has supported them to sustain attendance in the learning opportunities and move onto further learning opportunities, that have been offered.

Impact:

- Service provision has been adapted to ensure continued support for children and families
- Engagement with families has been impacted as a result of covid restrictions
- Establishments continue to work collaboratively with partners to provide opportunities for families to engage in family learning activities
- 83 families from attainment schools participated in a number of learning programmes from the period 1 September 2021 to 21 February 2022
- Key workers from Community, Learning Development (CLD) have continued to engage with families



Next Steps:

- To review the offer of Family Learning available for children and families
- SAC and CLD to engage with North Ayrshire Family Learning programme to improve the service offer within Inverclyde

B6 Further develop family support to mitigate impact of poverty on families so that children and young people come to school ready to learn

Flexibility in delivery has been a key aspect to achieving targeted outcomes despite the ongoing fluctuating restrictions both generally and in schools during this period. The Family Support Worker service base and outreach support within the family home has been utilised to ensure that family support is accessible for higher numbers of parents and children. This flexibility has enabled the Family Support Worker service to support more families as referrals continue to rise.

The level of requests for assistance for early help and support for families indicates that education staff are identifying children in need of support to prevent crisis.

Having a financial inclusion worker as part of the Family Support Worker service has ensured that families with complex financial issues are supported using a financial assessment and action plan. This ensures that parental stress is addressed which enables parents to focus on further interventions that promote family wellbeing and positive child development.

The Barnardo's Winter Support Fund awarded from Scottish Government was utilised to address the impact of family poverty as follows:

192 families have accessed this fund, with a total £8,584 being allocated to families between October 2021 and January 2022. The fund has been utilised to provide the following although the list is not exhaustive:

- Purchase of food,
- Escalating electricity and gas cost,
- Clothing costs,
- Essential household items such as white goods beds, flooring etc.
- Essential travel costs
- Family days out to improve family well being
- Data and phone credit



Over the Christmas period when financial issues often cause high levels of family stress, almost all of the families supported by a Barnardo's bespoke plan and wider families in the school and the community have benefited from, gifts, vouchers and accessed Christmas activities. These were provided by donations to the service and referrals to wider agencies including:

- Tesco
- Salvation army
- Food bank
- Local churches
- High schools
- Local salons
- River Clyde Homes
- Private donations

This indicates how well the service is connected and known to wider community networks that address issues of poverty for families.

Impact:

- 226 children and young people have participated in a range of 1:1 or drop-in interventions that have addressed loss & change, increased emotional literacy, improved self-belief, and improved and increased their understanding of positive relationships.
- 48 Children and young people have participated in outdoor therapeutic interventions to improve both their physical and mental wellbeing. (This has assisted children and young people to counter the stresses they face in their lives and the legacy of traumatic experiences including the covid-19 pandemic).
- 12 children and young people have participated in a Let's Introduce Anxiety Management (LIAM) programme to address low level anxiety.
- 142 parents have participated in attachment-based parenting interventions helping them to understand how everyday care and help promotes positive mental health and wellbeing for their child. These interventions have been offered within the family home and at the service base.
- 21 parents have accessed parent drop-in sessions in establishments that offer parents advice, guidance, and brief interventions (this intervention is also available on a universal level in school).
- 11 parents have participated in a season for growth programme that enables them to address their own loss and change as well as considering the responses and interaction that children and young people need to manage loss and change.
- 36 parents are accessing a financial assessment and action plan to help to reduce the impact of poverty.
- 26 parents have accessed brief intervention to address issues of poverty such as, rent arrears, food poverty, fuel poverty and poor household conditions.
- 20 parents have access housing support to address inadequate accommodation.
- 38 parents are engaging in outreach support within the family home to establish routines that provide consistency and predictability for children.



Next Steps:

- To continue to work with the family Support Worker service in meeting the needs of targeted children and families.
- To increase opportunities for face/face support for children and families as restrictions ease
- To access additional funding to upscale the service provision across other Directorates within Inverclyde Council

Evaluation of attainment in Inverclyde

Curriculum for excellence reported levels

The annual Achievement of Curriculum for Excellence Levels (ACEL) return collects data from all publicly funded schools and gathers information for all pupils in Primary 1, Primary 4, Primary 7 and Secondary 3. The return measures national performance in aspects of literacy (i.e. reading, writing, listening and talking) and numeracy, and reports on the percentage of pupils who have achieved the expected level, based on teacher professional judgements relevant to their stage.

This table shows Inverclyde and national averages as at June 2021. Due to the Covid-19 pandemic the S3 return was not collected in 2020 or 2021. Overall Inverclyde lies close the national average in June 2021, however there was some variation in performance with primary 1 comparing more favourably with the national average than primary 7.

Attainment across the BGE (June 2021)

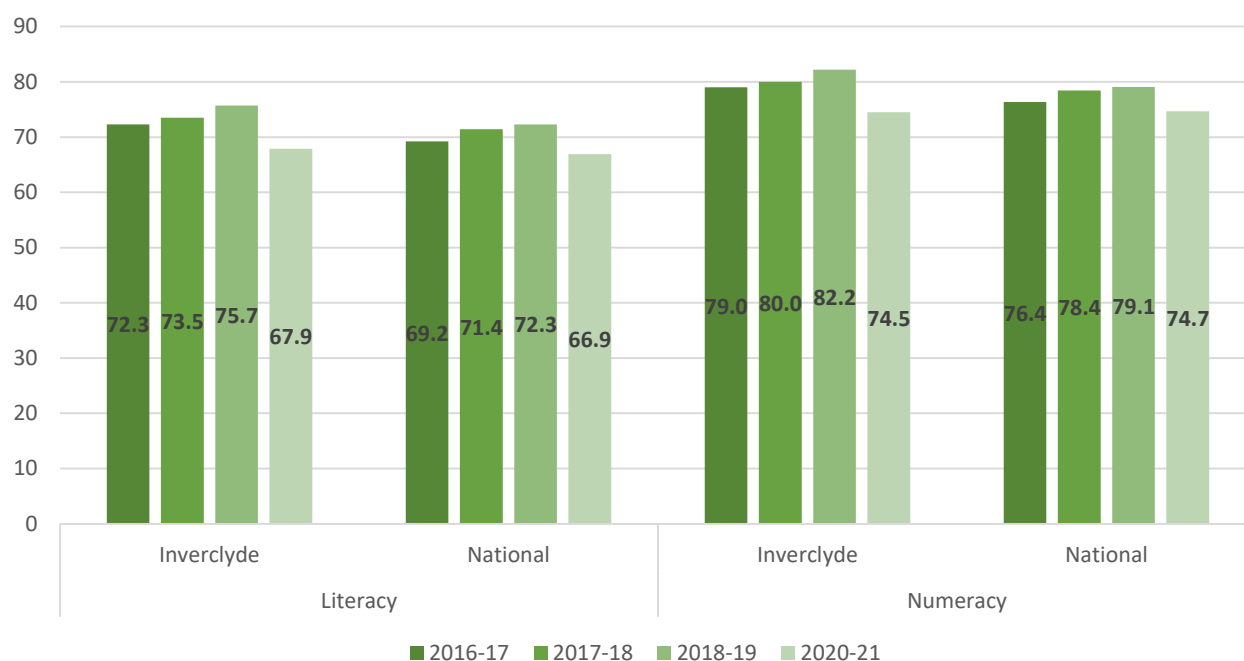
| | P1 | | P4 | | P7 | | P1,4,7 combined | |
|---------------------|------|------|------|------|------|------|-----------------|------|
| Inverclyde | Inv | Nat | Inv | Nat | Inv | Nat | Inv | Nat |
| Reading | 83.6 | 76.6 | 73.7 | 73.3 | 72.6 | 75.7 | 76.3 | 75.2 |
| Writing | 80.0 | 74.0 | 64.4 | 66.7 | 65.5 | 69.0 | 69.5 | 69.8 |
| Listening & talking | 88.6 | 84.0 | 82.7 | 82.0 | 78.7 | 82.3 | 83.1 | 82.7 |
| Literacy | 78.5 | 70.8 | 62.4 | 63.8 | 64.4 | 66.4 | 67.9 | 66.9 |
| Numeracy | 85.3 | 81.1 | 71.5 | 71.6 | 68.4 | 71.9 | 74.5 | 74.7 |

Source: Scottish Government, 2022 ([Supporting documents - Achievement of Curriculum for Excellence \(CfE\) Levels 2020-21 - gov.scot \(www.gov.scot\)](#))

The charts below show that Inverclyde has followed the national trend of three year improvement before the disruption to learning related to the pandemic in 2019/20. June 2021 figures show the impact of this disruption on primary attainment at both authority and national level.



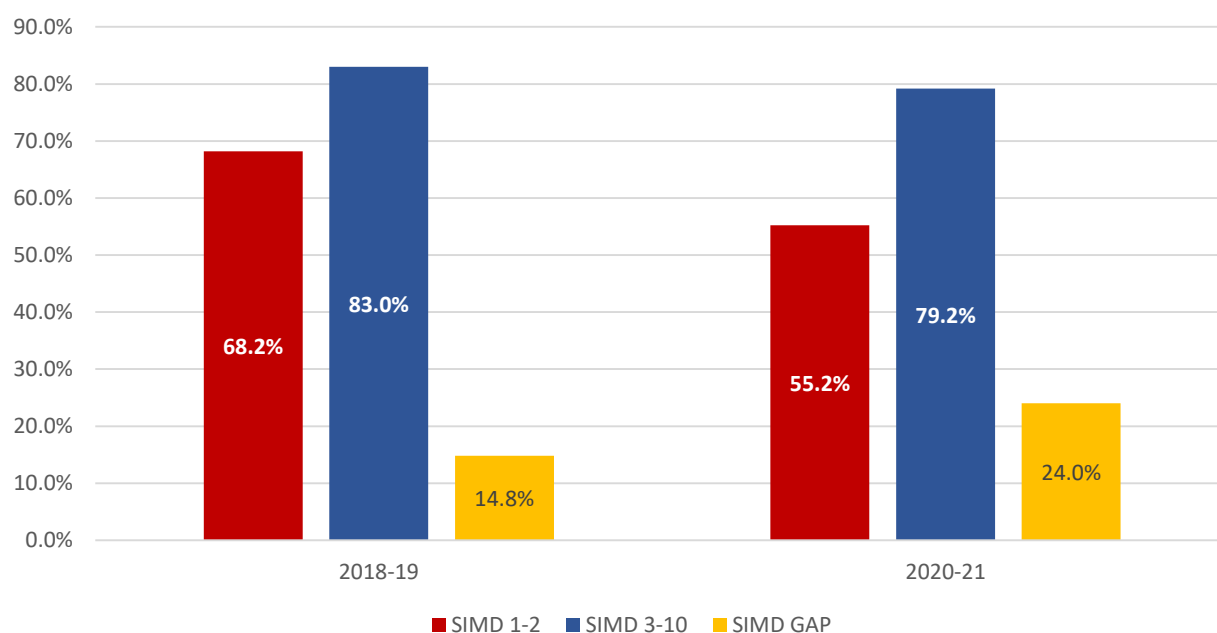
% of learners achieving expected levels in literacy and numeracy in P1, P4, and P7 combined



Source: Scottish Government, 2022 ([Supporting documents - Achievement of Curriculum for Excellence \(CfE\) Levels 2020-21 - gov.scot \(www.gov.scot\)](#))

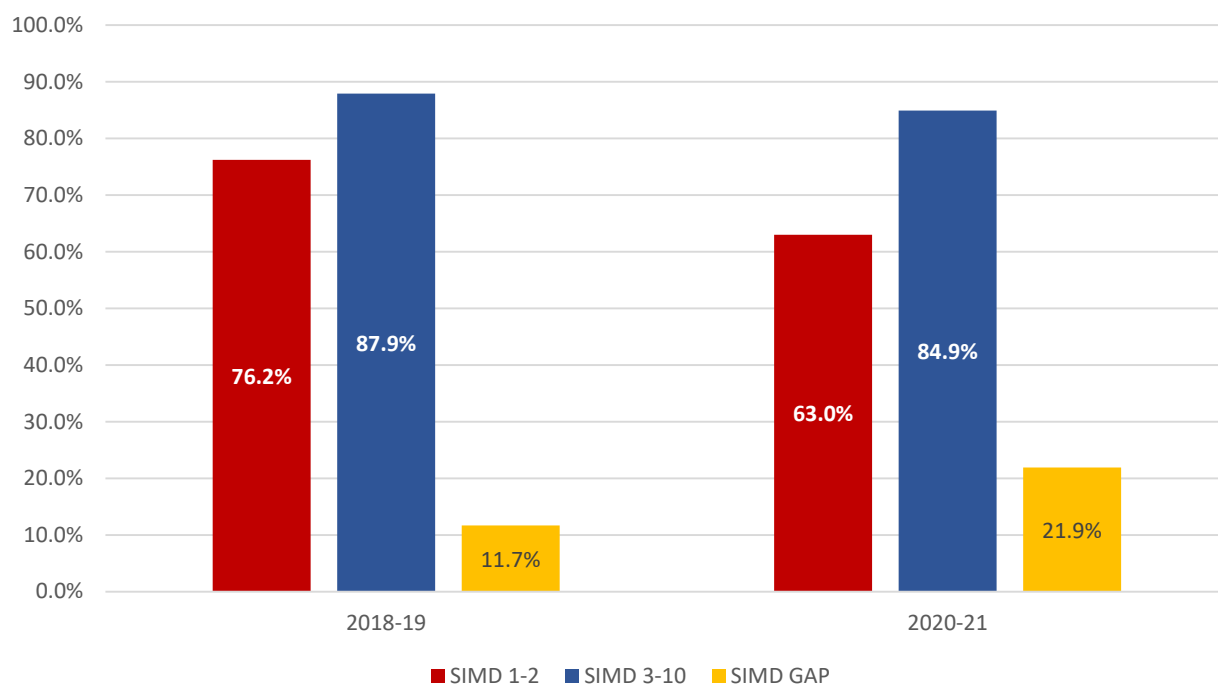
In measuring the poverty-related attainment gap, the comparison nationally is drawn between SIMD deciles 1-2 and deciles 9-10. However, Inverclyde have a very small percentage of the school population living in quintile 5, and therefore locally the measure often used is between deciles 1-2 and deciles 3-10. The chart below shows the proportion of P1, P4 and P7 pupils who achieved the expected levels in literacy and numeracy for pupils in SIMD 1-2 compared to SIMD 3-10. The pandemic-related disruption to learning has increased the attainment gap by 9.2% in literacy and 10.2% in numeracy between 2018/19 and 2020/21.

% achieving literacy P1,4,7 by SIMD Band change 18-29 to 20-21 (P1,4,7 combined)





% achieving numeracy P1,4,7 by SIMD Band change 18-29 to 20-21 (P1,4,7 combined)





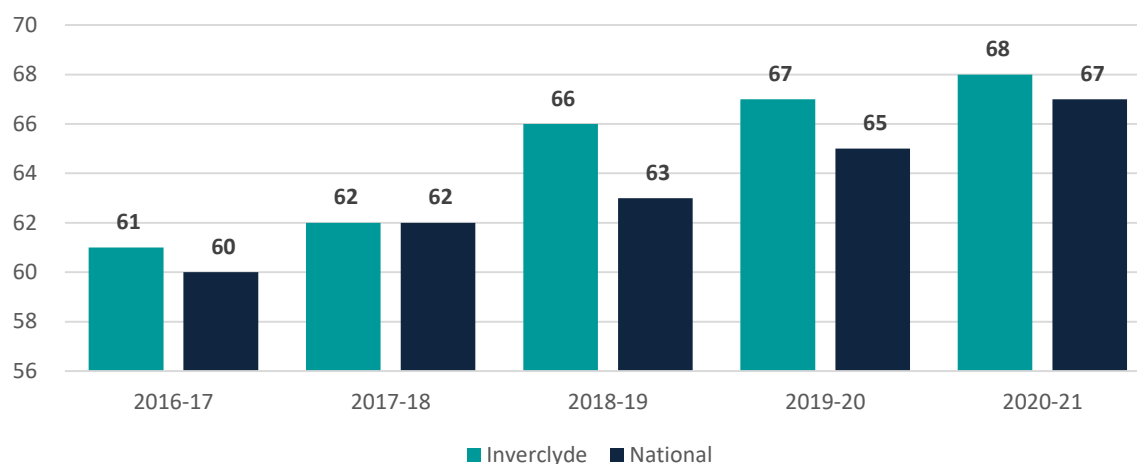
Local Government Benchmarking Framework (LGBF): Awards at Level 5 and 6

The LGBF is a high-level benchmarking tool designed to support senior management teams and elected members to ask questions about key council services. The LGBF helps councils compare their performance against a suite of efficiency, output and outcome indicators that cover all areas of local government activity.

The following charts are a sample from the LGBF suite of indicators which relate to the achievement of awards at level 5 and 6 for senior phase pupils.

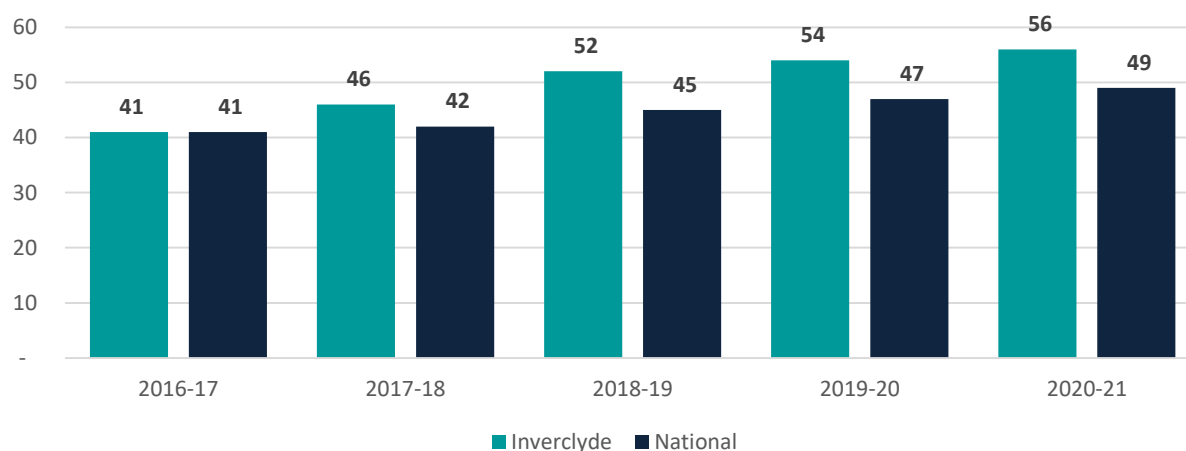
The data shows that there was improvement across all measures between 2016/17 to 2018/19, and the local authority performed well against the national average. While 2019/20 and 2020/21 cannot be directly compared in terms of performance to previous years, the results do still reflect the measures being generally above the national establishment.

% of pupils gaining 5+ awards at Level 5



Source: Improvement Service, 2022 ([Benchmarking | Benchmarking \(improvementservice.org.uk\)](https://www.improvementservice.org.uk/Benchmarking))

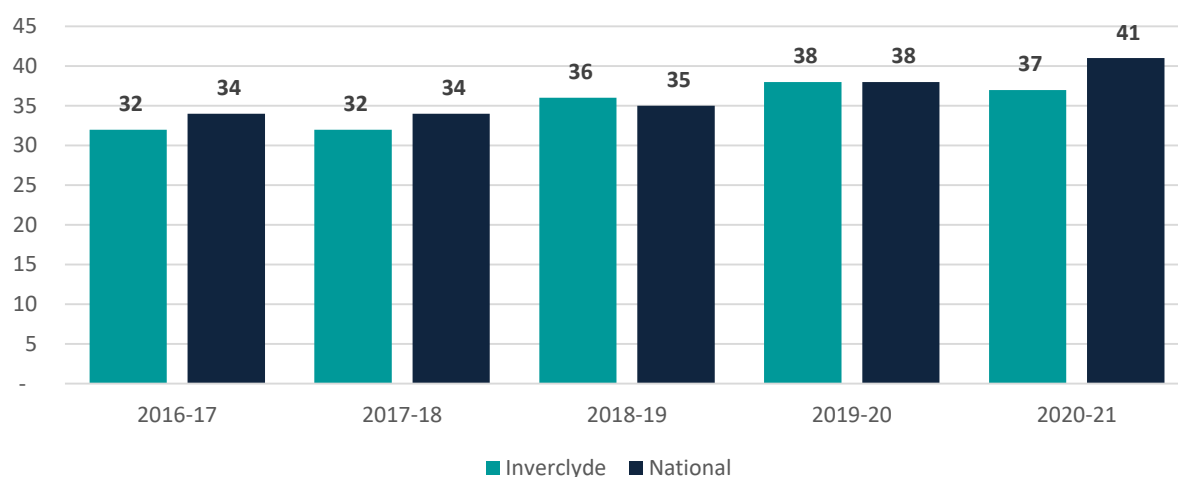
% of pupils living in the 20% most deprived areas gaining 5+ awards at level 5



Source: Improvement Service, 2022 ([Benchmarking | Benchmarking \(improvementservice.org.uk\)](https://www.improvementservice.org.uk/Benchmarking))

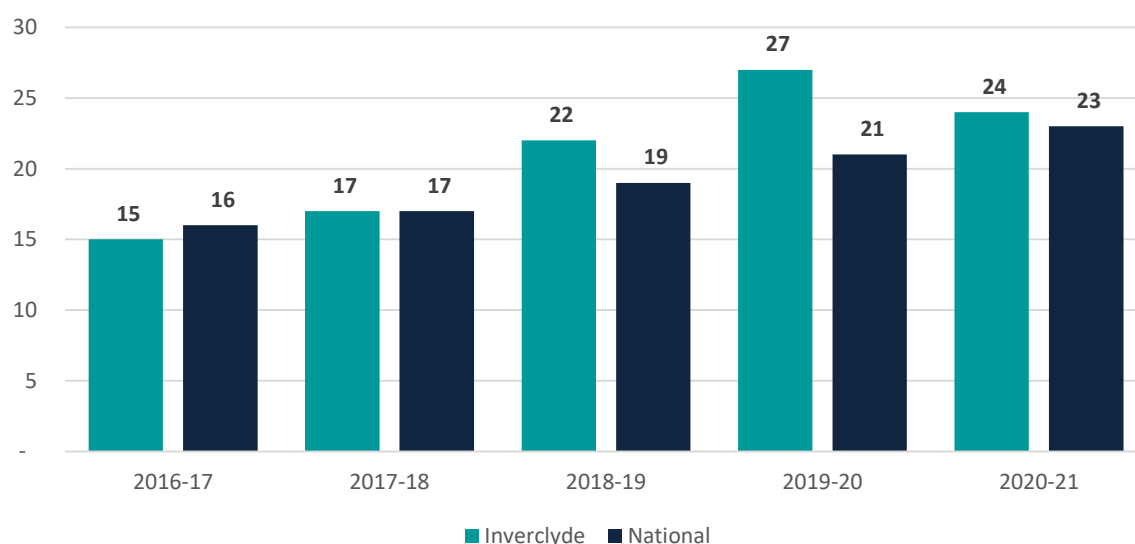


% of pupils gaining 5+ awards at Level 6



Source: Improvement Service, 2022 ([Benchmarking](#) | [Benchmarking \(improvementservice.org.uk\)](#))

% of pupils living in the 20% most deprived areas gaining 5+ awards at level 6



Source: Improvement Service, 2022 ([Benchmarking](#) | [Benchmarking \(improvementservice.org.uk\)](#))

INSIGHT Comparison Leavers Data

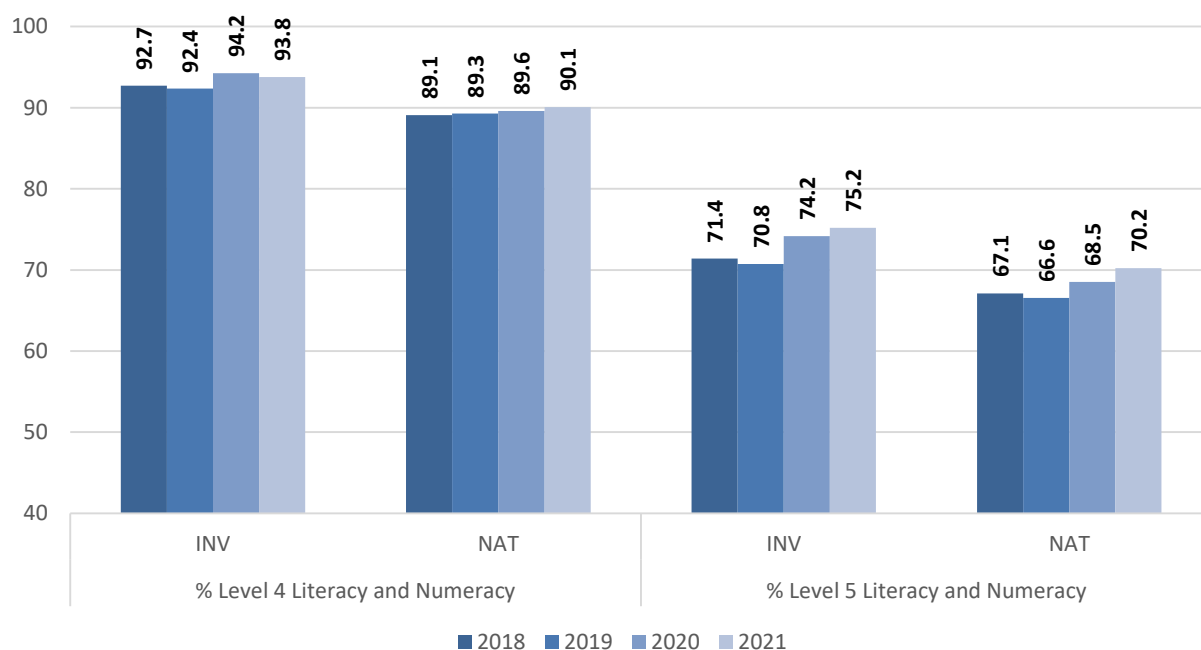
National Benchmarking Measure: Literacy & Numeracy

This chart shows the overall performance in literacy and numeracy for all pupils in the leaver cohorts between 2016/17 and 2020/21. Overall in literacy and numeracy, at Scottish Qualification and Credit Framework) SCQF level 4 and Level 5, the percentages have been higher in the past two years. The same note of caution around 2020 and 2021 data mentioned above also applies here, as some of the leaver results will have been achieved in academic year 2019/20 and 2020/21.

Inverclyde has consistently been above the national average in each of the past four years.



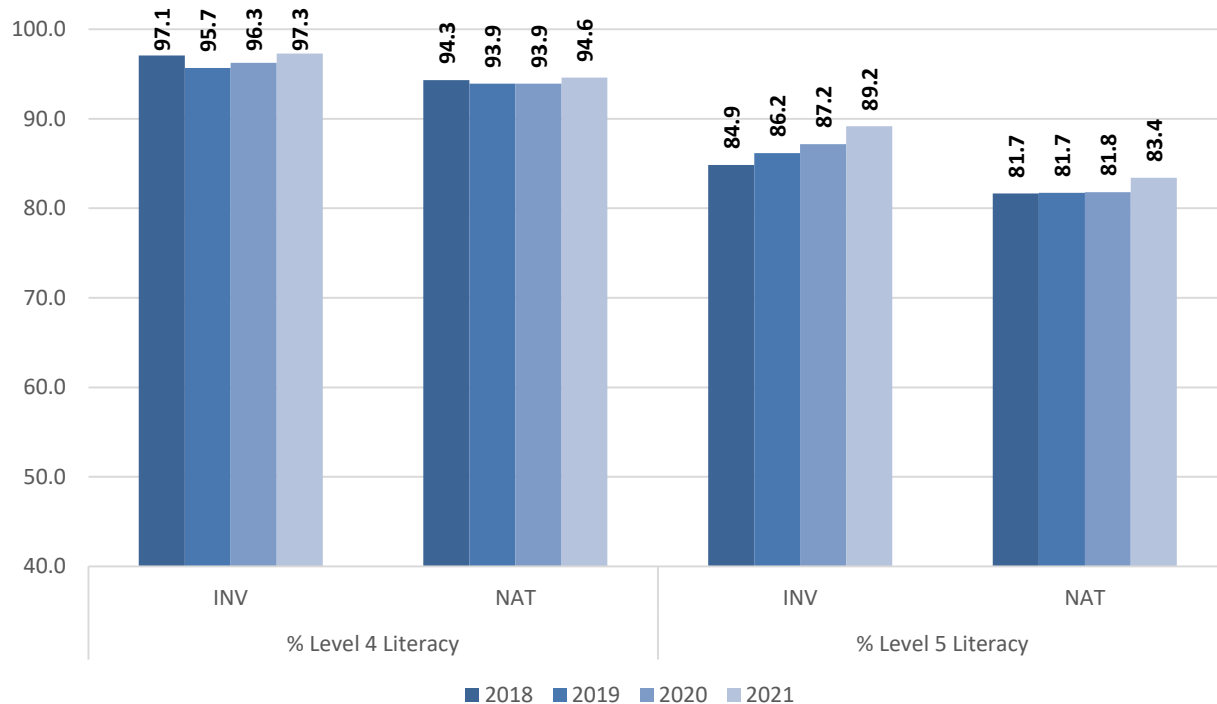
% of leavers achieving level 4 and 5 in literacy and numeracy



Source: Insight, 2022 (INSIGHT:National Benchmarking Measure: Literacy and Numeracy)

Viewing literacy and numeracy separately shows the same trend of consistently being above the national average. There is a notable increasing trend in leavers achieving level 5 numeracy and literacy.

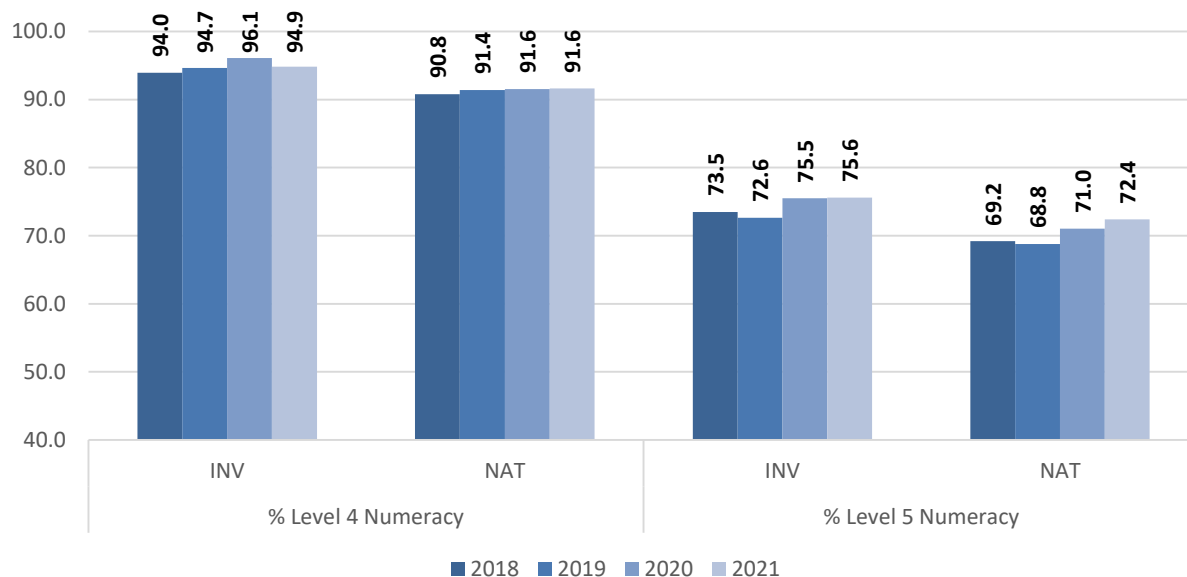
% of leavers achieving level 4 and 5 in literacy



Source: Insight, 2022 (INSIGHT:National Benchmarking Measure: Literacy and Numeracy)



% of leavers achieving level 4 and 5 in Numeracy

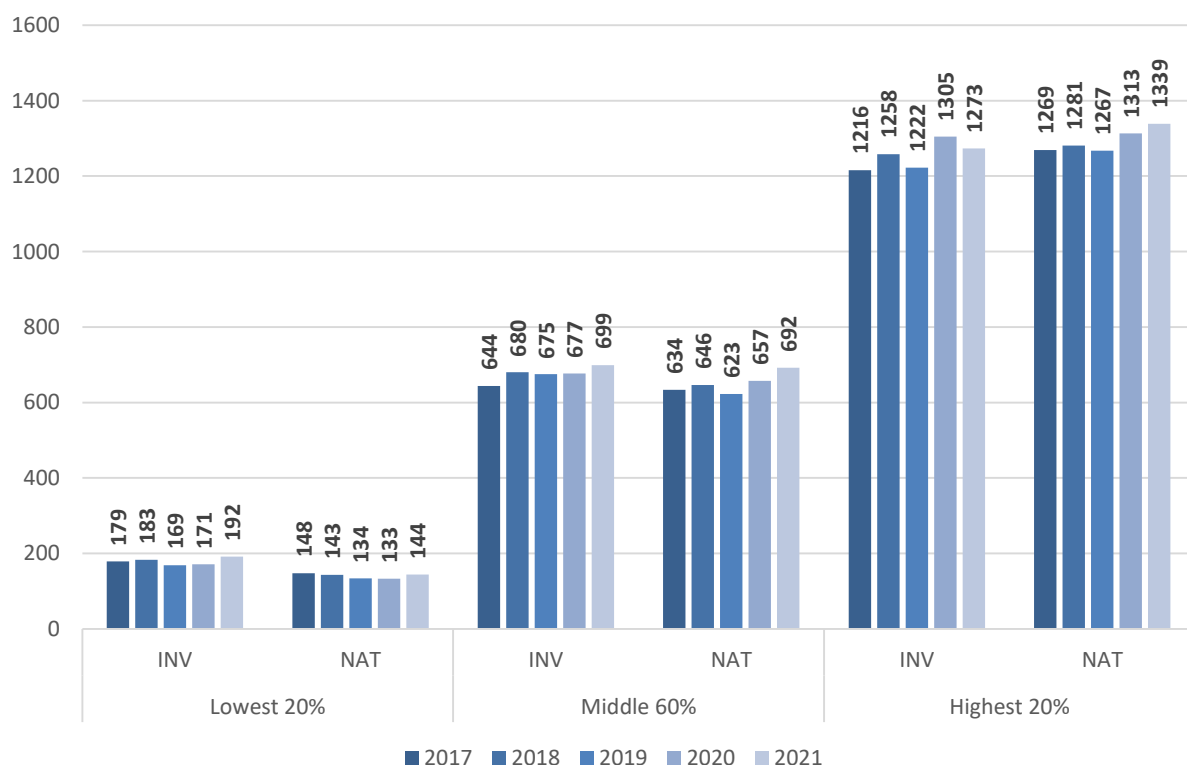


Source: Insight, 2022 (INSIGHT:National Benchmarking Measure: Literacy and Numeracy)

National Benchmarking Measure: Attainment for All

This graph shows the complementary tariff scores of leavers divided into the lowest, middle and highest percentage of attainment cohorts. The lowest attaining 20% and middle 60% are consistently above the national average. The highest 20% have tended to sit below the national average.

Average complementary tariff points for leaver cohorts in selected years



Source: Insight, 2022 (INSIGHT:National Benchmarking Measure: Improving Attainment for All)



National Benchmarking Measure: Attainment versus Deprivation

This national measure looks at the average total tariff score of school leavers by Scottish Index of Multiple Deprivation Decile (SIMD). The SIMD enables schools to map their performance against the social context in which they operate. The table below shows the total tariff scores of leavers against their deprivation area for 2020/21. SIMD band 1 being the most deprived and SIMD band 10 being the least.

The average complementary tariff scores of pupils in SIMD bands 1 to 10 leaving Inverclyde schools are greater than the national figure in most deciles, with the exception of SIMD 5 and 10 where the difference is negligible. SIMD 10 comprises just above 1% of the leaver cohort. Schools have a greater focus on SIMD information linked to attainment through the work of the attainment challenge.

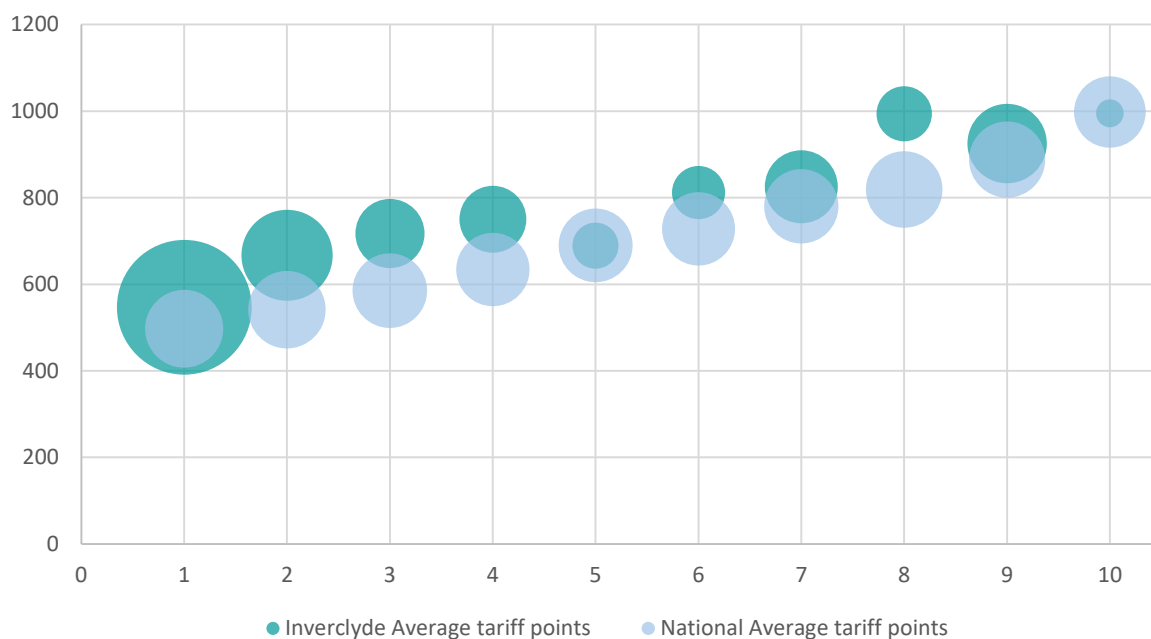
Average complementary tariff points for leaver cohorts by SIMD, 2020/21

| SIMD Decile | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|-------------------|-----------------------|-------|-------|------|------|------|------|------|-------|-------|------|
| Inverclyde | Average tariff points | 547 | 667 | 717 | 750 | 689 | 812 | 825 | 994 | 925 | 995 |
| | % of cohort | 32.4% | 14.8% | 8.5% | 8.0% | 3.8% | 5.0% | 9.5% | 5.4% | 11.3% | 1.4% |
| National | Average tariff points | 497 | 541 | 585 | 634 | 690 | 728 | 780 | 819 | 888 | 998 |
| | % of cohort | 10.8% | 10.7% | 9.9% | 9.6% | 9.7% | 9.5% | 9.8% | 10.5% | 10.3% | 9.1% |

In the chart below the size of the bubble is proportionate to the percentage of individuals in each SIMD decile. It shows that performance in SIMD 2, 3, 4 and 8 was significantly greater than the national establishment. The next chart shows the point gap between Inverclyde and the national average.

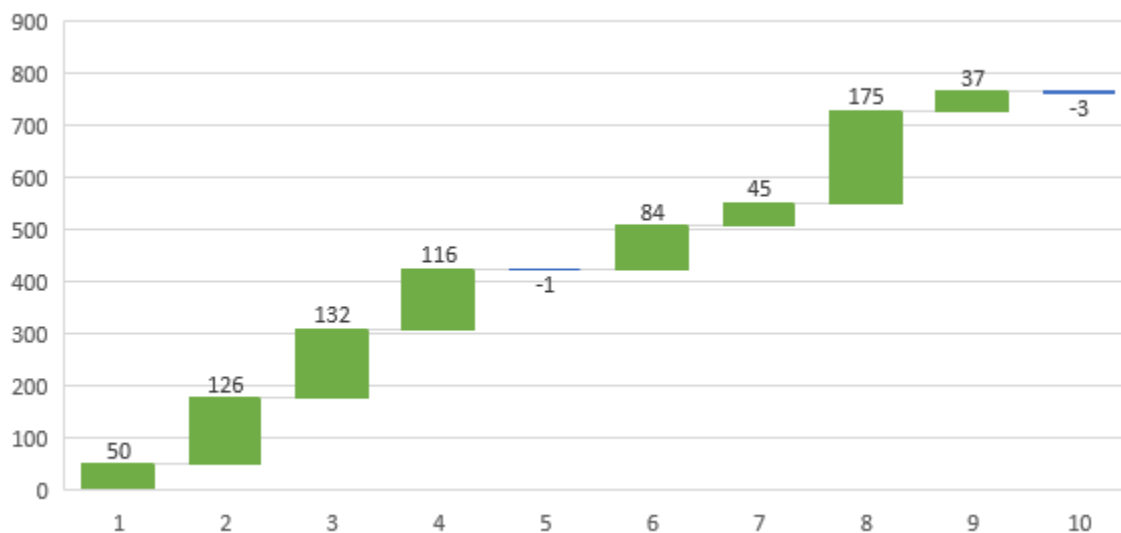


Average complementary tariff points for leaver cohorts by SIMD, 2020/21



Source: Insight, 2021 (INSIGHT:National Benchmarking Measure: Attainment versus Deprivation)

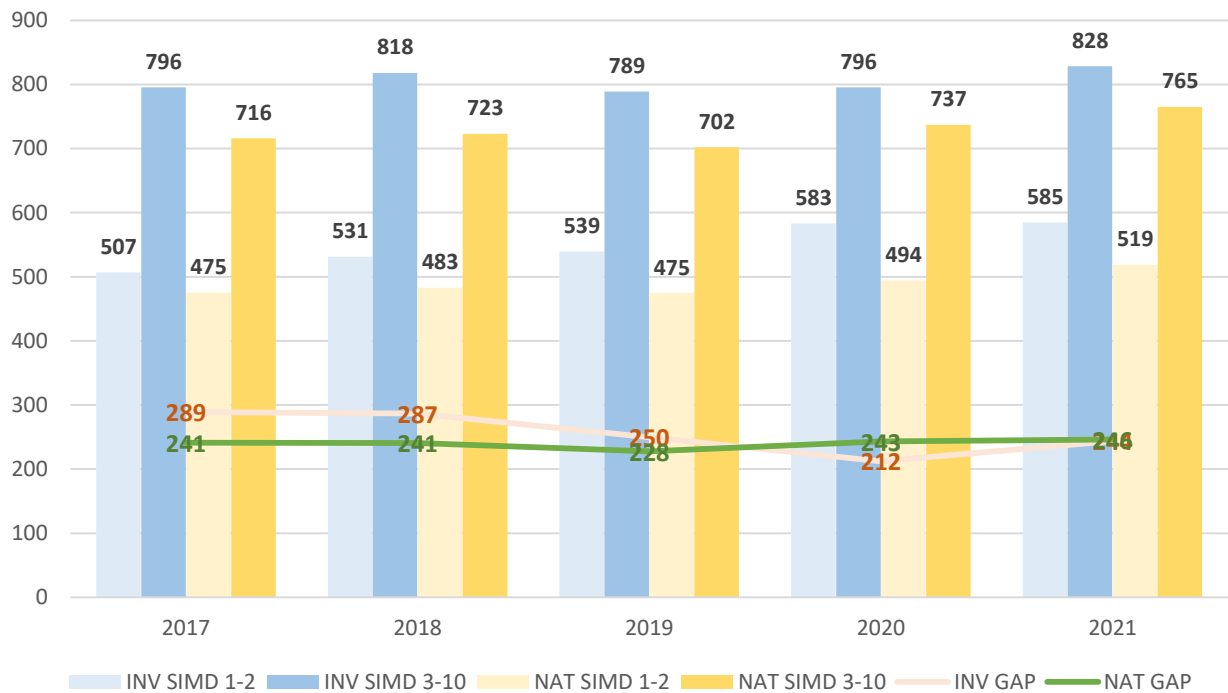
Average complementary tariff point gap between Inverclyde and national at each SIMD decile



The charts below groups SIMD pupils into two bands of deciles, 1-2 and 3-10, to allow the measurement of the SIMD attainment gap. The gap had reduced between 2016/17 and 2019/20, however the latest data shows there has been an increase which still remains below 2018/19 level.



Attainment gap by average complementary tariff points by SIMD local banding, 2017/18 to 2020/21



Source: Insight, 2022 (INSIGHT:National Benchmarking Measure: Attainment versus Deprivation)

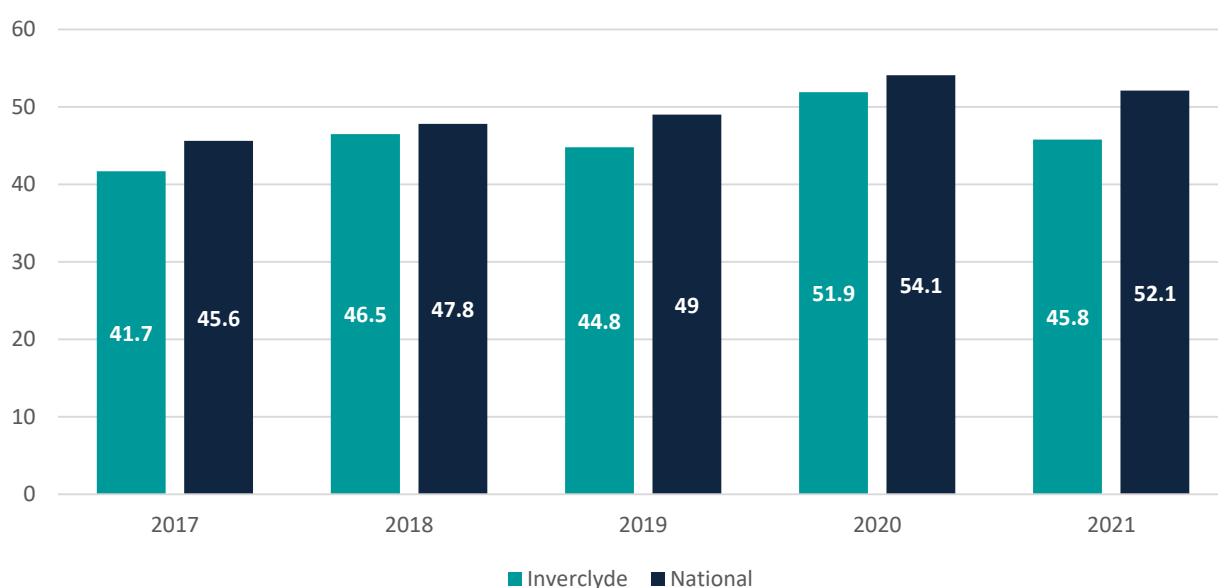


Breadth and Depth: All Candidates

The charts below show our performance at in key measures in percentage of pupils gaining awards at SQA national levels 5, 6 and 7. The 2020 and 2021 data again cannot be used for direct comparison with previous years to show improved performance.

There had been a declining trend in achievement of 5+ awards at National 5 between 2017/18 and 2018/19, and this measure sits below the national average in those years. The figure did increase in 2019/20 before falling again 2020/21.

% of pupils achieving 5+ Awards at National 5 level (grade A-D) by end S4, 2016/17 to 2020/21

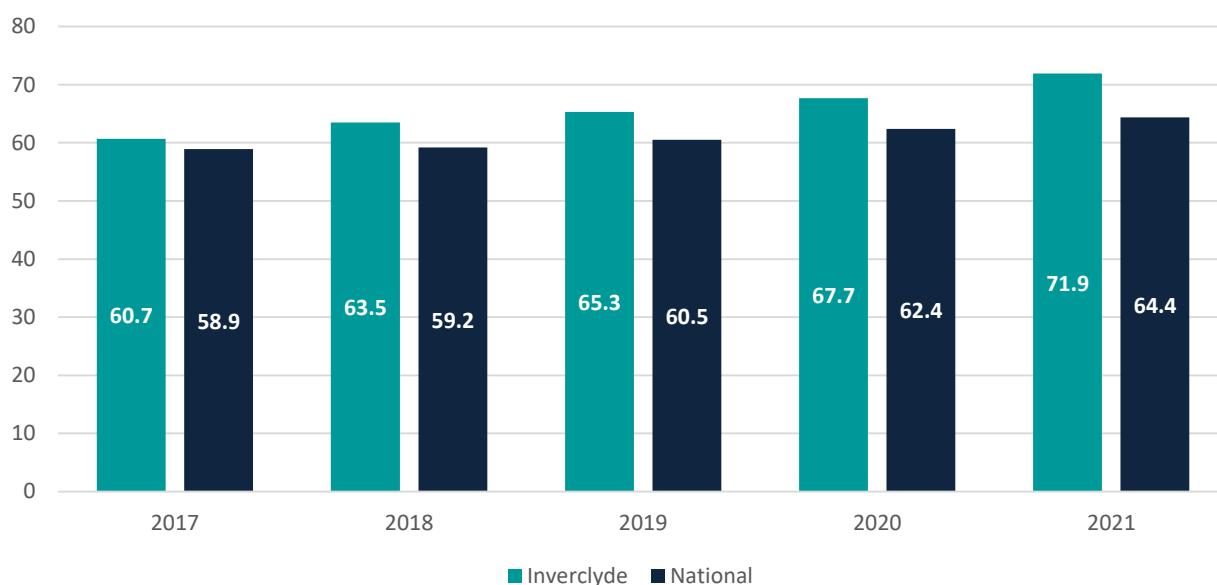


Source: Insight, 2022 (INSIGHT::Breadth and Depth: All Candidates)

At SQA Higher level Inverclyde performed above the national average for all three measures in 2020/21.

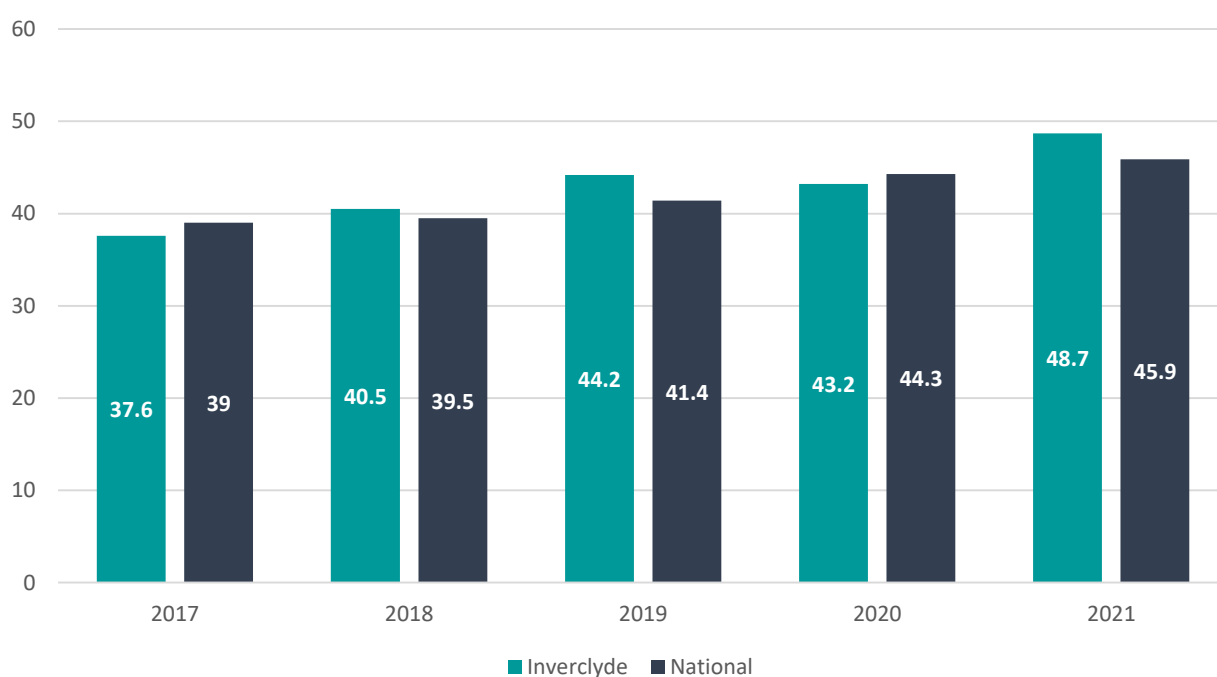


% of pupils achieving 1+ awards at Higher level (grade A-D) by end S5, 2016/17 to 2020/21



Source: Insight, 2022 (INSIGHT: Breadth and Depth: All Candidates)

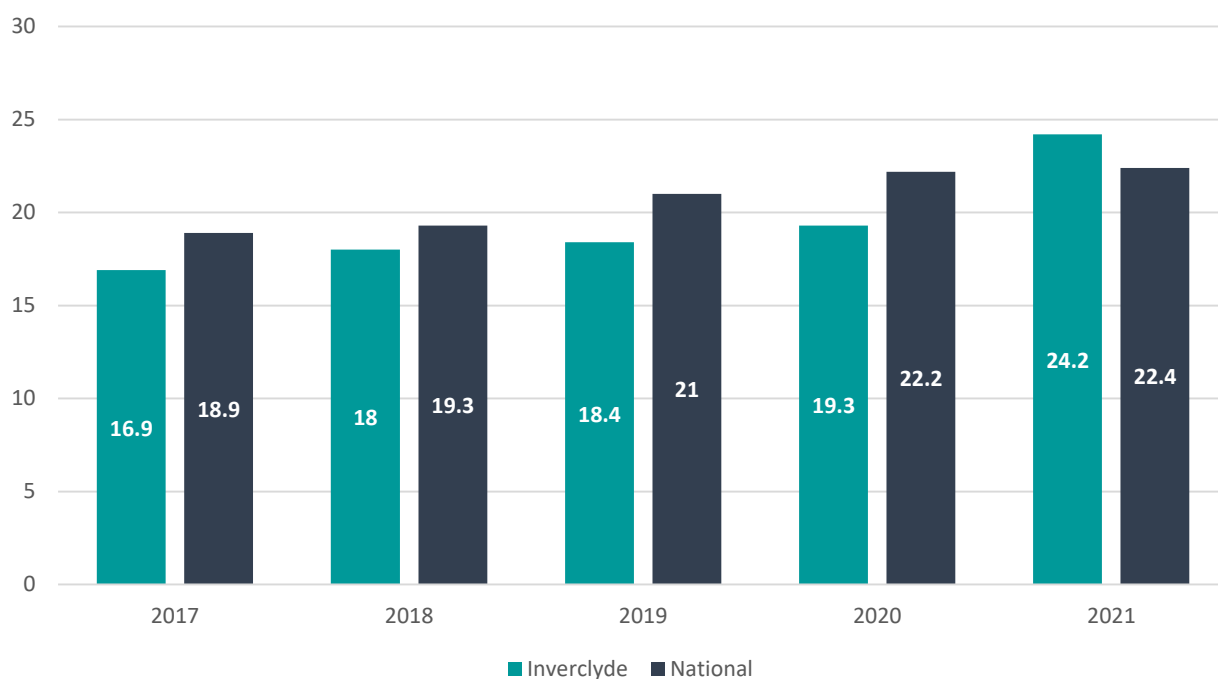
% of pupils achieving 3+ awards at SQA Higher level (grade A-D) by end S5, 2016/17 to 2020/21



Source: Insight, 2022 (INSIGHT: Breadth and Depth: All Candidates)



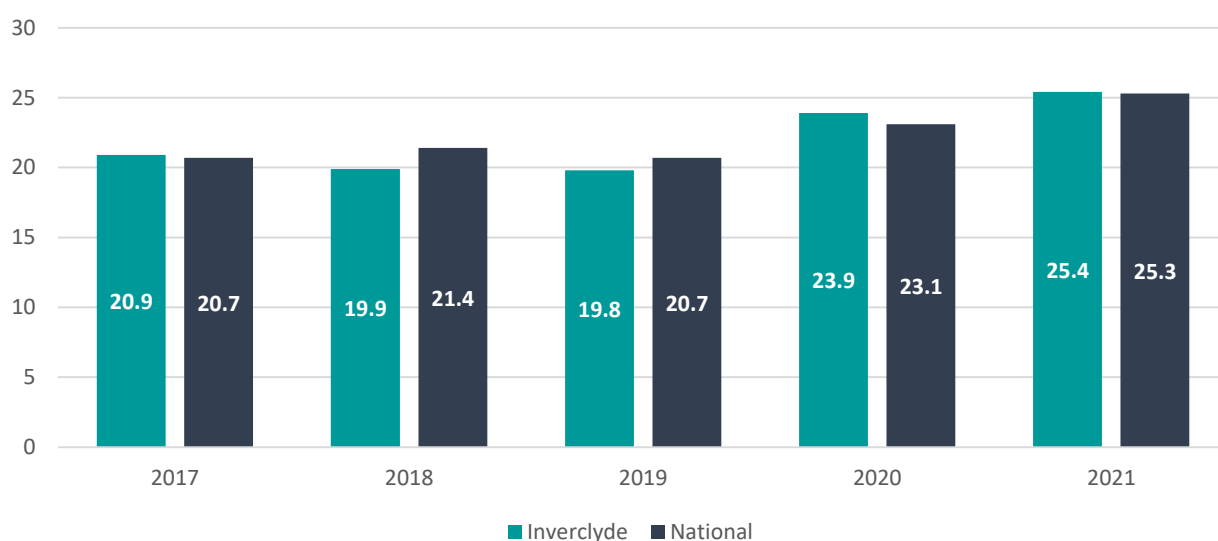
% of pupils achieving 5+ awards at Higher level (grade A-D) by end S5, 2016/17 to 2020/21



Source: Insight, 2022 (INSIGHT: Breadth and Depth: All Candidates)

At Advanced Higher level Inverclyde has been slightly above the national average in the last two years in terms of achieving 1+ award.

% of pupils achieving awards at Advanced Higher level (grade A-D) by end S6, 2016/17 to 2020/21



Source: Insight, 2021 (INSIGHT: Breadth and Depth: All Candidates)



C: Improvement in children's and young people's health and wellbeing (HWB).

C1 Continue to implement the Health and Wellbeing (HWB) strategy with an increased focus on substance misuse education. Community Learning and Development (CLD) to support targeted interventions focussing on drugs, alcohol and mental health.

The Health and Wellbeing Strategy was shared across the authority and has recently been revised to include the guidance on Supporting Transgender Pupils in Schools. We have worked closely with Educational Psychologists on the strategy to identify key priorities. This has ensured a continued focus on substance misuse education and supporting children and young people's mental health. Working in partnership with CLD, a focus group of pupils from the St Stephen's and Port Glasgow High Schools, gave us an up to date picture of the current issues and ideas of what we could do as an authority to improve the alcohol and drug concerns in our community. Information was also gathered from our young people through Clyde Conversations. The West Partnership have produced and shared the draft of a new substance misuse resource this session which will be offered to all authorities when complete.

We established a Personal and Social Education network of practitioners to look at consistency of offer across our establishments and shared programmes to develop a progressive, up to date curriculum, taking into account the views of our young people. A HWB blog was also created to share resources, planners and information across all establishments, accessible to all practitioners. This was launched at the beginning of the session. A group of identified practitioners continue to quality assure this to ensure that all information is current and appropriate. As a result, we are beginning to see greater consistency of approach and delivery across the authority.

Our Mental Health Focus Group promoted, and will continue to promote, the NHS five Steps to Wellbeing. Posters for all sectors were designed to share the key messages of the steps to support mental health. These were distributed to all establishments to encourage staff, children and young people to be pro-active in looking after their mental wellbeing through a common language across the authority. Mental Wellbeing was also a fixed agenda item all Health and Wellbeing Coordinator meetings. Our coordinators continued to engage in sharing of good practice and were kept up to date with current initiatives / developments regarding Health and Wellbeing, to develop best practice across establishments.

This year we were due to roll out the National Health and Wellbeing Survey to allow us to collate and analyse the health and wellbeing needs of our children and young people at a local and national level however this has been delayed due to a number of concerns. We have, as a result of these concerns, worked closely with the Scottish Government, pupils, parents and Inverclyde councillors to revise the content and having come to an agreement, plan to offer out to P5-S6 pupils on an 'opt-in' basis in the summer term. This will give us additional information on many aspects of health and wellbeing including substance misuse.



Next steps:

- Continue to build on the good practice established with the secondary PSE network, working in partnership with the West Partnership
- Roll out and use the results of the 2022 HWB survey to identify HWB priorities at a local level
- Continue to have mental wellbeing and substance misuse as the key areas of focus for HWB, with an increase in pupil voice

C3 Continue to develop the Inverclyde Wellbeing Service (Tier 2 service) in partnership with Action for Children, linking this to the community Mental Health project

Emerging data taken as part of the ongoing cycle of reporting to the Scottish Government suggests that there will be a significant increase in children and young people accessing the Inverclyde Wellbeing Service.

Three Key Performance Indicators were set concerning improvements in wellbeing as seen by referrers to the service (pre-post measurement), increasing numbers of children and young people accessing the service and improvements in wellbeing for children and young people accessing the service as indicated by self-reporting (pre-post measurements). All Key Performance Indicators were met and current data indicates that these will continue to be met with improvements being seen in relation to the 2021-22 data over the 2020-21 dataset.

The Children and Young Person's Community Mental Health Project has continued its work in relation to the three key themes of No Wrong Door, Community Strength and Nothing About Us Without Us. In terms of No Wrong Door a multiagency triage system has been established involving staff from Specialist Children's Services within the Health & Social Care Partnership, Educational Psychology and Barnardos. There is emerging evidence that this is leading to a more efficient referral system.

In relation to Community Strength 19 children were supported in transition from P7 to S1 by Action for Children. Almost all children were impacted positively by this intervention. This area was also supported by Barnardos who have joined the Additional support Needs Forum. This has led to support to sixty four children and young people with almost all reporting positively on impact. The Cygnets programme is now operational with Barnardos and Inverclyde Communication Outreach Service collaborating in their work with families who have children and young people diagnosed with Autism Spectrum Disorder.

Almost all secondary schools have taken part in a series of focus groups offered by the CYPCMH Research Assistant, involving working with young people who have accessed mental health and wellbeing services. The pupils involved have given views on the strengths and needs in accessing these services and the post referral experience. This is being used to feed into service self-evaluation and improved offers. Impact measurement is being gathered through a journey mapping approach.



Next Steps:

- A project manager has now been employed to span both the Wellbeing Service and the Child and Young Person's Community Mental Health Service.
- There will be a re-negotiation of the Key Performance Indicators for 2022-23.
- The Referral system to the multiagency triage system will be augmented through the purchase of an electronic portal that can be accessed across agencies.
- The P7-S1 project will run for a second year with a target increase to 30 pupils.
- The Barnardos support work connected to the ASN Forum will continue.
- The collaborative work involving Barnardos/ICOS will also continue in relation to the roll out of the Cygnets Programme.
- The Nothing About Us Without Us approach will continue to shape mental health and wellbeing services and sample views from a wider group of children and young people.

- **C4 Support establishments with the roll out of revised Inverclyde anti-bullying policy**

The new Anti-Bullying policy was launched in September 2021 to ASN Leaders and Heads of Establishment. The policy was created in collaboration with 60 teaching staff and over 200 pupils. It has been endorsed by Respect Me, the Scottish Government's Anti-Bullying supported body, as meeting their standards enabling Inverclyde to use the organisations logo. There will be a review of bullying incidents logged through SEEMIS at the end of the academic session to examine trends and forward plan accordingly.

Next steps:

- **Continue to link with Respect Me regarding their ongoing offer of support, particularly related to proactive approaches to tackling bullying, especially as the policy commits Inverclyde to focus on tackling prejudice based bullying.**

- **C5 Review and agree clear policy and protocol on monitoring of racist incidents**

We are awaiting further guidance on this from the Scottish Government's Race Equality and Anti-Racism in Education working group. In the meantime we have refined how this data is monitored on a termly basis as part of our ongoing data oversight of all establishments. Reported incidents remain very low. More work needs to be done to understand better if this is as a result of under reporting. More work will be done as part of the 22/23 service plan to promote anti-racist education.

Next Steps:

- **Implement guidance re the recording of racist incidents once this is published**



D: Improvement in employability skills and sustained, positive school leaver destinations for all young people.

D1 Respond to the Organisation for Economic Co-operation and Development (OECD) report and Government response through ongoing review and development of the senior phase curriculum

Following the publication of the OECD report there have been subsequent reports published to outline how the curriculum and particularly assessment and qualifications will be reviewed. Our Senior Phase Action plan was updated to begin exploring the early themes that have been identified within the national reviews. In January 2022 we participated in a collaborative inquiry with the Association of Directors of Education Scotland (ADES) and Education Scotland. The inquiry explored our senior phase offer and the pathways to support young people into a positive and sustained destination. The review allowed school staff and our partners to share the strategies they have started or have planned to diversify the Senior Phase Offer which will lead to improvements in the positive destination statistics. As a result of this review we have updated our Senior Phase Action Plan and have clear short, medium and long term targets. Schools are looking at where they can add value to their Senior Phase Curriculum by accrediting wider achievement. Senior Leaders in secondary schools have had input from Skills Development Scotland on the use of labour market information, which shows expected future employment for the area. This information will support schools in their course planning to ensure the offer matches employer demand in the area.

The Collaborative inquiry process referred to above identified that the following aspects were areas of strength in relation to our collective work to improve outcomes for all across the senior phase:

- Strong relationships between teams
- Shared determination to Get it Right for Every Child across all partners
- Effective use of data to track young people into post school
- Introduction of the DYW Coordinator role
- Collaboration between schools
- Strong academic results
- Examples of individual pathways being developed for young people in partnership with school, college, SDS and MCMC

Areas for further development and focus included:

- Clarity over governance and oversight of employability in the Local Authority needed
- Joined up approach with all agencies to support young people with Additional Support Needs
- Review the management of college / education service
- Review and look to innovate the curriculum for all
- Develop staff knowledge of labour market information and alternative qualifications
- Improve the variety of post school offer to young people with ASN
- Utilise DYW Coordinators to improve knowledge of young people and parents of the alternative routes to employment
- Increase employer engagement



As a result a refreshed Senior Phase Action plan has been constructed and will be enhanced with a strategic governance structure to oversee its implementation. Membership will include representation from Education Services, Employability and regeneration as well as key partners such as west College Scotland, SDS and DYW West. Ongoing support and challenge will be provided to the Head of Education and Education Officer for the Senior Phase from “critical friends” drawn from the Collaborative Inquiry review team.

The revised plan has a focus on three key work streams which include:

1. Pathways for pupils with ASN
2. DYW and employability
3. Development of the curriculum

Schools have become increasingly adept at utilising the wide range of units that are available to offer alongside national courses. Examples include barista skills, first aid, saltire award etc. Since 2019, the total average tariff points that pupils leave school with from Inverclyde has increased year on year across all cohorts. Compared to 2019, those in the lowest 20% left with 14% more tariff points, the middle 60% left with 7% more tariff points and the highest 20% left with 9% more tariff points in 2021. This shows that young people are making better use of their time in school to accredit their learning meaning that they will have better prospects of entering a positive destination.

Next steps:

- Fully implement the revised Senior Phase Action plan from June 2023

D2 Continue to develop vocational programmes and pathways, in order to sustain and further improve the higher positive destination outcomes for all pupils who leave Inverclyde Schools

2021/22 saw the highest number of young people choosing to study a college course alongside the school offer. 385 young people began a college course. This reduced to 273 over the course of the year when some young people withdrew. There is clearly high demand for a vocational offer. We need to investigate the reasons for the high number of withdrawals and lower retention rates for 2021/22 to ensure that the college offer is meeting the needs of learners, however despite this there is still a high number completing college courses when compared across the last five years.



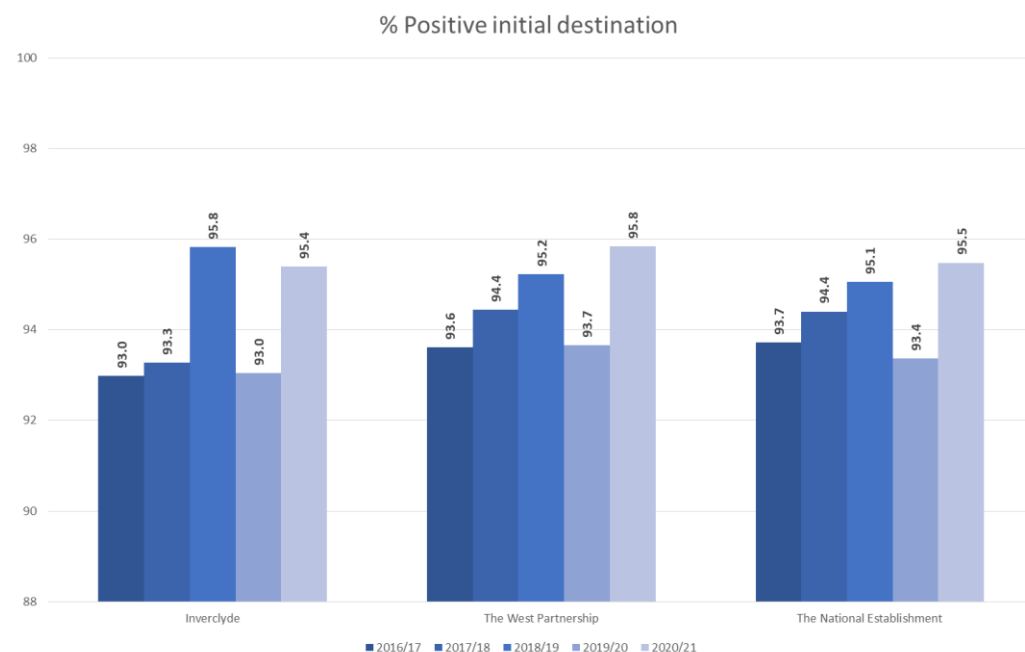
| School Vocational Numbers | | | | |
|---------------------------|------------|-------------|------------|-------------|
| Year group | Started | Withdrawals | Completed | Retention % |
| 2017-18 | 347 | 91 | 256 | |
| S5/6 | 169 | 43 | 126 | 75% |
| S4 | 178 | 48 | 130 | 73% |
| 2018-19 | 330 | 62 | 268 | |
| S5/6 | 178 | 44 | 134 | 75% |
| S4 | 152 | 18 | 134 | 88% |
| 2019-20 | 338 | 64 | 274 | |
| S5/6 | 162 | 38 | 124 | 77% |
| S4 | 176 | 26 | 150 | 85% |
| 2020-21 | 234 | 51 | 183 | |
| S5/6 | 101 | 29 | 72 | 71% |
| S4 | 133 | 22 | 111 | 83% |
| 2021-22 | 385 | 112 | 273 | |
| S5/6 | 232 | 76 | 156 | 67% |
| S4 | 153 | 36 | 117 | 76% |

Schools continue to look for ways to diversify their curriculum and to provide appropriate pathways for all young people. An example of a bespoke pathway to support young into a positive destination is a course that was developed by West College Scotland this session. The course was aimed at young people who were not currently undertaking a vocational course and were at risk of leaving school without a positive destination. The course was co-designed with the young people who participated in the course, so they could explore themes that interested them, with a slant towards essential employment skills. Employers were involved in supporting young people with this course. High levels of attendance were seen at this 12 week programme and positive feedback received from the young people and staff delivering. As a result of this, the course will be expanded for session 2022/23 to allow more young people to benefit from it.

By closely tracking senior pupils in relation to their leaver data, this ensures that the majority of young people are leaving school with a range of qualifications. Where issues are identified, schools are able to work in partnership with the Local Authority, More Choices More Chances, West College Scotland and Skills Development Scotland to put in place appropriate interventions.

There is still continued scope for schools to look to offer in-house courses that are more vocational in nature from the catalogue that cover National Progression Awards and Skills for Work courses.

2020/21 data shows 95.4% of young people leave school and enter a positive destination and is in line with councils in the West Partnership and Nationally.



Next Steps

- Fully implement the revised Senior Phase Action plan from June 2023

D3 Work with partners and stakeholders to improve pathways across the senior phase for pupils with complex ASN to ensure improved positive and sustained destinations

As part of the recent review of the Senior Phase offer, pathways for senior pupils with complex ASN continues to be an area that we need to see improvement in. In 2020/21 the number of young people with ASN entering a positive destination was 93%, this has increased from 88%. The majority of young people with complex ASN will enter further and higher education. We acknowledge the need to increase employer engagement to provide supported employment opportunities and this is being taken forward in conjunction with colleagues in Regeneration and with the Local Employability Partnership and HSCP. As part of our review of the Senior Phase offer we will establish a working group to specifically explore the pathways available to young people with Additional Support Needs in the senior phase.

Next Steps:

- Fully implement the revised Senior Phase Action plan from June 2023

D5 Continue to engage with the West Partnership to develop curricular / specialist network workstream to ensure appropriate pathways for all learners.



There has been slippage whilst the West Partnership restructured with new staff and re-aligned to take account of the national reviews of curriculum and qualifications. Locally we have maintained subject specialist networks to allow moderation of qualifications to take place.

As part of a project to share practice across the west partnership, we have supplied details of the alternative to traditional qualifications that we offer in Inverclyde to create a database of case studies so schools can explore what alternatives are on offer in other schools and how these are delivered.

Next Steps:

- Fully implement the revised Senior Phase Action plan from June 2023

D6 Work with partners to secure pathways across the senior phase e.g. Foundation Apprenticeships (FAs) and college placements alongside the secondary model

Foundation Apprenticeships have continued to see a decline in uptake. We have explored alternative models of delivery to allow the courses to be better integrated into the school timetable, however this did not result in sufficient uptake to deliver. We are working closely with Skills Development Scotland and West College Scotland to explore the reasons why uptake of these courses is significantly lower than other local authorities.

| Year | Uptake |
|-------------|--------|
| 2017-2019 | 33 |
| 2018 – 2020 | 33 |
| 2019-2021 | 12 |
| 2020 – 2022 | 32 |
| 2021-2023 | 5 |

As evidenced in D2, the school college placement offer is popular with young people, seeing an increasing number applying for these courses. Although there has been a number of withdrawals over the course of the year, the number still studying courses is one of the highest numbers we have seen. Further work is required to align the college offer to the local labour market information to ensure we are preparing young people for jobs that will be available in the future.

Next Steps

- Fully implement the revised Senior Phase Action plan from June 2023

D7 Work with colleagues in Community Regeneration to establish an action plan to address training opportunities



Young people entering training as a positive destination has continued to decline and Inverclyde is below comparator authorities. The training opportunities within Inverclyde are limited. The regeneration team have re-established the Local Employability Partnership and Education Services will work in partnership with colleagues to increase training opportunities for young people.

| 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|---------|---------|---------|---------|---------|
| 2.9 | 1.4 | 3.5 | 2.5 | 2.4 |

Next Steps

- Fully implement the revised Senior Phase Action plan from June 2023

D8 Support schools with the roll out of SG funded Developing the Young Workforce (DYW) Coordinators

Schools have reported that the addition of DYW Coordinators have been extremely successful. Schools have been able to target specific pupils who need additional support with preparing for post school by closely tracking leaver destination information. DYW Coordinators are then able to provide additional support to identified young people. Examples of interventions have been support with completing application forms, supporting visits to college campus, follow up calls offering support after the initial weeks of leaving school.

Key Performance Indicators have all been met under challenging circumstances as a result of staff leaving the temporary posts to take up other employment.

Given the success of the role, for 2022/23, we will move to a model where seven DYW Coordinators will be appointed, an increase in two from 2021/22. This will see a full time Coordinator based in each secondary school, with one person appointed to work between Craigmarloch School and Lomond View Academy.

Next Steps

- Fully implement the revised Senior Phase Action plan from June 2023

D9 Increase participation in the Duke of Edinburgh (DofE) across secondary schools. D10 Increase DofE opportunities within curriculum timetable

The Duke of Edinburgh Award has seen a 66% Increase in participation since 2019/2020 pre pandemic figures.



Some of our schools have offered Duke of Edinburgh Award as part of the school timetable. Two of our schools offer the Award as part of the Personal and Social Education programme (PSE). This involves using the time in class to develop skills needed for expedition training eg map reading, first aid, cooking. By offer in this way, Notre Dame High School has seen their bronze participation rise from 26 pre-pandemic to 75 currently. St Columba's High School has increased from 41 to 58.

Clydeview Academy offer the Duke of Edinburgh Award as an option choice for S3 and participation has been maintained at 60.

Next Steps

- **Fully implement the revised Senior Phase Action plan from June 2023**



E: Getting it Right for Every Child

E1 Continue to improve the quality of leadership of ASN at all levels to ensure that current provision and practice is enhanced and developed

E2 Further develop the GIRFEC Pathways including the development of Joint Support Teams (JST) in all establishments alongside the introduction of a school based social worker pilot

There has been a clear improvement in presentations to the ASN Forum in relation to Wellbeing Assessment. There has been ongoing training in the area, feedback to individual establishments and through ASN Leaders shadowing the ASN Forum. Almost all establishments now have Wellbeing Assessments that has clear evidence of analysis and synthesis of information.

There are emergent Joint Support Team models across the local authority in some establishments. The Educational Psychology Service has created guidelines of best practice in this area, spoken to establishments and provided ongoing support to target schools.

The Social Worker in Schools project started in January 2022. Two Social Workers have been appointed to Aileymill Primary School, Aileymill Nursery, St Andrew's Primary School and Larkfield Children's Centre. Protocols have been created for the effective functioning of the project and measures of impact have been created and will be assessed throughout the project.

The percentage of schools evaluating the 3.1 Quality Indicator relating to wellbeing and inclusion as good or better has improved by 8% between 2020/21 and 2021/22.

Next Steps:

- **Recruit a new Education Officer for Inclusion to lead on the ongoing implementation of the ASN action plan and improve central capacity to support and challenge both ASN provision and services as well as lead on ASN and additional support for learning across the authority**
- **Offer of training on Wellbeing Assessments to ASN Leaders to be made.**
- **Short Life Working Group on pupil planning will create clear guidelines on high quality single agency planning (linked to assessment) and the processes required to create plans.**
- **Learning from the emerging practice in relation to Joint Support Teams will be shared with ASN Leaders. Roll out of the project will take place in 2022-3 – all establishments to be engaged in a JST process by June 23.**
- **Social Worker in School project to be fully evaluated around its two main Key Performance Indicators – reductions in referrals to statutory levels/agencies and improved engagement in education.**

E4 Continue to improve the quality of learning and teaching in establishments by further enhancing and developing the training offer / policy guidance to schools around ASN



The ASN Leader network was consulted around their needs and an ongoing training programme developed throughout the session. There are ASN Leaders in all establishments and all establishments have accessed the training offer for session 21-22. This offer has also been shaped by intelligence gathered on need from the ASN Forum.

All new members of establishment SMT were offered and accepted induction training on ASN via the leadership programme.

Some education establishments have now been trained in the Coping With Adversity model of Trauma Informed practice.

Over 60 practitioners from all sectors accessed four part training in the Promoting Positive Behaviour (PPB) approach to de-escalation.

A review of the Inverclyde Communication and Outreach Service was carried out in April / May 2022 to support the self-evaluation of the service in identifying strengths as well as areas for development. This has now been shared with stakeholders and an action plan will take forward the recommendations. The Principal Teacher will be supported by the yet to be appointed Education Officer for Inclusion to take this forward.

A new ASN policy was drafted during 2021/22 and is ready for implementation. This pulls together a range of guidance and procedural documentation into one clear policy for the service.

The Scottish Government's guidance on supporting transgender pupils has been adopted and approved to be used by the service by the Education Committee. A training programme will be offered to schools during the autumn term 2022/23 to support this.

Next Steps:

- Offer more opportunities for cluster working for ASN Leaders for topics such as transition.
- Implementation of the ICOS reviews recommendations including variations to service delivery e.g. CMO type approaches as well as further training offers.
- Carry out a review of the Corporate Parenting Team, as part of the new Virtual School June 2022.
- The new Additional Support for Learning policy (2022) will be taken to the Education, Communities and Organisational Development Committee in September 2022 for approval.
- Induction training or establishment SMT will be offered again in term 1 of session 2022-23.
- Publicise the Scottish Attainment Challenge training offer from the Educational Psychology Service for session 22-23, involving: What's the Harm? (the new NHS Greater Glasgow and Clyde self-harm training package), metacognition, Trauma Informed Practice, collaborative action enquiry related to play/pedagogy/Emotionally Based School Avoidance and Mental Health & Wellbeing (nurture and staff wellbeing).
- Support this with a bespoke package of training in attachment theory and practical advice for practitioners and leaders from August 22.
- Offer training on the implementation of the Scottish Government's Transgender Guidance (2021).



- **Support the EAL service to provide CLPL for practitioners during 2022/23 to support schools to review their existing practice to better meet the ends of increasing numbers of pupils who are bilingual or have no English on arrival.**

E5 Roll out of newly developed dyslexia training and support for all staff

Standard training in the Inverclyde Dyslexia Pathway was developed and delivered to over 40 staff in Inverclyde in November 2021. All establishments now have access to the training materials including a recording of the training twilight.

A cluster approach to working was introduced to the staff accessing training.

Next Steps:

- **Offer interactive sessions to participants in session 2022-23.**
- **Continue to offer to link with parent representatives.**
- **Provide support to gain a cluster approach to the use of the Dyslexia Pathway.**



F: Improving outcomes of care experienced children, young people

F1 introduce the role of a Virtual Head teacher

F2 review existing approaches and establish revised systems and processes to closely monitor the progress of all CEYP in all establishments alongside the role of the Virtual Head teacher

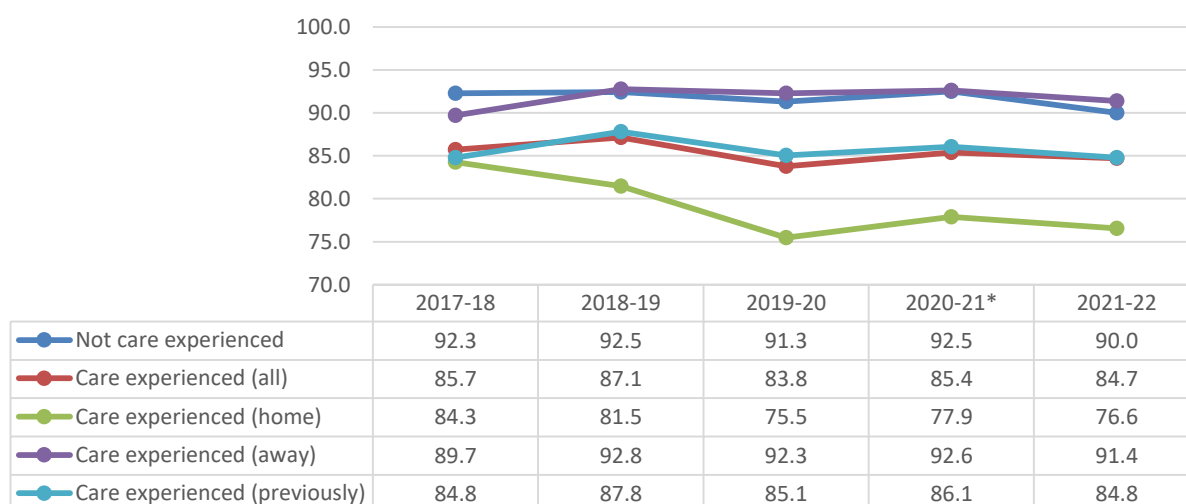
F3 Continue to support schools to develop capacity to support families to improve the attendance of all pupils with a focus on secondary pupils and CEYP pupils in particular

We have recruited our first Virtual Head teacher who will take up post in May 2022. Over the course of 21/22 we have used the time to establish a range of policies, processes and protocols to ensure that the head teacher makes a strong and positive start. This has included establishing clarity of the exact school roll via data sharing across Education and Social work, linking the Head teacher to local key partners including the Promise Team, the national Virtual Head teacher network, supported by Centre for excellence for Children's Care and Protection (CELCIS), and creating data tracking systems.

As part of Priority 4 within the Children's service plan (*To further improve outcomes, including attainment, for care experienced children, young people and their families by developing a culture of ambition based on strong relationships that recognise the range of difficulties experienced by children and families and provide the scaffolding to protect safe, loving and respectful relationships.*) a governance group has been established had has met over the year to ensure progress and support the establishment for the Virtual School.

There will be a launch event in June 2022 for all Education Service leaders, as well as key colleagues from the Health and Social Care Partnership (HSCP).

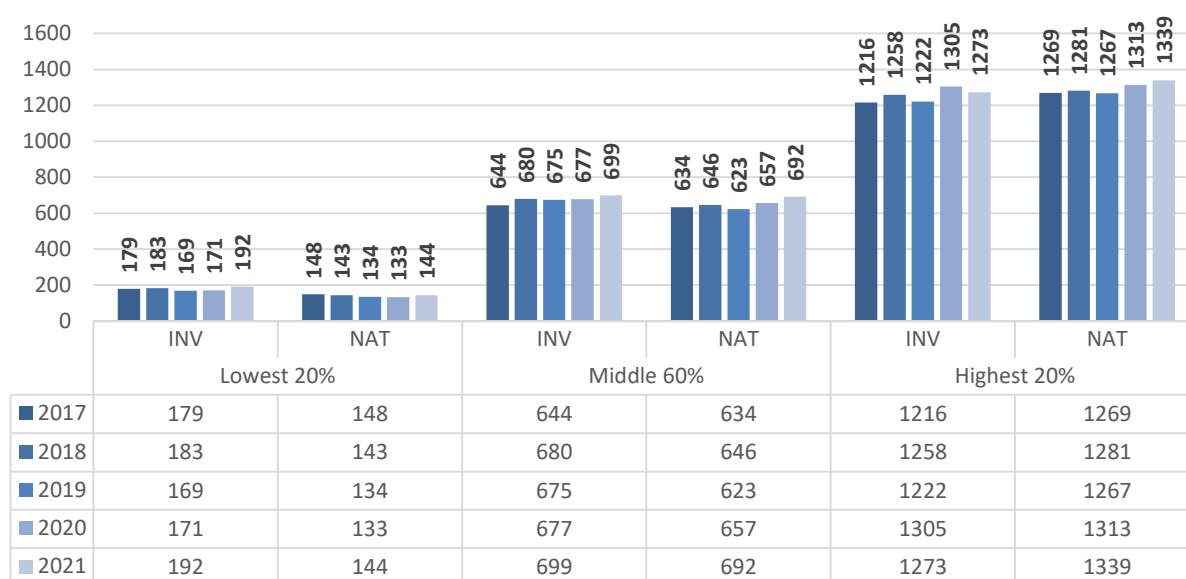
Care experienced attendance 2017-18 to 2021-22 (P1 to S6 All Schools)





Overall attendance for all pupils has been adversely affected during the academic year 2021-22 largely due to the pandemic. Our weekly tracking allowed us to see that whilst average attendance was often below 90% for all, that this did remain above the national average. Since April 2021 attendance has improved to well above 90% for all pupils, including care experienced young people (CEYP). We will continue to track this through the virtual school next year.

Average complimentary tariff points – S4/5/6 leavers (looked after at home and away from home)

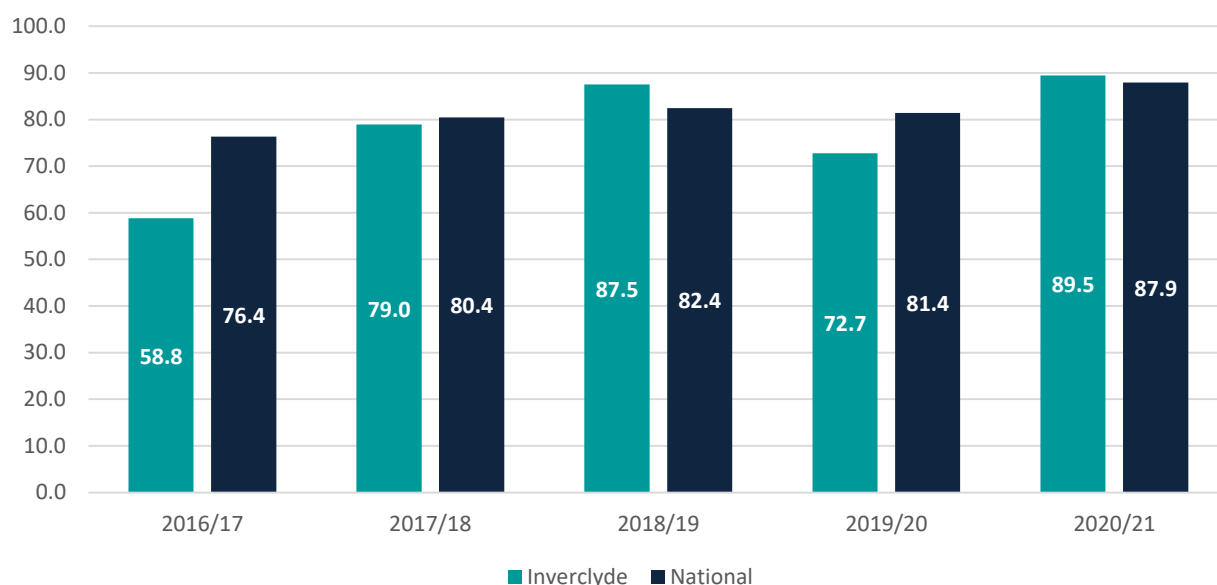


During 2020/21 we can see that the lowest 20% of S4/5/6 continue to achieve above the national average as is the same for the middle 60%. In 2021 this was the highest outcome for 5 years. For the highest 20% we are below the national average however in 2021 this was the second



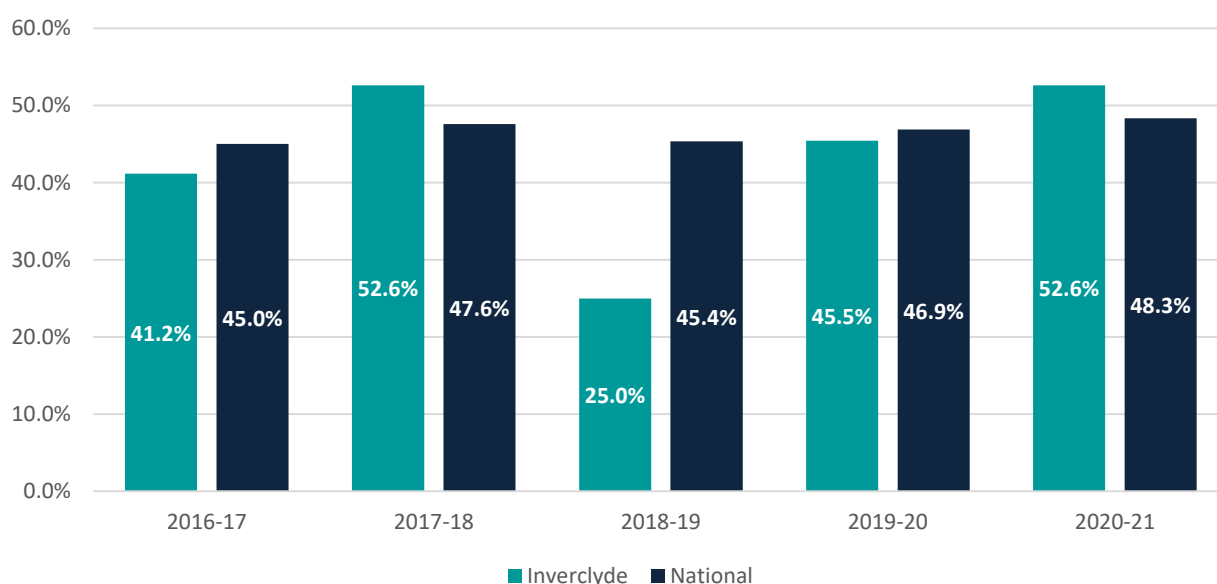
highest outcome in 5 years.

% of S4,5,6 leavers in a positive destination (Looked after at home and away from home)



In 2020/-21 the percentage of S4/5/6 leavers who were care experience moving into a positive destination was the highest it has been for five years and above the national average.

% of S4,5,6 leavers achieving 1+ award SCQF level 5 (Looked after at home and away from home)



In 2020-21 the % of S4/5/6 leavers achieving 1+ SCQF Level 5 was the joint highest percentage it has been over the last five years and was above the national average.



Next steps:

- Review existing approaches and establish revised systems and processes to closely monitor the progress of all CEYP in all establishments alongside the role of the Virtual Head teacher
- Continue to support schools to develop capacity to support families to improve the attendance of all pupils with a focus on secondary pupils and CEYP pupils in particular



Pupil Equity Fund

Pupil Equity Funding is part of the Attainment Scotland Fund invested over the parliamentary session (2021 to 2022) and is targeted at closing the poverty-related attainment gap. This is allocated directly to publicly funded primary, secondary and special schools for pupils in Primary 1 to S3. Inverclyde establishments received a total of £2,846,140 for 2021/2022. Care experienced children and young people have also received additional resources. Inverclyde's spend last session from this funding was £181,200. This is jointly agreed by the Chief Education Officer and Chief Social Work Officer and has been invested in approaches to improve educational outcomes for care experienced children and young people.

As spend is allocated directly to schools Head teachers report that this funding continues to provide targeted support for children and young people impacted by poverty to achieve their full potential.

This session there has been an increased focus on effective PEF planning directed by the head of education. Schools were offered further career-long professional learning (CLPL) and one-one supports with most schools engaging in the offer. Planning formats were uniformed and exemplification provided. This enabled schools to create outcome focussed plans. CLPL also was delivered to local authority education officers enabling officers to interrogate the poverty-related attainment gap (PRAG). This training supported education officers to challenge and support schools leading to improved PEF planning.

Inverclyde have also reviewed the use of School Business Officers who now provide monthly updates regarding PEF spend ensuring procurement procedures are followed. The new approaches to support and challenge around PEF planning has resulted in most schools submitting plans with strong rationales, outcomes and measures that should support the closing of the poverty-related attainment gap (PRAG). Early indications are that changes have led to more effective tracking of PEF spend and is supporting better decision making by schools.

Schools are expected to report on the effectiveness of their PEF Plans and the impact on closing the poverty related attainment gap via quality visits with education officers, annual attainment and achievement meetings and standard and quality reports. The local authority have recognised the need to strengthen the reporting of impact within standard & quality reports as outline in the 5 y report. The provision of quality CLPL has resulted in schools being more confident in reporting on the outcomes and measures associated with their PEF plans.

Schools think creatively about the ways they work with families, carers, the third sector and others to ensure that targeted approaches and interventions are improving outcomes for all. Schools continue to identify opportunities to make connections with new individuals, groups and organisations, to work in partnership with, improving learning, raising attainment and closing the poverty-related attainment gap.



St Joseph's Primary have been highlighted in a recent Education Scotland publication, *"Pupil Equity Fund – Looking inwards – outwards and forwards"* as an example of sharing good practice in the effective planning and implementation of PEF. They effectively used PEF to appoint a principal teacher of literacy pedagogy to work in a holistic manner to upskill staff in literacy approaches and support in classes in order to raise attainment using evidence-based approaches.

Care Experienced Young People (CEYP) Attainment Fund 2020/21

The CEYP Attainment Fund has been available to children and young people from the ages of 0-26 years. While, the principles underpinning this have remained constant; focussing on wellbeing and readiness to learn through a self-directed approach is based on the getting it right child's planning process.

This session 75 children have been directly supported, in addition indirect support has also been provided to between 6-10 young people who are looked after in external placements out with Inverclyde.

The Corporate Parenting team bridges the gaps in attainment with the care experienced young people that they work with. They very much focus on the individual needs of the child or young person that they are working with and provide a variety of learning and assessment methods tailored to meet the needs of each child. This often means that children who were struggling to fully engage in their education get the 1:1 support they need to thrive within school, but more often means that young people who were not in school at all, have an opportunity to focus on developing their skills in numeracy and literacy and achieve qualifications that they would otherwise not have achieved.

The Corporate Parenting team offer a nurturing environment in which they will support a young person emotionally as well as assisting them in relation to attainment and addressing barriers to the child's learning. This is extremely important especially as many children and young people have been impacted by the Covid pandemic.

The Corporate Parenting team also play a pivotal role in supporting children and young people transition from primary to secondary education, and also from secondary to college and other positive destination and in preparing young people for interviews for employment and applying for college bursaries. They will often develop relationships with the carers/ parents for the young person and offer very practical assistance to some families.

The CEYP Fund has provided support to the above children enabling them to be digitally included, receive counselling, access Gym passes and equipment. It has also enabled them to attend a variety of community based hobbies such as football, martial arts, dancing and singing lessons and swimming lessons. These activities have resulted in an increase in confidence and self-esteem and in some children and young people a reduction in isolation and improvements in the development of their social skills.



Glossary of terms

| Abbreviation | In full |
|--------------|--|
| AA | Attainment Advisor |
| AC | Attainment Challenge |
| ACEL | Achievement of Curriculum for Excellence Levels |
| AFC | Action for Children |
| ASL | Additional Support for Learning |
| ASN | Additional Support Needs |
| BGE | Broad General Education |
| BRL | Building racial literacy |
| BYOD | Bring Your Own Device |
| CEYP | Care Experienced Young People |
| CLD | Community Learning and Development |
| CLPL | Career Long Professional Learning |
| CMO | Coaching and Modelling Officer |
| DYW | Developing the Young Workforce |
| EAL | English as an Additional Language |
| EO | Education Officer |
| EPS | Education Psychological Services |
| EY | Early Years |
| GIRFEC | Getting it Right for Every Child |
| HMIe | Her Majesty's Inspectors of education |
| HOE | Head of Education |
| HSCP | Health and Social Care Partnership |
| HT | Headteachers |
| HWB | Health and Wellbeing |
| ICOS | Inverclyde Communication Outreach Service |
| JST | Joint Support Teams |
| KPI | Key Performance Indicators |
| LA | Local Authority |
| MCMC | More Choices More Chances |
| MVP | Mentors in Violence Prevention |
| NIF | National Improvement Framework |
| PEF | Pupil Equity Fund |
| PEP | Principal Education Psychologist |
| PRAG | Poverty related attainment gap |
| PRD | Professional Review and Development |
| PSA | Pupil Support Assistant |
| PSE | Personal and Social Education |
| QIM | Quality Improvement Manager |
| SAC | Scottish Attainment Challenge |
| SDS | Skills Development Scotland |
| SIMD | Scottish Index of Multiple Deprivation |
| SMT | Senior Management Team |
| SQA | Scottish Qualifications Authority |
| SQR | Standards and Quality Report |
| UNCRC | United Nations Convention on the Rights of the Child |
| VHT | Virtual head teacher |



Inverclyde Council

**Education Services
Improvement Plan**

April 2021 - April 2022



Introduction

Welcome to the Inverclyde Education Services Improvement Plan. This plan forms the second part of our reporting and planning process for 2022/23. The first part of this process is the Standards and Quality Report (SQR) for 2021/22. The SQR allows us to report on our successes, the improvements we have made during the last year and to identify any areas for further development through our self-evaluation processes. Through our rigorous self-evaluation, we identify where we are performing well and areas that still require further improvement. In this way we can target our priorities for improvement over the coming year. A full glossary of terms used can be found at the end of the document.

The National Improvement Framework (NIF) requires an authority to prepare and publish annual plans and reports describing the steps they intend to take forward in pursuance of the NIF and the steps they have taken to improve outcomes over the course of the planning period.

The four priorities of the NIF are:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in children's and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

NIF Drivers - The key drivers of improvement (school leadership, teacher professionalism, parental engagement, assessment of children's progress, school improvement and performance information) continue to provide a focus and structure for gathering evidence to identify what is working well and where further improvements can be made. The NIF drivers also ensure we have the evidence sources to contribute to our priorities, and to minimise unintended consequences. They all remain equally important and the links and connections across the drivers are essential to enable continuous improvement.

Towards Empowerment – We will also consider how we can support the following dimensions of empowerment in our planning: autonomy, professional learning, participation and engagement collaboration, resources and impact



Inverclyde's Strategic Outcomes for Children and Young People

Taking the national priorities into account, Inverclyde Education Services has identified strategic outcomes for the children and young people in our early learning centres and schools. These are:

- **Enhanced leadership at all levels will impact on learners ensuring that their outcomes continue to improve and are above national averages on all measures.**
- **All children and young people benefit from high quality learning experiences.**
- **All children and young people benefit from strong partnerships having been developed with families and the wider community. The ongoing partnerships contribute directly to raising attainment and achievement, and to securing positive and sustained destinations.**
- **All children and young people make expected or better than expected progress in all learning, but especially in literacy and numeracy, regardless of their background. Young people in Inverclyde use the skills they develop in our schools to achieve positive and sustained destinations.**
- **All children and young people in Inverclyde experience a high quality curriculum that meets their needs.**
- **All children and young people feel safe and included in our schools and are achieving their potential.**



The plan will be evaluated by the Attainment and Achievement Group and will feed into the wider Children's Services Plan. The group meet four times a year to collate progress made and to analyse the data linked to the identified actions.

The Inverclyde Education Services Improvement Plan does not sit in isolation, it is informed by the Corporate Directorate Improvement Plan for Education, Communities & Organisational Development and the Inverclyde Children's Services Plan 2021-23. In turn, the plan refers to and is informed by, other specific plans and strategies as detailed below:

| Education Improvement Priorities | NIF Priorities | Education, Communities and Organisational Development Corporate Directorate Improvement Plan 2019/22 Children's service Plan Corporate Directorate Plan | Education strategies/ plans |
|--|--|--|---|
| | | | |
| Improvement in attainment, particularly in literacy and numeracy. | Improvement in attainment, particularly in literacy and numeracy. | ED1: Broad General Education ED3: Leadership in educational establishments and school empowerment | Digital Strategy Literacy Strategy Numeracy Strategy Play Pedagogy strategy Parental Engagement Strategy Quality Improvement framework Leadership strategy |
| Closing the attainment gap between the most and least disadvantaged children and young people. | Closing the attainment gap between the most and least disadvantaged children and young people. | ED1: Scottish Attainment Challenge Priority 3: To reduce the inequalities of health and educational outcomes linked to deprivation | Scottish Attainment Challenge (SAC) plan Digital Strategy Literacy Strategy Numeracy Strategy Play Pedagogy strategy Parental Engagement Strategy Quality Improvement framework Leadership strategy Community Learning & Dev (CLD) plan |



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|--|--|--|--|
| Improvement in children's and young people's health and wellbeing. | Improvement in children's and young people's health and wellbeing. | Priority 2 Mental health and wellbeing are everyone's business and affect all aspects of a child and young person's development. The promotion of a whole community approach to understanding mental health, wellbeing and the impact of trauma is essential. | CLD plan Health & Well Being (HWB) strategy Educational Psychology Improvement plan |
| Improvement in employability skills and sustained, positive school leaver destinations for all young people. | Improvement in employability skills and sustained, positive school leaver destinations for all young people. | | Senior Phase Action plan Additional Support Needs (ASN) action plan |
| Getting it Right for Every Child (GIRFEC). | | ED4 Implement the findings of the Additional Support Review Priority 1: To further embed GIRFEC in Inverclyde to improve outcomes for children and their families by developing a strong professional base for identifying, understanding and responding to need at the earliest opportunity, with clear, agreed, high quality multi-agency approaches throughout a child's experience. | Children's Services Plan ASN action plan Educational Psychology Improvement plan |
| Improving outcomes of care experienced children, young people and their families. | | Priority 4: To further improve outcomes, including attainment, for care experienced children, young people and their families by developing a culture of ambition based on strong relationships that recognise the range of difficulties experienced by children and families and provide the scaffolding to protect safe, loving and respectful relationships. | Children's Services Plan ASN action plan Educational Psychology Improvement plan |
| 1140 hours expansion | | ED5: expansion in early learning and child care | Expansion plan |



A: Improvement in attainment, particularly in literacy and numeracy.

Outcomes for learners

Enhanced leadership at all levels will impact on learners ensuring that their outcomes continue to improve and are above national averages on all measures.

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29, 39

| Outcomes | Actions | How will we know we have had impact? | Who is Responsible? | Timescale |
|--|---|--|---|----------------|
| Educational establishments are able to take forward and implement improvements that have a positive impact for learners. | Driver: Leadership | | | |
| | A1 Continue to promote and develop the Leadership Pathways in Early Years inc developing links within the West Partnership. | <ul style="list-style-type: none"> • Increase in the percentage of establishments self-evaluating themselves as good or above in NIF returns. | Education Officer (EO) – AMcL / Quality Improvement Manager (QIM) | 2021/22 |
| | A2 Deliver 'Making the Connections' to secondary sector. | <ul style="list-style-type: none"> • Increase in external and internal evaluations of establishment leadership is good or above in Her Majesty's Inspectors of education (HMIe), Care Inspectorate & review reports. | | 2021/22 |
| | A3 Continue to provide a bespoke training offer across the Leadership Pathways to ensure that we are responding to the needs of the practitioners including developing a secondary Principal Teacher leadership and management course. | <ul style="list-style-type: none"> • Increase in the number establishments, with members of Senior Management Team (SMT) who have or are completing an internal or external leadership pathways recorded in leadership tracker. | EO – AMcL | 2021/22 |
| | A4 fully implement the peer review programme as part of the revised school improvement framework. | | Head of Education (HOE) | |
| | A5 Extend the Improving Our Classrooms programme to secondary sector. | | HOE and EOs | During 2021/22 |



| Outcomes | Actions | How will we know we have had impact? | Who is Responsible? | Timescale |
|----------|--|--|---|---|
| | <p><u>Driver: School Improvement</u></p> <p>A6 Agree stretch aims with all Primary and Secondary schools by June 22 and monitor progress throughout 2022/23.</p> <p>A7 Publish revised authority Pupil Equity Fund (PEF) guidance.</p> <p>A8 Deliver Career Long Professional Learning (CLPL) on the school improvement cycle throughout 2022/23 alongside the publication of a clear school improvement framework document.</p> <p>A9 Review Cluster working held over from 2021/22.</p> <p>A10 Further develop incorporating S1 – 3 in effectively tracking the Broad General Education (BGE).</p> <p>A11 Create a data strategy to ensure a consistent approach to data collection, interrogation, and links to improving progress.</p> <p><u>Driver: Parental engagement</u></p> <p>A12 Implement the revised Parental Engagement Strategy.</p> | <ul style="list-style-type: none"> • Increase in attainment figures as outlined in Key Performance Indicators (KPI) below • Tracking and annual review of stretch aims will show that attainment is rising against each measure and that the poverty related attainment gap (PRAG) within each is closing. • Increase number of schools reporting positive impact of change in SQRs • All establishment attendance for 2022/23 further improves to above 2021 outcomes; gap between Scottish Index of Multiple Deprivation (SIMD) 1&2 and 3 – 10 further diminishes. • Cluster review completed with proposal for further development included in plans for 23/24 – ongoing evidence of cluster work and impact in establishments' SQRs. • Establishments report increased engagement with authority Parental Engagement Strategy. | <p>HOE Attainment Challenge (AC) Project lead EOs Attainment Advisor Principal Psychologist (PEP) AC data team</p> <p>EO - EM</p> | <p>By June 2022</p> <p>By Aug 2022</p> <p>During 22/23 By Aug 22</p> <p>By Dec 22</p> <p>During 22/23</p> <p>By Dec 22</p> <p>By April 23</p> |



| Outcomes | Actions | How will we know we have had impact? | Who is Responsible? | Timescale |
|---|--|---|---------------------|--------------|
| | <p>A13 Build on recent improvements and creative approaches to further develop communication, consultation and collaboration with parents/ carers and the wider community, to ensure that all are fully involved.</p> | <ul style="list-style-type: none"> • Parental Engagement/ Family learning training sessions evaluated highly • Increase in number of parents registered to use ParentsPortal. • Evidence of increased engagement of parents in planning for improvement through sharing of stakeholder views and PEF spend consultation in establishment improvement plans • Maintain and increase attendance at, engagement in and positive evaluation of Parent Council meetings and other parent events • Establishment SQRs and peer reviews indicate increased engagement and impact as a result of parental engagement, involvement and family learning. | EO - EM | |
| <p>All pupils will return to or exceed previously anticipated levels of achievement in all areas of the curriculum</p> | <p><u>Driver: Leadership</u></p> <p>A14 To continue to enhance the role of the Recovery Associate with a clear focus on data interrogation linked to effective deployment of resources to address the recovery of attainment within each establishment.</p> <p>A15 To intensify support for targeted schools focusing on recovery and closing the poverty related attainment gap.</p> <p>A16 To provide opportunities for collaboration supporting the sharing of good practice.</p> | <ul style="list-style-type: none"> • Progress towards stretch aims for each school and the Local Authority (LA) overall will be in track • The PRAG continues to close in comparison to June 2022 achievement of Curriculum for Excellence levels (ACEL) and Scottish Qualifications Authority (SQA) outcomes • Role of Recovery Associates continues to be highly evaluated by primary school leaders • School leaders report positive on collaboration improvement models in place and impact is clear | AC Project lead | By June 2023 |



| Outcomes | Actions | How will we know we have had impact? | Who is Responsible? | Timescale |
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| | <p>Driver: school improvement A17 Continue to engage with the West Partnership to develop curricular / specialist network workstream to ensure appropriate pathways for all learners (Link to the Senior Phase Action Plan curriculum workstream).</p> <p>Driver: Teacher professionalism A18 Support Class Teachers in the effective deployment of PSAs staff to maximise impact on pupil attainment</p> <p>A19 Continue to develop the PSA role in accessing and implementing evidence-based interventions to support pupil recovery</p> <p>A20 Support Class Teachers in the effective deployment of PSAs to maximise impact on pupil attainment.</p> <p>Driver: Assessment of pupils A21 Continue with the development and training of BGE data in secondary.</p> <p>A22 Support Early Years (EY) establishments to incorporate the steps needed to use the dashboard within their improvement plans.</p> | <ul style="list-style-type: none"> Schools evidence improved pathways and their impact via SQRs. Evidence via school reviews and school SQRs of improvements to development and impact of support staff Support staff highly evaluate learning programme and report improved confidence / skills via Professional Review and Development (PRD) process. Progress towards stretch aims for each school and the LA overall will be in track The PRAG continues to close in comparison to June 2022 ACEL and SQA outcomes | <p>HOE EOs</p> <p>AC lead EP team Recovery Associates</p> <p>Eos EM AC Project lead</p> | <p>During 22/23</p> <p>During 22/23</p> <p>By June 23</p> |

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| Outcomes | Actions | How will we know we have had impact? | Who is Responsible? | Timescale |
|--|---|---|--|--------------|
| | <p><u>Driver: Teacher professionalism</u></p> <p>A28 Where appropriate, move towards more in-person training.</p> <p>A29 Continue to develop the Inverclyde Digi site in order to provide a central, up-to-date resource for the digital development of staff.</p> <p>A30 Effective deployment of Inverclyde's new, in-house Promethean trainers.</p> <p>A31 Prepare for the Digital CMO's return to substantive post by engaging with key digital practitioners across Inverclyde to deliver appropriate training.</p> | <ul style="list-style-type: none"> Schools can evidence improvements in digital pedagogy through school reviews and SQRs Increased number of establishments engaged in and achieving the digital schools award CLPL highly evaluated / Schools can evidence improvements in digital pedagogy through school reviews and SQRs Digi site usage is increased and being accessed and used by staff | | |
| <p>Improve the pedagogical experiences for pupils across EYs, P1 and P2:</p> <ul style="list-style-type: none"> Play pedagogical approaches progress across Early into First Level P1 staff and leaders engage with Realising the Ambition and this is evident in practice Increase curricular/pedagogical approaches across early level Parents of Early level learners engaging in play at home | <p><u>Driver: Leadership</u></p> <p>A32 Continue to evolve the project to embed the practice in all P1 classes and support the transition of current P1 pupils into P2 by offering training for all P2 practitioners</p> <p>A33 Ensure that there is analysis of P1 21/22 outcomes to be clearer on impact of the project</p> <p>A33 Link the work of the project to an overall review of the literacy strategy for the authority thus ensuring a coherent and consistent approach to the teaching of core literacy skills across the early level</p> | <ul style="list-style-type: none"> Education Psychological Services (EPS) focus groups and questionnaire will show class teachers and PSAs will have increased confidence and knowledge in the delivery of play pedagogy from 2021 baseline Headteachers (HTs) will report through SQRs of quality play in line with Realising the Ambition in P1 in all schools. Most schools will offer the same level quality of experience in P1 Strengthen collaboration around transitions, including curricular transitions, | Strategic Play Pedagogy group inc QIM, PEP, Attainment Advisor (AA) CMOs | By June 2023 |



| Outcomes | Actions | How will we know we have had impact? | Who is Responsible? | Timescale |
|--|---|--|---------------------|-----------|
| <ul style="list-style-type: none"> Increased leadership capacity to assure quality and support play pedagogy in all schools | <p>Driver: Teacher professionalism</p> <p>A34 Continue to ensure that practice and pedagogy across all early years establishments is consistent and progressive</p> | <p>will be evident across all EY and primary schools</p> <ul style="list-style-type: none"> Class teachers report more effective curricular transitions for all learners in school. CMOs will report engagement of all professional learning from all P1 & as a minimum, P2 staff. As a minimum, P2 staff in schools will implement play based learning in the classrooms Coaching and modelling officers will report engagement of all professional learning from all EY staff. Parental workshop attendance in each school is attended by the majority of parents in Early Years, P1 & P2 Evaluations of sessions are rating 4/5 or above for increase confidence and parents are able to identify how they can support play in the home. HTs will report via EPS focus groups and questionnaires a continual increase in confidence and knowledge in play pedagogy and in addition what progression would like across and within the levels. Heads of EY and schools will report an increase in their ability to assure the quality of play pedagogy. | | |



| Outcomes | Actions | How will we know we have had impact? | Who is Responsible? | Timescale |
|----------|---------|--|---------------------|-----------|
| | | <ul style="list-style-type: none"> • LA visits will indicated that play pedagogy is in place and implementation is progressing in all schools from EY to at least P2. • Class teachers report pupil engagement of all learners for most of the school day. • Attainment levels in P1 & P2 will be recovered/increased from 18/19 data in all schools. • Referrals to nurture classes in Primary 1 & 2 continue to reduce from 2021 baseline. | | |



B: Closing the attainment gap between the most and least disadvantaged children and young people

Outcomes for learners

All gaps reduced back to or reduced further, in relation to 2019 ACEL as part of ongoing recovery process

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| Outcomes | Actions | How will we know we have had impact? | Who is Responsible? | Timescale |
|---|---|--|--|-------------|
| SAC refresh strategy is in place and resulting in progress towards agreed stretch aims including reducing the PRAG | Driver: leadership / school improvement | | | |
| | B1 Implement Year 1 of the SAC Refresh plan and Further develop Years 2 – 4 of the strategic plan in line with the <i>“Framework for Recovery and Accelerating Progress”</i> | <ul style="list-style-type: none"> SAC refresh plan post year 1 will be clear and agreed Stretch aims agreed and progress is being made towards them Schools can evidence impact via attainment outcomes and SQRs 2022/23 | HOE, AA, AC Project leader | By April 23 |
| | B2 Identify clear Stretch aims as well as clear outcomes and measures and associated teams to deliver support to achieve agreed targets (Create a short-term working group to review SAC planning to address stretch aims) | <ul style="list-style-type: none"> Data strategy published and being implemented – greater consistency in the sue of data across all schools PEF guidance published and being fully implemented | HOE, AA, AC Project leader EOs School Business Officers | By Dec 22 |
| | B3 Create a Data Strategy to support all staff in effectively using the datasets we collect (link to A23) | <ul style="list-style-type: none"> Overall PEF underspends are reduced in comparison to June 22 | | By Aug 22 |
| | B4 Continue to provide support and challenge in relation to PEF Budget setting, monitoring and | | | |



| Outcomes | Actions | How will we know we have had impact? | Who is Responsible? | Timescale |
|----------|--|--------------------------------------|---------------------|-----------|
| | identification of impact – PEF guidance published including clear outline of budget monitoring process | | | |



| Outcomes | Actions | How will we know we have had impact? | Who is Responsible? | Timescale |
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| <p>Gaps between pupils in SIMD 1&2 and 3-10 continue to reduce at least in line with previous Achievement of Curriculum for Excellence level (ACEL) data</p> | <p>Driver: Parental engagement</p> <p>B5 Review the offer of Family Learning available for children and families</p> <p>B6 SAC and CLD to engage with North Ayrshire Family Learning programme to improve the service offer within Inverclyde</p> <p>B7 To continue to work with the family Support Worker service in meeting the needs of targeted children and families.</p> <p>B8 To increase opportunities for face/face support for children and families as restrictions ease</p> <p>B9 To access additional funding to upscale the service provision across other Directorates within Inverclyde Council</p> | <ul style="list-style-type: none"> Schools can evidence impact via outcomes and SQRs 2022/23 ACEL and SQA outcomes show that gaps from 2022 have been reduced and are at least in line with 2019. Evaluations and feedback from parents show evidence of positive engagement | <p>AC Project leader CLD Service Manager</p> <p>Link with key partners e.g. Barnardo's via AC CLD team</p> | <p>By June 2023</p> |



C: Improvement in children's and young people's health and wellbeing (HWB).

Outcomes for learners

Pupils' health and wellbeing indicators improve with a particular focus on mental health

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29, 39

| Outcomes | Actions | How will we know we have had impact? | Who is Responsible? | Timescale |
|--|---|--|---|---------------------------------|
| Pupil Health indicators improve in relation to the HWB survey of 2018/19 | <p><u>Driver: Leadership / school improvement</u></p> <p>C1 Continue to build on the good practice established with the secondary Personal and Social Education (PSE) network, working in partnership with the West Partnership</p> <p>C2 Roll out and use the results of the 2022 HWB survey to identify HWB priorities at a local level</p> <p>C3 Continue to have mental wellbeing and substance misuse as the key areas of focus for HWB, with an increase in pupil voice</p> | <ul style="list-style-type: none"> Ongoing evidence of the work of the PSE network via schools' SQRs Actions from HWB survey identified and shared Further evidence of impact on lowering instances of substance misuse | Education Officer / AM CLD Service Manager | By Dec 2022 During 22/23 |
| Support and provision for pupils mental health and wellbeing continues to improve | <p><u>Driver: Leadership / school improvement</u></p> <p>C4 Re-negotiate of the Key Performance Indicators for 2022-23.</p> <p>C5 Develop the Referral process to the multiagency triage system will be augmented through the purchase of an electronic portal.</p> | <ul style="list-style-type: none"> Improvements made to 2022 Action For Children (AFC) annual report e.g. increased percentage of referrals being made and pupils receiving counselling etc | HWB project manager, PEP, Action for Children Barnardos/ Inverclyde Communication | By June 2023 |



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| | <p>C6 P7-S1 project will run for a second year with a target increase to 30 pupils.</p> <p>C7 Continue to the roll out of the Cygnets Programme.</p> <p>C8 The Nothing About Us Without Us approach will continue to shape mental health and wellbeing services and sample views from a wider group of children and young people.</p> | <ul style="list-style-type: none"> Refer to community mental health plan KPIs | Outreach Service (ICOS) | |
| <p>Reductions in reports of incidents of bullying in comparison to the HWB survey of 2018/19</p> | <p><u>Driver: Leadership / school improvement</u></p> <p>C9 Continue to link with Respect Me regarding their ongoing offer of support, particularly related to proactive approaches to tackling bullying, especially as the policy commits Inverclyde to focus on tackling prejudice based bullying.</p> <p>C10 Review and agree clear policy and protocol on monitoring of racist incidents</p> <p>C11 Continue to review approaches to further evolving existing approaches to Mentors in Violence Prevention (MVP) and support all secondary schools to develop this</p> | <ul style="list-style-type: none"> Incidents of reported bullying decrease Clear policy and protocol in place Incidents of reported racist incidents decrease from 2021 baseline | <p>PEP</p> <p>HOE / SEEMIS Officer</p> <p>CLD service manager, EO (AM) and Secondary HTs</p> | <p>By April 23</p> <p>By April 2023</p> <p>Throughout 22/23</p> |



D: Improvement in employability skills and sustained, positive school leaver destinations for all young people.

| Create a strategic governance group to monitor the Senior Phase Action plan | | | | |
|---|--|--|---|--|
| Outcome | Actions | What will success look like? | Timescale | Key personnel |
| Overarching strategic governance of employability pathways in place | <ul style="list-style-type: none"> Establish a strategic group to include key internal partners from different council departments and key external partners to oversee the direction, policy and procedures for managing senior phase and pathways into sustained positive destinations. | <ul style="list-style-type: none"> Group established Meeting frequency agreed Map of groups who support young people from school into positive destinations created | <p>September 2022</p> <p>October 2022</p> | <ul style="list-style-type: none"> HOE EO – Senior Phase Council Directorates Skills Development Scotland (SDS) Local Employability Partnership College Developing the Young Workforce (DYW) West |



| Developing the Young Workforce and Employability workstream | | | | |
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| Data within the 16+ data hub is updated at key points throughout the year. This information is shared with key partners to support planning of interventions and the development and delivery of appropriate courses to increase the number of young people in positive, sustained destinations. | <ul style="list-style-type: none"> Data continues to be regularly sent out to key staff within school and local authority. Summarised data is sent to key partners to help support planning of support and delivery. Mechanism is in place to alert relevant partners of a young person who is at risk of leaving without a positive destination. Termly meetings are held to discuss leaver information and long term positive destination strategy. | <ul style="list-style-type: none"> All key data will be held for young people in S3 and upwards in the data hub. Meetings will have been held once per term with each school and minutes recorded. Offer available to young people at post school transition points will be appropriate leading to increased positive sustained destination measures. Young people identified as high risk of leaving without a positive destination have had targeted interventions which lead to positive, sustained destination. | <p>Ongoing for data uplift</p> <p>September 2022/December 2022/February 2023</p> <p>Ongoing by August 2023</p> <p>Ongoing September 2022/December 2022/February 2023</p> | <ul style="list-style-type: none"> EO – Senior Phase More Choices More Chances (MCMC) School SMT SDS DYW Coordinators Cluster |
| Employability programme is in place in schools and staff are confident to support young people in finding a positive, sustained destination, post school | <ul style="list-style-type: none"> Employability expectations are in place, defining what employability skills young people will have at key stages. A programme of work for 3-18 careers links, through PSE and supported within the wider curriculum, to support employability skills and development of Career Education Standards. Career Long Professional Learning is delivered to staff on using labour market information to inform the course offer in school. This will be supported by further CLPL on alternative qualifications that are available to be delivered. Opportunities to involve employers in the curriculum are being established by DYW Co-ordinators, with the possibility of work experience placements. Learner journeys have been created, showing the in-school offer and how this links to the post school offer. | <ul style="list-style-type: none"> Pupils will be clear on employability skills they have. Course plans for PSE and the wider curriculum will include opportunities to develop employability skills. CLPL will have been delivered and an increase in alternative qualification offer will start to be seen in school options booklets. Employers will be actively involved in working with schools. Overtime, employers will report that young people are better prepared for the world of work. | <p>January 2023</p> <p>September 2023</p> <p>March 2023</p> <p>Ongoing</p> <p>Ongoing</p> | <ul style="list-style-type: none"> DYW Coordinators/ DYW school leads School SMT SDS |
| Parents are better informed on the Senior Phase offer in Inverclyde Schools and the different journeys available | <ul style="list-style-type: none"> Engage with parents to better understand the gaps they have in their understanding of learner journeys and the varied pathways into employment. | <ul style="list-style-type: none"> Parents will report in evaluations that they have a better understanding of the Senior Phase offer and the learner journey to access post school. | <p>June 2023</p> | <ul style="list-style-type: none"> EO Senior Phase Education Development |



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| to access post school destinations. | <ul style="list-style-type: none"> Create content in various media for parents to explain the learner journey in partnership with DYW Co-ordinators, SDS, College, MCMC. | | | and Arts Team Leader <ul style="list-style-type: none"> DYW Coordinators |
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| Curriculum Design workstream | | | | |
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| Outcome | Actions | What will success look like? | Timescale | Key personnel |
| Review the Senior Phase offer to establish a plan for aligning the curriculum with labour market information and latest thinking on curriculum design. | <ul style="list-style-type: none"> Establish a group to undertake a collaborative enquiry to explore the senior phase offer including the impact and implementation of recent reviews to agree the vision for the Senior Phase vision and offer will be moving forward. The following actions should be delivered by the workstream and any sub-groups that require to be established: <ul style="list-style-type: none"> Work in partnership with the college to review school/college partnership and explore validated self-evaluation on progression of pedagogy. Work in partnership with Local Employability Partnership, DYW West and SDS to explore opportunities to increase training provider's availability. Engage with other local authorities to seek out best practice around Senior Phase curriculum offer and design. Review consortium arrangements and establish where technology could be used to deliver courses across the authority. Engage with Education Scotland for guidance and support with the review and curriculum design. Engage with the West Regional Improvement Collaborative Senior Phase working group to share good practice. | <ul style="list-style-type: none"> Working group will be established. Ongoing meetings and discussion on direction of senior phase – informing other working groups on tasks to take forward. Identify additional sub-groups for this workstream. Vision for Senior Phase offer will be established Calendar of regular meetings with college team, HQ staff and school staff created Education represented at Local Employability Partnership Regular meetings with DYW West Regular meetings with SDS Opportunities for HQ staff and school staff to engage/visit other local authorities/schools. Findings shared with relevant working group. Case study and review on year one of remote classroom Education Scotland supporting sessions at working groups or Head's meetings. | <p>September 2022</p> <p>Ongoing - June 2023</p> <p>September 2022</p> <p>Ongoing throughout the academic year</p> <p>Ongoing throughout the academic year</p> <p>Ongoing throughout the academic year</p> | <ul style="list-style-type: none"> EO – Senior Phase Working group DYW West SDS College Education Scotland Regeneration team |



| ASN pathways workstream | | | | |
|--|---|--|---|--|
| Outcome | Action | What will success look like? | Timescale | Key personnel |
| Create learner journeys which include pathways for young people with Additional Support Needs. | <ul style="list-style-type: none"> Create a workstream to review provision and offer for those with ASN. Continue to engage with ASN leaders at the ASN leader's forum to highlight the variety of learner journeys post school that are available. Work with partners to create opportunities for young people with ASN to engage with college and employers to provide improved transitions into appropriate and sustained post school destinations. | <ul style="list-style-type: none"> Workstream will be established. Workstream will audit current offer and destinations of young people from Inverclyde with ASN. Report on provision in other Local Authorities. Create an overview of the pathways that could be made available. ASN leaders will have increased awareness of the variety of pathways available to young people with ASN. This will result in increased numbers of ASN pupils securing training or employment post-school, on top of the usual college offer. Increased links with businesses and organisations able to offer placements for pupils with ASN during the school year. | <p>September 2022</p> <p>February 2023</p> <p>June 2023</p> | <ul style="list-style-type: none"> Workstream SDS MCMC DYW West Health and Social Care Partnership (HSCP) |



E: Getting it Right for Every Child

Outcomes for learners

The needs of all learners are met, ensuring that they make progress and achieve

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29, 39

| Outcomes | Actions | How will we know we have had impact? (how and where) | Who is Responsible? | Timescale |
|---|--|--|---|--|
| Outcomes for all pupils with ASN improve | <u>Link to ASN action plan</u> | | | |
| | <u>Driver: Leadership and school improvement</u> | | | |
| | <p>E1 Recruit a new Education Officer for Inclusion to lead on the ongoing implementation of the ASN action plan and improve central capacity to support and challenge both ASN provision and services as well as lead on ASN and additional support for learning across the authority</p> <p>E2 Deliver CLPL on Wellbeing Assessments to ASN Leaders</p> <p>E3 Short Life Working Group on pupil planning will create clear guidelines on high quality single agency planning (linked to assessment) and the processes required to create plans.</p> <p>E4 Learning from the emerging practice in relation to Joint Support Teams (JSTs) will be shared with ASN Leaders. Roll out of the project</p> | <ul style="list-style-type: none"> • New Education officer in post with a clear remit in place • Evidence of improved implementation of LA ASN policy and protocols via presentations to ASN forum • School reviews and SQRs also evidence improvements • Quality of Wellbeing assessments continue improving at ASN forum • Guidance on high quality single agency planning published • ACEL data shows improvement in outcomes for ASN pupils • Review of JSTs / SQRs shows successful implementation and emerging impact e.g. quality of ASN | <p>HOE / new EO</p> <p>PEP / EO</p> <p>PEP / EO</p> <p>PEP / EO</p> | <p>By Oct 2022</p> <p>By April 2023</p> <p>During 22/23</p> <p>By Oct 2022</p> <p>By June 2023</p> |



| Outcomes | Actions | How will we know we have had impact? (how and where) | Who is Responsible? | Timescale |
|----------|---|--|--|--|
| | <p>will take place in 2022-3 – all establishments to be engaged in a JST process by June 23.</p> <p>E5 Social Worker in School project to be fully evaluated around its two main KPIs – reductions in referrals to statutory levels/agencies and improved engagement in education.</p> <p>E6 Carry out a review of existing Speech and Language Contract with a view to established adjustments to service delivery model for Aug 2023</p> <p><u>Driver: teacher professionalism</u></p> <p>E7 Offer more opportunities for cluster working for ASN Leaders for topics such as transition.</p> <p>E8 Implementation of the ICOS reviews recommendations including variations to service delivery e.g. CMO type approaches as well as further training offers</p> <p>E9 The new Additional Support for Learning (ASL) policy (2022) will be taken to the Education, Communities and Organisational Development Committee in September 2022 for approval.</p> <p>E10 Publicise and implement the Scottish Attainment Challenge training offer from the</p> | <p>forum submission improves / sampling of HWB assessments</p> <ul style="list-style-type: none"> KPIs met in full New ways of working and contract delivery agreed ready for adjustments for delivery Evidence of increased cluster working by ASN leaders Progress of ICOS service plan ASL policy published and being implemented – evidence via ASN forum and EO tracking of effective implementation by establishments High uptake of offer and quality evaluations | <p>PEP</p> <p>Education Manager (Early Years) and Education Officer (Inclusion)</p> <p>EO</p> <p>PT ICOS and EO</p> <p>EO</p> <p>PEP / AC leader</p> | <p>By June 2023</p> <p>By Jan 2023</p> <p>By April 2023</p> <p>By April 2023</p> <p>By Sept 2023 and during 2022/23</p> <p>By April 2023</p> |



| Outcomes | Actions | How will we know we have had impact? (how and where) | Who is Responsible? | Timescale |
|----------|--|--|--|---|
| | <p>Educational Psychology Service for session 22-23</p> <p>E11 Offer a bespoke package of training in attachment theory and practical advice for practitioners and leaders from August 22</p> <p>E12 Offer training on the implementation of the Scottish Government's Transgender Guidance (2021).</p> <p>E13 Support the English as an Additional Language (EAL) service to provide CLPL for practitioners during 2022/23 to support schools to review their existing practice to better meet the ends of increasing numbers of pupils who are bilingual or have no English on arrival</p> <p>E14 Offer interactive sessions reading the dyslexia pathways to participants in session 2022-23.</p> <p>E15 Continue to offer to link with parent representatives.</p> <p>E16 Provide support to ensure each cluster has an approach to the use of the Dyslexia Pathway.</p> | <ul style="list-style-type: none"> • High uptake of offer and quality evaluations / Improved quality of HWB assessments – decrease in referrals linked to attachment • High uptake of offer and quality evaluations / school leaders report increased confidence • Review complete and actions agreed • Schools reporting increased confidence in supporting EAL pupils / outcomes improving • Evidence of dyslexia pathways in place across all schools / clusters | <p>EO / consultant trainer</p> <p>PEP</p> <p>HT St Columba's / EO</p> <p>PEP</p> | <p>By April 2023</p> <p>By April 2023</p> <p>By Oct 2022</p> <p>By April 2023</p> |



| Outcomes | Actions | How will we know we have had impact? (how and where) | Who is Responsible? | Timescale |
|--|--|---|---------------------|--------------|
| Pupils' rights / United Nations Convention on the Rights of the Child (UNCRC) are being met in all establishments | <p><u>Driver: Leadership and school improvement</u></p> <p>E17 Ongoing support for schools to prepare for updated plans from Scottish Government as we move toward incorporation</p> | <ul style="list-style-type: none"> Schools implementing LA guidance – evidence from SQRs / reviews that this is in place Challenges to schools / LAs re rights not being met are low / resolved | HOE | By April 23 |
| Approaches to ensuring equality are improved through enhanced leadership approaches | <p><u>Link to C5</u></p> <p><u>Driver: Leadership and school improvement</u></p> <p>E18 implement actions of inclusion curriculum group in writing, delivering and evaluation of S2 Trans-Atlantic Slave trade topic</p> <p>E19 Continue to respond to Scottish Government working group outcomes in relation to anti-racist education and race equality – deliver inclusive curriculum conference and support schools / cluster to review curriculum content</p> <p>E20 Support schools to develop work around building racial literacy (BRL) – promote and support schools engaging in Education Scotland BRL programme</p> | <ul style="list-style-type: none"> Establishment leaders' report improved knowledge and confidence in relation to race equality School curriculum incorporates local history projects / inserts School curriculum are reviewed in order to ensure that equality and diversity are clearly addressed, in particular race equality / anti-racist education Pupils report improved learning experiences and knowledge in relating to race equality | HOE / EO (EM) | By June 2023 |



F: Improving outcomes of care experienced children, young people and their families.

Outcomes for learners

Improved outcomes for Care Experienced Young People (CEYP) across all establishments

UNCRC
Articles 3, 23, 28,
29, 39

| Outcomes | Actions | How will we know we have had impact? (how and where) | Who is Responsible? | Timescale |
|--|---|---|---------------------|---------------|
| Improved outcomes for Care Experienced Young People (CEYP) across all establishments | <u>Link to Priority 4 CSP</u> | | | |
| | <u>Driver: Leadership and school improvement</u> | | | |
| | F1 Carry out a review of the Corporate Parenting Team, as part of the new Virtual School | <ul style="list-style-type: none"> Review complete and actions in place | VHT | By Sept 2022 |
| | F2 review existing approaches and establish revised systems and processes to closely monitor the progress of all Care Experienced Young People (CEYP) in all establishments alongside the role of the Virtual Head teacher (VHT) | <ul style="list-style-type: none"> Systems established and implemented – outcomes for CEYP show improvements | HOE / VHT | By April 2023 |
| | F3 Continue to support schools to develop capacity to support families to improve the attendance of all pupils with a focus on secondary pupils and CEYP pupils in particular | <ul style="list-style-type: none"> Attendance of all CEYP improves in comparison to 2021 percentages | HOE / VHT / HTs | By April 2023 |



Glossary of terms

| Abbreviation | In full |
|--------------|---|
| AA | Attainment Advisor |
| AC | Attainment Challenge |
| ACEL | Achievement of Curriculum for Excellence Levels |
| AFC | Action for Children |
| ASL | Additional Support for Learning |
| ASN | Additional Support Needs |
| BGE | Broad General Education |
| BRL | Building racial literacy |
| BYOD | Bring Your Own Device |
| CEYP | Care Experienced Young People |
| CLD | Community Learning and Development |
| CLPL | Career Long Professional Learning |
| CMO | Coaching and Modelling Officer |
| DYW | Developing the Young Workforce |
| EAL | English as an Additional Language |
| EO | Education Officer |
| EPS | Education Psychological Services |
| EY | Early Years |
| GIRFEC | Getting it Right for Every Child |
| HMle | Her Majesty's Inspectors of education |
| HOE | Head of Education |
| HSCP | Health and Social Care Partnership |
| HT | Headteachers |



| | |
|-------|--|
| HWB | Health and Wellbeing |
| ICOS | Inverclyde Communication Outreach Service |
| JST | Joint Support Teams |
| KPI | Key Performance Indicators |
| LA | Local Authority |
| MCMC | More Choices More Chances |
| MVP | Mentors in Violence Prevention |
| NIF | National Improvement Framework |
| PEF | Pupil Equity Fund |
| PEP | Principal Education Psychologist |
| PRAG | Poverty related attainment gap |
| PRD | Professional Review and Development |
| PSA | Pupil Support Assistant |
| PSE | Personal and Social Education |
| QIM | Quality Improvement Manager |
| SAC | Scottish Attainment Challenge |
| SDS | Skills Development Scotland |
| SIMD | Scottish Index of Multiple Deprivation |
| SMT | Senior Management Team |
| SQA | Scottish Qualifications Authority |
| SQR | Standards and Quality Report |
| UNCRC | United Nations Convention on the Rights of the Child |
| VHT | Virtual head teacher |

| | | | |
|-------------------------|--|--------------------|------------------------|
| Report To: | Education and Communities Committee | Date: | 14 June 2022 |
| Report By: | Corporate Director Education, Communities & Organisational Development | Report No: | EDUCOM/27/22/RB |
| Contact Officer: | Ruth Binks | Contact No: | 01475 712748 |
| Subject: | Establishment of a catchment area for primary Gaelic provision at Whinhill Primary School | | |

1.0 PURPOSE

- 1.1 The purpose of this report is to provide the Education and Communities committee with the outcome of the statutory consultation to establish a catchment area for primary Gaelic provision at Whinhill Primary School.

2.0 SUMMARY

- 2.1 The Education and Communities Committee, at their meeting on 25 January 2022, agreed that officers undertake a statutory consultation to establish a catchment area for primary Gaelic provision at Whinhill Primary School.
- 2.2 The consultation, in terms of the Schools Consultation (Scotland) Act 2010 was carried out over the period 01 February – 18 March 2022 during which time all interested parties were invited to submit written representations and two public meetings were held. The outcome document is attached as Appendix 1 to this report.
- 2.3 After the consultation period, and in accordance with the Schools Consultation (Scotland) Act 2010 the outcome document has been published three weeks prior to the decision being taken with the recommendation that a catchment area is established for primary Gaelic provision at Whinhill Primary School. If a pupil attending the school wishes to cease Gaelic provision in primary they will automatically revert to their non-denominational catchment school without the need to submit a placing request. Whinhill Primary is the school associated with Inverclyde Academy and will be classed as such for any admission to secondary school.
- 2.4 If an Inverclyde wide catchment area is created then all primary pupils within Inverclyde will be entitled to transport if they live further than one mile from the primary school. There will be financial implications linked to this proposal. The approximate additional initial cost for transporting primary pupils will be in the region of £30,000 per year but this could increase if numbers rise. Whilst the current transport budget could contain the costs, the anticipated rising costs in transport may mean that this is not the case in the future when the transport contracts are retendered. The initial solution was to offset increased costs in the longer term with the money allocated to provide transport to Glasgow for secondary provision but this option was deferred by the committee. The cost of transport for the secondary provision is £36,000. A further report will be brought to a future Committee identifying options to contain the funding.

3.0 RECOMMENDATIONS

3.1 The Education and Communities Committee is asked to:

- Approve that a primary catchment area is established for Gaelic education at Whinhill Primary School. The catchment area will cover the whole of Inverclyde.
- Approve that pupils attending the school can revert to their catchment area non-denominational school without the need for a placing request and for the purposes of transfer to secondary school that attendance at Whinhill will be classed as attending an associated primary school.
- Note that a further report will be brought back to a future committee identifying the exact financial impact of the proposal and options to contain the spend within the directorate's budget.

Ruth Binks

Corporate Director Education, Communities & Organisational Development

4.0 BACKGROUND

- 4.1 During conversation with Bord na Gaidhlig about Gaelic secondary provision it became apparent that a catchment area for the Gaelic provision at Whinhill Primary school has never been established. The Bord suggested that this should be remedied as soon as possible.
- 4.2 The Education and Communities Committee, at their meeting on 25 January 2022, agreed that officers undertake a statutory consultation to establish a catchment area for primary Gaelic provision at Whinhill Primary School.

5.0 PROPOSALS

- 5.1 The consultation, in terms of the Schools Consultation (Scotland) Act 2010 was carried out over the period 01 February – 18 March 2022 during which time all interested parties were invited to submit written representations and two public meetings were held. The outcome document is attached as Appendix 1. The proposal document has all the relevant information referred to in this report.
- 5.2 When the consultation period closed in March 2022 Education Scotland was provided with a summary of all relevant written responses and oral representations made during the consultation period. The majority of respondents were in favour of the proposal and more detailed analysis of answers is attached as part of the appended outcome paper.
- 5.3 The report written by Education Scotland is also in the outcome paper and summarised as follows:

“HM Inspectors have evaluated Inverclyde Council’s proposal to establish a council-wide catchment area for Gaelic Medium Education at Whinhill Primary School. HM Inspectors agree that the proposal has potential to result in educational benefits. The proposal is well-received for its potential to strengthen the educational benefits associated with Gaelic Medium Education. HM Inspectors recommend that educational benefits would be enhanced further with clarity on secondary provision within the proposed catchment area”.
- 5.4 After the consultation period, and in accordance with the Schools Consultation (Scotland) Act 2010 the outcome document has been published three weeks prior to the decision being taken with the recommendation that a catchment area is established for primary Gaelic provision at Whinhill Primary School. For clarity, if a pupil wishes to cease Gaelic provision in primary they will automatically revert to their non - denominational catchment school without the need to submit a placing request. Whinhill Primary is the school associated with Inverclyde Academy and will be classed as such for any admission to secondary school.
- 5.5 If an Inverclyde wide catchment area is created then all primary pupils within Inverclyde will be entitled to transport if they live further than one mile from the primary school.

6.0 IMPLICATIONS

6.1 Finance

There will be financial implications linked to this proposal. The approximate additional initial cost for transporting primary pupils will be in the region of £30,000 per year but this could increase if numbers rise. The anticipated rising costs in transport will almost certainly have an impact on this proposal. The initial solution was to offset increased costs in the longer term with the money allocated to provide transport to Glasgow for secondary provision but this option was deferred by the committee. The cost of transport for the secondary provision is £36,000. A further report will be brought to a future Committee identifying options to contain the funding.

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

This consultation has been undertaken in terms of the Schools Consultation (Scotland) Act 2010.

6.3 Human Resources

N/A

6.4 Equalities

Equalities

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

| | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | YES - which will be uploaded and made available on the Inverclyde Council website using the following address: https://www.inverclyde.gov.uk/council-and-government/equality-impact-assessments/equality-impact-assessments-2022 |
| <input 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. |
|--------------------------|---|

| | |
|---|----|
| X | NO |
|---|----|

6.5 Repopulation

Access to Gaelic provision could promote the area to families.

7.0 CONSULTATIONS

7.1 This consultation has been undertaken in terms of the Schools Consultation (Scotland) Act 2010.

8.0 BACKGROUND PAPERS

8.1 Equality Impact Assessment.

Appendix 1

Education Services

Seirbheis an Fhoghlaim

**Establishment of a catchment area for primary Gaelic provision in
Whinhill Primary School in Inverclyde**

***A' stèidheachadh sgìre-sgoile airson foghlam bun-sgoile tro
mheadhan na Gàidhlig aig Bun-sgoil Chnoc a' Chonaisg ann an
Inbhir Chluaidh.***

Consultation Outcome Document

Sgrìobhainn co-chomhairleachaidh

May 2022

This report has been published by Inverclyde Council in response to the statutory consultation undertaken under the terms of the Schools (Consultation) (Scotland) Act 2010. This report will be presented to the Education and Communities Committee of Inverclyde Council for consideration on June 14 2022.

If you need this information in another language or format, please contact us to discuss how we can best meet your needs. Phone: (01475) 712853.

Contents

- 1. Purpose of the report**
- 2. Background on the consultation process**
- 3. Summary of written responses**
- 4. Summary of oral responses from public meetings**
- 5. Summary of response by Education Scotland**
- 6. Review of proposals by Education Services (Inverclyde Council)**
- 7. Resource, risk and policy implementation**

Appendices

Report 1. Initial proposal paper

Report 2. Consultation response form

Report 3. Comments from consultation response form submissions

Report 4. Comments from public meetings

Report 5. Report from Education Scotland

1. Purpose of the report

1.1 The purpose of this report is to advise all stakeholders on the outcome of the statutory consultation exercise undertaken in respect of the establishment of a catchment area for primary Gaelic provision in Whinhill Primary School in Inverclyde

2. Background on the consultation process

2.1 A consultation proposal document was issued as a result of a decision taken by the Education and Communities Committee on 25 January 2022 to consult on the proposal below to establish a catchment area for primary Gaelic provision in Whinhill Primary School in Inverclyde.

2.1.1 Currently primary Gaelic medium is offered at Whinhill Primary School, however there is no established catchment area for Gaelic and pupils attend by means of a placing request.

2.1.2 The proposal is to create a catchment area that covers the whole of the Inverclyde Council area for Gaelic primary provision in Whinhill Primary School. This means that every pupil who chooses Gaelic medium education for primary school who lives within the Inverclyde boundary but further than a mile from Whinhill Primary School will be entitled to free transport.

2.2 Notice of the proposal and publication of the proposal document was placed in the Greenock Telegraph to engage with the general community.

2.3 A copy of the proposal document was made available from 01 February 2022 to statutory and other consultees. In addition further communications were made with parents, pupils, parent councils and Church representatives.

2.4 The consultation document was available from a variety of sources including schools and online and is attached as Appendix 1.

2.5 The consultation, in terms of the Schools Consultation (Scotland) Act 2010 was carried out over the period 01 February – 18 March 2022 during which time all interested parties were invited to submit written representations. A copy of the consultation response form and the collated feedback received from the consultation response forms is shown in Appendix 2.

2.6 As part of the consultation process there were also 2 public meetings. They were held on:

Monday 21 February 2022 on webex, 6:30 pm

Tuesday 22 February 2022 at Whinhill Primary School, 6:30 pm

A summary of the oral representations made at the meetings is in Appendix 3a and b of this paper.

2.7 As required, in March 2022 Education Scotland was provided with a summary of all relevant written responses and oral representations made during the consultation period.

2.8 Inverclyde Council received a copy of Education Scotland's report in April 2022. A summary of this report is included in section 5 of this report and a copy of the full report is included in Appendix 4.

2.9 Following the consultation period it is the Council's duty to review the proposal taking account of the feedback received from stakeholders during the consultation period which includes online responses, written responses and oral representations made during the public meetings. The content of Education Scotland's report should also be taken into consideration.

2.10 It should be noted that this consultation outcome report is published at least 3 weeks before it is formally considered by the Education and Communities Committee on *14 June 2022*.

3. Summary of written responses

3.1 The total number of responses received on the official consultation response form (via the online survey or hard copy) was 31. Below is a summary of the responses to the questions posed:

- The majority (71%) agreed with the proposal to establish catchment areas for Gaelic Medium Education.
- Most (81%) agreed that the whole of the local authority should be the catchment area for Gaelic Medium Education.
- Most (77%) agreed that children should be provided with free transport if they reside further than a mile by an acceptable walking route.

5. Summary of response by Education Scotland

5.1 The section below is the summary of the report by Education Scotland addressing the educational aspects of the proposal by Inverclyde Council

5.2 The full report can be found in Appendix 4.

Summary:

HM Inspectors have evaluated Inverclyde Council's proposal to establish a council-wide catchment area for Gaelic Medium Education at Whinhill Primary School. HM Inspectors agree that the proposal has potential to result in educational benefits. The proposal is well-received for its potential to strengthen the educational benefits associated with Gaelic Medium Education. HM Inspectors recommend that educational benefits would be enhanced further with clarity on secondary provision within the proposed catchment area.

5.3 Council response

The Council is pleased that Education Scotland found that there was a sound educational case for this proposal.

6. Review of proposals by Education Services (Inverclyde Council)

6.1 Education Services Senior Management Team has considered the original proposal and reflected upon the responses received. For clarity, if a pupil wishes to cease Gaelic provision in primary they will automatically revert to their non - denominational catchment school without the need to submit a placing request. Whinhill Primary is the school associated with Inverclyde Academy and will be classed as such for any admission to secondary school.

6.2 It is recommended that a primary catchment area is established for Gaelic education at Whinhill Primary School. The catchment area will cover the whole of Inverclyde.

7. Resource, risk and policy implementation

7.1 Resource implications

If the proposal is approved, education services will arrange for appropriate school transport to be in place from the beginning of the academic year 2022/23.

7.2 Risk implications

Education Services will continue to monitor the transport arrangements linked to this proposal and any increase in pupil numbers due to the implementation of the policy.

7.3 Policy Implications

If the proposal is approved, the necessary changes will be reflected in Council policy immediately.

Seirbheis an Fhoghlaim

**Establishment of a catchment area for primary Gaelic provision in
Whinhill Primary School in Inverclyde**

***A' stèidheachadh sgìre-sgoile airson foghlam bun-sgoile tro
mheadhan na Gàidhlig aig Bun-sgoil Chnoc a' Chonaisg ann an
Inbhir Chluaidh.***

Consultation Proposal Document

Sgrìobhainn co-chomhairleachaidh

We are looking for your views on our proposal to establish a catchment area for primary Gaelic provision in Inverclyde. Currently primary Gaelic medium is offered at Whinhill Primary School, however there is no established catchment area for Gaelic and pupils attend by means of a placing request.

The proposal is to create a catchment area that covers the whole of the Inverclyde Council area for Gaelic primary provision in Whinhill Primary School. This means that every pupil who chooses Gaelic medium education for primary school who lives within the Inverclyde boundary but further than a mile from Whinhill Primary School will be entitled to free transport. This proposal is only for primary education and not for early years or secondary education.

Tha sinn a' sireadh ur beachdan air sgìre-sgoile a stèidheachadh airson solar foghlaim tro mheadhan na Gàidhlig ann an Inbhir Chluaidh. An-dràsta tha sinn a' tabhann foghlam tro mheadhan na Gàidhlig aig Bun-sgoil Chnoc a' Chonaisg, ach chan eil sgìre-sgoile ann airson Gàidhlig, agus bidh sgoilearan a' frithealadh na Gàidhlig a-rèir iarrtasan sgoile.

Tha sinn a' moladh sgìre-sgoile airson Foghlam tro Mheadhan na Gàidhlig aig Bun-sgoil Chnoc a' Chonaisg a ghabhas a-steach sgìre Inbhir Chluaidh air fad. Tha seo a' ciallachadh gum faigh a h-uile sgoilear a thaghas foghlam bun-sgoile tro Mheadhan na Gàidhlig, a tha a' fuireach còir is mìle air falbh bho Bhun-sgoil Chnoc a' Chonaisg, còmhdaile saor an-asgaidh. 'S ann airson foghlam bun-sgoile a tha seo a-mhàin.

Closing date for responses on this consultation will be:

Friday 18 March 2022

There will be 2 public meetings held on:

Monday 21 February 2022 on webex, 6:30 pm

If you wish to attend the online meeting, please send an e-mail to admin.educationhq@inverclyde.gov.uk and the link for the meeting will be shared directly with you.

Tuesday 22 February 2022 at Whinhill Primary School, 6:30 pm

If you wish to attend in person, please log your interest by calling 01475 712850 and press option 5. An operator will take your details and advise on the details of the event.

This document has been issued by Inverclyde Council for consultation under the terms of the Schools (Consultation) (Scotland) Act 2010.
If you need this information in another language or format, please contact us to discuss how we can best meet your needs. Phone: (01475) 712853.

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4. Comments from consultation response form submissions
5. Comments from public meetings
6. Report from Education Scotland

Communication list and how to access the proposal document:

Statutory consultees:

- The Parent Council of affected schools
- The parents/carers of the pupils at the affected schools
- Parents whose children are expected to attend the affected schools within 2 years of publication of the proposal document
- Pupils (where they are considered to be of suitable age and maturity)
- Council employees at the affected schools
- Trade Union representatives
- Church representatives
- Bord na Gaidhlig
- Community Councils

Other stakeholders who will be contacted:

- Education Scotland
- Elected Members
- Local Members of Parliament and local members of Scottish Parliament
- General Public (Inverclyde)

Consultees will be informed that in order for their views to be taken into account, they must complete and submit a copy of the Consultation Response Form. Interested parties are invited to respond to the proposal by making an online submission using the link:

www.inverclyde.gov.uk/yoursay

Alternatively, written submissions should be made using the form attached at the end of this document no later than Friday 18 March.

Accessing the proposal document

The steps listed below have been taken to ensure that the proposal document is widely available.

- Notice of the proposal and of publication of this proposal document has been placed in the Greenock Telegraph to engage with the general community
- The proposal document has been published on the Inverclyde Council website: www.inverclyde.gov.uk/yoursay
- This document can be made available in alternative forms or translated by contacting Education Services on (01475) 712853
- The proposal document will also be available for inspection at all educational establishments, Council Customer Contact Centre and libraries

1.0 BACKGROUND TO THE PROPOSAL

- 1.1 The Education and Communities Committee meeting of 25 January 2022 approved that officers undertake a consultation to establish a catchment area for primary Gaelic medium. Currently Gaelic medium is offered at Whinhill Primary School.

2.0 PROPOSED CHANGES

- 2.1 The proposal is that a catchment area is established for Gaelic medium primary education. The catchment area would cover the whole of the Inverclyde local authority area.
- 2.2 Any pupil who wishes to pursue Gaelic medium education at Whinhill primary school would live in the catchment area if they live in Inverclyde. If they live over a mile from the school they will be entitled to transport in accordance with Inverclyde Council Transport Policy.
- 2.3 Whinhill Primary School is a non-denominational school and pupils who attend will be deemed to have chosen a non-denominational education. If pupils choose to attend secondary education for their catchment area they will be given equal priority and status to those who attended the non-denominational catchment school.

3.0 THE CONSULTATION PROCESS

- 3.1 The formal consultation on the proposal within this document will be undertaken under the terms of the Schools (Consultation) (Scotland) Act 2010 as amended. The consultation requires to run for 30 school days and will start on Tuesday 1 February and will end on Friday 18 March 2022. Written representations must be received by this date in order to be taken into account.
- 3.2 All primary schools will be affected by this proposal.
- 3.3 **Public Meeting**

There will be 2 public meetings held on:

Monday 21 February 2022 on webex, 6:30 pm

Tuesday 22 February 2022 at Whinhill Primary School, 6:30 pm

The meetings will provide those in attendance with an opportunity to:

- Hear about the proposal
- Ask questions about the proposal
- Express views about the proposal

A note will be taken of the views expressed during the public meeting and of any questions asked. In addition to the public meeting, written representations including online responses will be able to be made during the consultation period.

3.4 Who will be consulted?

Statutory consultees:

- The Parent Council of affected schools
- The parents/carers of the pupils at the affected schools
- Parents whose children are expected to attend the affected schools within 2 years of publication of the proposal document
- Pupils (where they are considered to be of suitable age and maturity)
- Council employees at the affected schools
- Trade Union representatives
- Church representatives
- Bord na Gaidhlig
- Community Councils

Other stakeholders who will be contacted:

- Education Scotland
- Elected Members
- Local Members of Parliament and local members of Scottish Parliament
- General Public (Inverclyde)

Consultees will be informed that in order for their views to be taken into account, they must complete and submit a copy of the Consultation Response Form.

Pupil consultation will take place through representatives of Pupil Councils.

3.5 Involvement of Education Scotland

The Council will provide the proposal document to Education Scotland at the start of the consultation period. When the consultation period has ended, Inverclyde Council will collate all of the written and oral representations. Thereafter, the following information will be provided to Education Scotland:

- A copy of relevant written representations made to Inverclyde Council on the proposal (or summary of them if agreed within Education Scotland)
- A summary of oral representations made at the public meetings
- Other relevant documentation, as far as is practicable

Education Scotland will prepare a report on the educational aspects of the proposal taking account of the above, the Educational Benefits Statement contained in this proposal document and in so far that Education Scotland considers them relevant, any written representations made directly to them. Education Scotland may also visit the schools affected by the proposal and make reasonable

inquiries of persons there and of such other persons as they consider appropriate. Education Scotland require to send their report to Inverclyde Council no later than 3 weeks (or longer if agreed with Inverclyde Council) after having received the information from Inverclyde Council.

3.6 Consultation Report

After receiving Education Scotland's report, Inverclyde Council will review the proposal taking account of relevant written representations received during the consultation period, oral representations made during the public meeting and Education Scotland's report. Inverclyde Council will then prepare and publish a consultation report which will include a recommendation on the proposal.

Inverclyde Council will notify on the publication of the consultation report, which will be made available on Inverclyde Council's website, in schools and at Inverclyde Council's Customer Contact Centre.

The consultation report will be published 3 weeks before it is formally considered by Inverclyde Council.

3.7 Inaccuracies or omissions

Where inaccuracies or omissions are discovered within this proposal document, Inverclyde Council will determine whether relevant information has been omitted or, if there has been an inaccuracy. Appropriate action will then be taken by Inverclyde Council which may include issuing corrections, issuing a corrected proposal document or an extension of the consultation period. In any of these events all relevant consultees (and where applicable the notifier(s) of any omissions or inaccuracies) and Education Scotland will be advised of the appropriate action. Notifiers of any omissions or inaccuracies will also be given the opportunity to make representations if they disagree with Inverclyde Council's determination of and any action on the matter, which may result in Inverclyde Council making a further determination / decision on the matter.

4.0 IMPLEMENTATION DATE FOR THE PROPOSAL

- 4.1 It is expected that the proposal, if accepted, would be implemented from the start of term August 2022.

5.0 EDUCATIONAL BENEFITS – ASSESSMENT OF THE LIKELY EFFECTS OF THE PROPOSAL

- 5.1 Inverclyde Council is firmly committed to delivering a high quality education provision in learning environments fit for learning and teaching in the 21st century. Environments that nurture ambition and aspirations, improve attainment and achievement, and create and widen opportunities for all children and young people to achieve their full potential and move into positive and sustained destinations when they leave school. Inverclyde Council also demonstrates its strong belief in the value of education through financial investment to allow full implementation of Curriculum for Excellence and Getting it Right for Every Child (GIRFEC), and supporting programmes and activities that focus on removing barriers to learning and closing the attainment gap.
- 5.2 Inverclyde Council is committed to the promotion of Gaelic. The Council recognises the importance of Gaelic to our national culture and heritage and as such, is delighted to present our second Gaelic Language Plan 2022/27. As a Council, we are committed to supporting Gaelic and will seek to further promote its development within Inverclyde over the life of this plan.

Through the implementation of this Plan, we aim to support the delivery of the National Gaelic Language Plan 2018-23 and meet our responsibilities under the Gaelic Language (Scotland) Act

2005.

Our long term vision is to nurture Gaelic within Inverclyde to ensure a supportive environment, recognising the importance and value of the language. Governance of the Plan will therefore be provided by the Corporate Equalities Group which will help to ensure that this work is mainstreamed within all services and promote Council wide ownership of its delivery.

- 5.3 All Inverclyde schools remain open to all pupils and will continue to have an inclusive and respectful ethos which helps every pupil to achieve their best. The establishment of a catchment area for Gaelic medium primary education means that pupils who wish to pursue Gaelic medium education will not have to submit a placing request. This is of an educational benefit to the pupils because they can be assured a place at the school rather than requesting a placing request.
- 5.4 The establishment of a catchment area means that transport will be provided by the Council for pupils living further than a mile from Whinhill Primary School. This is of an educational benefit to pupils because the associated costs and availability of transport may prove to be a barrier to families who wish to pursue Gaelic medium education.

6.0 EMPLOYEE IMPLICATIONS

- 6.1 None.

7.0 FINANCIAL IMPLICATIONS

- 7.1 This proposal will have financial implications for the transport budget for education services. This is expected to initially be in the region of £38,000 but will increase if pupil numbers increase.

8.0 RESPONDING TO THE PROPOSAL

- 8.1 Page 4 of this document provides details on how to access a copy of the proposal document.
- 8.2 Interested parties are invited to respond to the proposal by making an online submission using the link:
www.inverclyde.gov.uk/yoursay

Alternatively, written submissions should be made using the form attached at the end of this document no later than Friday 18 March 2022

Education Services

Establishment of catchment areas for primary and secondary Gaelic provision in Inverclyde

CONSULTATION RESPONSE FORM

Please use this form to let us know what you think about this proposal

The closing date for responses is **Friday 18 March 2022**.

This form should be returned to:

Education Services
Wallace Place
Greenock
PA15 1JB

We are looking for your views on our proposal to establish a catchment area for primary Gaelic provision in Inverclyde. Currently primary Gaelic medium is offered at Whinhill Primary School, however there is no established catchment area for Gaelic and pupils attend by means of a placing request.

The proposal is to create a catchment area that covers the whole of the Inverclyde Council area for Gaelic primary provision in Whinhill Primary School. This means that every pupil who chooses Gaelic medium education for primary school who lives within the Inverclyde boundary but further than a mile from Whinhill Primary School will be entitled to free transport.

Q1 Do you agree with the establishment of a catchment area for primary Gaelic provision in Inverclyde?

Yes ☐ No ☐ Undecided ☐

This box gives an opportunity to explain the reason for your response.

Q2 Do you agree that the catchment area for Gaelic medium for Whinhill primary school should be the whole of the local authority area?

Yes ☐ No ☐ Undecided ☐

This box gives an opportunity to explain the reason for your response.

Q3 Do you agree that free transport should be provided for those who live within Inverclyde but further than a mile by acceptable walking route from the school?

Yes ☐ No ☐ Undecided ☐

This box gives an opportunity to explain the reason for your response.

In order to validate your response to this proposal please provide your details:
(this section must be completed in order for your views to be taken into account)

Name

Address

Q6 I am responding in my capacity as a *(please indicate by selecting the appropriate answer below)*

- | | |
|---|--------------------------|
| Parent/carer of a child at primary school | <input type="checkbox"/> |
| Parent/carer of a child at secondary school | <input type="checkbox"/> |
| Parent/carer of a child in nursery | <input type="checkbox"/> |
| Parent Council member (primary school) | <input type="checkbox"/> |
| Parent Council member (secondary school) | <input type="checkbox"/> |
| Member of staff at primary school | <input type="checkbox"/> |
| Member of staff at secondary school | <input type="checkbox"/> |
| Church representative | <input type="checkbox"/> |
| Elected Member | <input type="checkbox"/> |
| Trade Union | <input type="checkbox"/> |
| Member of the public | <input type="checkbox"/> |
| Member of Community Council | <input type="checkbox"/> |
| Bord na Gaidhlig | <input type="checkbox"/> |

Other group (please specify)

Handling your response – Please note that:

We will use the information you provide for the purpose of this consultation, including statistical and analytical purposes.

We will pass a full copy of your response to Education Scotland, or a summary of it if agreed with them.

We are subject to the provisions of the Freedom of Information (Scotland) Act 2002 and therefore would have to consider any request made under the Act for information relating to written responses/records or oral representations made to us relating to this consultation.

Thank you for taking the time to respond.

If you would like to make any comment on the proposal, or suggest an alternative option for consideration please do so in the space below:

Gaelic Provision in Inverclyde 2022 – Appendix 3

2. Page 2



| 1. Do you agree with the establishment of a catchment area for primary Gaelic provision in Inverclyde? | | | | |
|--|---|---|------------------|----------------|
| Answer Choices | | | Response Percent | Response Total |
| 1 | Yes | <div></div> | 70.97% | 22 |
| 2 | No | <div></div> | 19.35% | 6 |
| 3 | Undecided | <div></div> | 9.68% | 3 |
| | | | answered | 31 |
| | | | skipped | 0 |
| This box gives an opportunity to explain the reason for your response. (13) | | | | |
| 1 | 02/02/2022 15:20 PM ID: 184090877 | Free Breakfast club should take priority over transport for a school that has been chosen when there are alternatives near by | | |
| 2 | 02/02/2022 20:35 PM ID: 184120595 | Wouldn't like to exclude those just outside a boundary when it is still their nearest GME school. | | |
| 3 | 03/02/2022 13:34 PM ID: 184168451 | so parents will boycott the classes, shame. | | |
| 4 | 03/02/2022 15:08 PM ID: 184178898 | The need for transport for children who's parents have opted to send their children to that school should not be treated differently from any other placing request. | | |
| 5 | 09/02/2022 17:09 PM ID: 184619446 | If there is an increase in demand can the school accommodate it. | | |
| 6 | 12/02/2022 00:52 AM ID: 184812756 | It would be more prudent to concentrate on Mathematics English improve on the basics, moving to online education, Estonian teaches robotics by P7. | | |
| 7 | 12/02/2022 21:32 PM ID: 184842587 | I do not believe we should have Gaelic in schools | | |
| 8 | 17/02/2022 18:38 PM ID: 185244571 | At present the only option for Gaelic Education is at Whinhill. I live in Port Glasgow and although manage find it very difficult to get to and from school and work full time. Childminders have also refused to take my kids as they have rules about locations. It's not great having to complete a placement request when it's the only school available in the local area that provides Gaelic. I know that most parents are not from the Catchment area of Whinhill also. | | |
| 9 | 26/02/2022 18:41 PM ID: 185795082 | Every child in inverclyde should be offered the opportunity to attend GME, travel costs/time should not be a barrier. | | |
| 10 | 09/03/2022 21:52 PM ID: 186661505 | Gaelic provision in central belt should be a lower priority for funding | | |
| 11 | 17/03/2022 10:56 AM ID: 187268947 | This would encourage more pupils to access GME more easily who may not have been able to due to travel restrictions. | | |

1. Do you agree with the establishment of a catchment area for primary Gaelic provision in Inverclyde?

| | | |
|----|---|--|
| 12 | 17/03/2022 11:00 AM ID: 187273349 | I feel we should try and make learning Gaelic as accessible as possible. |
| 13 | 18/03/2022 17:01 PM ID: 187403626 | It makes sense for their to be an established catchment area that alleviates the need for placing requests from within the council area. |

3. Page 3

2. Do you agree that the catchment area for Gaelic medium for Whinhill primary school should be the whole of the local authority area?

| Answer Choices | | | Response Percent | Response Total |
|----------------|-----------|--|------------------|----------------|
| 1 | Yes |  | 80.65% | 25 |
| 2 | No |  | 19.35% | 6 |
| 3 | Undecided | | 0.00% | 0 |
| | | | answered | 31 |
| | | | skipped | 0 |

This box gives an opportunity to explain the reason for your response. (13)




| | | |
|---|---|---|
| 1 | 02/02/2022 15:20 PM ID: 184090877 | Yes but transport should not be provided |
| 2 | 02/02/2022 20:35 PM ID: 184120595 | I think that Kilwinning GME is too far away for pupils in Skelmorlie who are in North Ayrshire. Perhaps the catchment could be about halfway and the Councils could cooperate and communicate to reach agreement. |
| 3 | 03/02/2022 13:34 PM ID: 184168451 | Whinhill Primary is designated school for Gaelic |
| 4 | 03/02/2022 15:08 PM ID: 184178898 | See previous. |
| 5 | 09/02/2022 17:09 PM ID: 184619446 | If available to all in Inverclyde then it should cover the whole area. |
| 6 | 12/02/2022 00:52 AM ID: 184812756 | Same as before, if you wish to teach a language, try mandarin or Japanese, |
| 7 | 12/02/2022 21:32 PM ID: 184842587 | I do not believe that we should have Gaelic in schools |
| 8 | 17/02/2022 18:38 PM ID: 185244571 | As it's the only Gaelic offering in Inverclyde the catchment should be whole of Inverclyde. |
| 9 | 02/03/2022 20:08 PM ID: 186087398 | I am not in favour of offering Gaelic language in schools |

2. Do you agree that the catchment area for Gaelic medium for Whinhill primary school should be the whole of the local authority area?

| | | |
|----|---|--|
| 10 | 15/03/2022 16:10 PM ID: 187128486 | All children in Inverclyde should have the opportunity to learn Gaelic. |
| 11 | 17/03/2022 10:56 AM ID: 187268947 | This will allow for the greatest opportunity for pupils within the council to more easily access GME. |
| 12 | 18/03/2022 17:01 PM ID: 187403626 | There is no other Gaelic provision within Inverclyde, therefore the whole council area should form the catchment area. |
| 13 | 18/03/2022 21:49 PM ID: 187419329 | Gaelic should be offered for the full council area. |

4. Page 4

3. Do you agree that free transport should be provided for those who live within Inverclyde but further than a mile by acceptable walking route from the school?

| Answer Choices | | | Response Percent | Response Total |
|----------------|-----------|---|------------------|----------------|
| 1 | Yes |  | 77.42% | 24 |
| 2 | No |  | 19.35% | 6 |
| 3 | Undecided |  | 3.23% | 1 |
| | | | answered | 31 |
| | | | skipped | 0 |

This box gives an opportunity to explain the reason for your response. (10)










| | | |
|---|---|--|
| 1 | 03/02/2022 15:08 PM ID: 184178898 | If their parents wish their children to attend a school that is not in their catchment why should the transport be subsidised when other children in the same position do not get it? |
| 2 | 09/02/2022 17:09 PM ID: 184619446 | Ultimately it is still a parental choice, suitable schools are available closer. Gaelic education provision is a luxury not a necessity. |
| 3 | 12/02/2022 00:52 AM ID: 184812756 | Obesity is rife, walking is good for the children. If they can walk it in 45 mins. |
| 4 | 12/02/2022 21:32 PM ID: 184842587 | I do not believe that we should have Gaelic in schools |
| 5 | 23/02/2022 23:51 PM ID: 185633109 | Other than the Overton area/close to the school, yes they should be able to get the bus |
| 6 | 26/02/2022 18:41 PM ID: 185795082 | It would be good to also demonstrate the environmental benefits of offering school transport versus a high number of cars driving to Whinhill Primary from all over inverclyde |
| 7 | 08/03/2022 11:05 AM ID: 186487293 | The school is difficult to access for the majority of Inverclyde residents who would like their children to experience Gaelic medium education. Either free transport should be provided, or a more central school used as the base. |

3. Do you agree that free transport should be provided for those who live within Inverclyde but further than a mile by acceptable walking route from the school?

| | | |
|----|---|---|
| 8 | 09/03/2022 21:52 PM ID: 186661505 | unnecessary expense |
| 9 | 17/03/2022 10:56 AM ID: 187268947 | I believe transport should be there to make access to GME as easy as possible within all areas of the council. |
| 10 | 18/03/2022 17:01 PM ID: 187403626 | Inverclyde covers a large area, it would be a lot to expect those living further than a mile from the school to provide their own transport to and from school. |

5. Page 5

4. I am responding in my capacity as a (please indicate by selecting the appropriate answer below):

| Answer Choices | | | Response Percent | Response Total |
|-----------------------------------|---|---|------------------|----------------|
| 1 | Parent/carer of a child at primary school |  | 41.94% | 13 |
| 2 | Parent/carer of a child at secondary school |  | 22.58% | 7 |
| 3 | Parent/carer of a child in nursery |  | 6.45% | 2 |
| 4 | Parent Council member (primary school) |  | 3.23% | 1 |
| 5 | Parent Council member (secondary school) | | 0.00% | 0 |
| 6 | Member of staff at primary school |  | 25.81% | 8 |
| 7 | Member of staff at secondary school |  | 3.23% | 1 |
| 8 | Church representative | | 0.00% | 0 |
| 9 | Elected Member | | 0.00% | 0 |
| 10 | Trade Union | | 0.00% | 0 |
| 11 | Member of the public |  | 22.58% | 7 |
| 12 | Member of Community Council | | 0.00% | 0 |
| 13 | Bord na Gaidhlig |  | 3.23% | 1 |
| 14 | Other group (please specify): |  | 3.23% | 1 |
| | | | answered | 31 |
| | | | skipped | 0 |
| Other group (please specify): (1) | | | | |

4. I am responding in my capacity as a (please indicate by selecting the appropriate answer below):

| | | |
|---|---|---|
| 1 | 02/02/2022 20:35 PM ID: 184120595 | Family of Gaelic speakers who lived in Fairlie, Bute and Inverkip.. |
|---|---|---|

6. Page 6

5. If you would like to make any comment on the proposal, or suggest an alternative option for consideration please do so in the space below:

| Answer Choices | | | Response Percent | Response Total |
|----------------|---|---|------------------|----------------|
| 1 | Open-Ended Question | | 100.00% | 12 |
| 1 | 02/02/2022 15:20 PM ID: 184090877 | Parents who pick this school should think about transport breakfast club should not be paid for if these parents get transport for free | | |
| 2 | 02/02/2022 15:36 PM ID: 184092670 | This will be great for the children and their Scottish identity. | | |
| 3 | 02/02/2022 20:35 PM ID: 184120595 | I applaud the efforts being made to increase Gaelic provision in the area. | | |
| 4 | 03/02/2022 13:34 PM ID: 184168451 | Why not the proposal a go and see how many actually boycott | | |
| 5 | 03/02/2022 15:08 PM ID: 184178898 | There should be no different rule because parents have been able to benefit from sending their children to Gaelic provision. | | |
| 6 | 09/02/2022 17:09 PM ID: 184619446 | In this day and age of cost savings having to be made, this seems like an unnecessary luxury. Everyone wants to get pupils into their school of choice it is discriminatory against parents from outwith the catchment area who put in a placing request for Whinhill but not for the Gaelic option. | | |
| 7 | 12/02/2022 00:52 AM ID: 184812756 | It would be better to focus on the basics and improve. | | |
| 8 | 12/02/2022 21:32 PM ID: 184842587 | I do not believe that we should have Gaelic in schools | | |
| 9 | 17/02/2022 18:38 PM ID: 185244571 | It's a welcome change. Gaelic is wonderful and having more accessibility for the whole of Inverclyde is extremely positive. Add in some good advertisements that Inverclyde has a Gaelic provision and we will no doubt see an increase in demand. | | |
| 10 | 08/03/2022 11:05 AM ID: 186487293 | Introducing children to Gaelic in primary school would be a fantastic step forward in encouraging awareness and use of the language. If it could be embedded in the curriculum for all schools and not limited to Whinhill Gaelic centre, that would be brilliant. I would love for my child to experience a Gaelic medium education, but current provision in Inverclyde is poor, difficult to access and underfunded. | | |
| 11 | 09/03/2022 21:52 PM ID: 186661505 | there should be higher priorities for council spending than gaelic provisions in central belt | | |
| 12 | 18/03/2022 17:01 PM ID: 187403626 | I wholeheartedly support the proposal to create a GME catchment area for Inverclyde. It will offer all children/families a new option which may have previously not been available | | |

5. If you would like to make any comment on the proposal, or suggest an alternative option for consideration please do so in the space below:

| | | | | |
|--|--|---|----------|----|
| | | to them. Provision of transport will ensure equity for those who live furthest from Whinhill, as the cost of transport is a huge factor when deciding on schools. | | |
| | | | answered | 12 |
| | | | skipped | 19 |

Consultation – Establishment of a catchment area for primary Gaelic provision

in Whinhill Primary School

Monday 21 February 2022 ~ Webex

Note of meeting

Separate register taken

R Binks welcomed everyone.

Introductions.

R Binks shared presentation providing overview of the consultation process:

- The Schools Consultation Act tells us that if a Council wishes to vary a catchment area for its schools they have to undertake statutory consultation.
- The consultation period opened on 01 February 2022 and will close on 18 March 2022
- As well as opportunities to respond online there are two public meetings.
- Education Scotland then receive the relevant results of the consultation and have 3 weeks to prepare their own report.
- The final report will then be collated and taken to the first Education Committee after the May 2022 election.
- If taken forward the proposed changes will take effect from August 2022.

R Binks shared why we are making changes and what they are:

- There is currently no identified catchment area for Gaelic Primary education in Inverclyde.
- This means that all pupils currently attend primary Gaelic medium education by means of a placing request
- The change is that the catchment area for Whinhill Primary Gaelic provision will be the whole of Inverclyde Council.

- Pupils who wish to attend Gaelic medium education in Inverclyde will no longer need to submit a placing request and will be entitled to transport in line with the Inverclyde transport policy for schools

Opportunity for questions as noted below. R Binks also indicated that if anyone had questions that they wished to ask privately that they indicate in the chat and she will arrange that they are answered.

R Binks thanked everyone for coming along. Another meeting will be held tomorrow in Whinhill Primary School at 6:30pm. Report will be shared with education Scotland on 18 March 2022.

| | |
|--|--|
| Name | |
| Capacity | Parent |
| Question | If a child attended GME at Whinhill then decided to return to EME, would they be able to return to their previous catchment school? |
| Answer RB MR LC LR EMCL | We would try to accommodate but sometimes there isn't space so they may have to wait. We would want to be fair and to meet the young person's needs. This would be a non-denominational school as we ask parents to make this choice when young person starts school. |

| | |
|----------|---|
| Name | |
| Capacity | Parent |
| Question | What mode of transport would be used? If there were many coming from one area would it be a bus or many taxis? Would it be door to door? |

| | |
|--------|---|
| Answer | <p>RB- it would be what was most cost effective and similar to approach used for other routes and schools, not necessarily door to door.</p> <p>LC- It would depend on how many. SPT will decide if it will be taxi, mini bus or a larger bus. Route is then determined which will probably be pick-ups along a mainstream route.</p> |
| RB | |
| MR | |
| LC | |
| LR | |
| EMCL | |

| | |
|----------|---|
| Name | |
| Capacity | Parent |
| Question | How would this work with staggered start and end times? |
| Answer | <p>Our bus presently comes for early times of 8:45 and 2:45.</p> <p>We assume that by August we will be back to normal start and end times and will have moved away from staggered times.</p> |
| RB | |
| MR | |
| LC | |
| LR | |
| EMCL | |

Consultation – Establishment of a catchment area for primary Gaelic provision

in Whinhill Primary School

Tuesday 22 February 2022 ~ Whinhill Primary School

Note of meeting

Separate register taken

R Binks welcomed everyone.

Introductions.

R Binks shared presentation providing overview of the consultation process:

- The Schools Consultation Act tells us that if a Council wishes to vary a catchment area for its schools they have to undertake statutory consultation.
- The consultation period opened on 01 February 2022 and will close on 18 March 2022
- As well as opportunities to respond online there are two public meetings.
- Education Scotland then receive the relevant results of the consultation and have 3 weeks to prepare their own report.
- The final report will then be collated and taken to the first Education Committee after the May 2022 election.
- If taken forward the proposed changes will take effect from August 2022.

R Binks shared why we are making changes and what they are:

- There is currently no identified catchment area for Gaelic Primary education in Inverclyde.
- This means that all pupils currently attend primary Gaelic medium education by means of a placing request
- The change is that the catchment area for Whinhill Primary Gaelic provision will be the whole of Inverclyde Council.

- Pupils who wish to attend Gaelic medium education in Inverclyde will no longer need to submit a placing request and will be entitled to transport in line with the Inverclyde transport policy for schools

Opportunity for questions as noted below. R Binks also indicated that if anyone had questions they wished to ask privately they could ask at the end of the meeting.

No questions raised regarding the establishment of a catchment area for primary Gaelic provision in Whinhill Primary School.

All present were in agreement that the proposal regarding the Whinhill Gaelic provision catchment area was a good idea.

R Binks thanked everyone for coming along.

Schools (Consultation) (Scotland) Act 2010

Report by HM Inspectors of Education addressing educational aspects of the proposal by Inverclyde Council to establish a Gaelic Medium Education catchment area for primary Gaelic provision in Whinhill Primary School.

March 2022

1. Introduction

1.1 This report from Education Scotland has been prepared by Her Majesty's Inspectors of Education (HM Inspectors) in accordance with the terms of the [Schools \(Consultation\) \(Scotland\) Act 2010](#) ("the 2010 Act"). The purpose of the report is to provide an independent and impartial consideration of Inverclyde Council's proposal to establish a catchment area for primary Gaelic Medium Education at Whinhill Primary School. Section two of the report sets out brief details of the consultation process. Section three of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section four summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the 2010 Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children and young people of the schools; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- virtual discussions with relevant consultees.

2. Consultation process

2.1 Inverclyde Council undertook the consultation on its proposal(s) with reference to the [Schools \(Consultation\) \(Scotland\) Act 2010](#). The formal consultation ran from 1 February 2022 to 18 March 2022. The proposal paper was distributed to a wide range of stakeholders. Interested parties were invited to respond to the statutory consultation by letter or electronically. The council provided a survey, to which 31 responses were received. The following is high-level summary of the views expressed by respondents in this survey.

- The majority (71%) agreed with the proposal to establish catchment areas for Gaelic Medium Education.
- Most (81%) agreed that the whole of the local authority should be the catchment area for Gaelic Medium Education.
- Most (77%) agreed that children should be provided with free transport if they reside further than a mile by an acceptable walking route.

The council held two public meetings to enable further consultation on the proposal. Stakeholders could choose to attend these meetings in person, or by using digital technology. Fewer than ten attended these meetings. The meeting attendees supported the proposal. They used the meeting to clarify a few points with the local authority. HM Inspectors consulted senior leaders, staff, parents and children to elicit views and discuss the educational benefits that would result from the proposal, should it be enacted. We evidenced strong consensus for the proposed catchment area. Stakeholders were positive about the availability of free transport for those who resided further than a mile by an acceptable walking route. Parents had a few concerns that included the council having a progressive strategy for Gaelic Medium Education to provide continuous 3-18 learning opportunities. Bòrd na Gàidhlig did not respond to the consultation. However, they are working with the council on their long-term strategy for Gaelic. Currently, Renfrewshire Council use the council's Gaelic Medium services. They have not responded to the consultation.

3. Educational aspects of proposal

3.1 The proposal from the council, if agreed, improves access to Gaelic Medium Education at the primary stages. This supports equity, equality and inclusion outcomes at the primary stages through the medium of Gaelic. This has potential to help the council meet the objectives of their Gaelic Language Plan. Parents feel that the proposal has potential to increase the numbers learning through Gaelic. They also felt that the service could be better promoted. This is a legislative requirement.

3.2 Parents value that this proposal would reduce barriers for them in accessing Gaelic Medium Education. These reduced barriers are financial, security of travel, being better able to balance commitments to their employment and their children's access to Gaelic Medium Education. Importantly, the more streamlined process for enrolment into P1 Gaelic Medium Education, without having to make a placing request to the council, provided better parity with the English medium sector. Parents felt that the proposal was part of the strategic approach required to provide progressive 3-18 Gaelic Medium Education.

4. Summary

HM Inspectors evaluated Inverclyde Council's proposal to establish a council-wide catchment area for Gaelic Medium Education at Whinhill Primary School. HM Inspectors agree that the proposal has potential to result in educational benefits. The proposal is well-received for its potential to strengthen the educational benefits associated with Gaelic Medium Education. HM Inspectors recommend that educational benefits would be enhanced further with clarity on secondary provision within the proposed catchment area.

HM Inspectors
March 2022

| | | | |
|-------------------------|---|--------------------|------------------------|
| Report To: | Education & Communities Committee | Date: | 14 June 2022 |
| Report By: | Corporate Director Education, Communities & Organisational Development | Report No: | EDUCOM/34/22/RB |
| Contact Officer: | Ruth Binks | Contact No: | 01475 712748 |
| Subject: | Education Update Report – Overview of National and Local Initiatives | | |

1.0 PURPOSE

- 1.1 The purpose of this report is to give an update on national and local projects and initiatives linked to education.

2.0 SUMMARY

- 2.1 This report contains updates on the following:

COVID -19 updates

- Latest guidance to schools and ELCs update

Service updates

- Attendance update
- Latest update from SQA
- Elective Home Education Consultation
- Parental Engagement (PIE) Consultation
- Professional Learning GTCS award
- National Improvement Framework - A consultation on enhanced data collection for improvement
- National consultation on school uniform

3.0 RECOMMENDATIONS

- 3.1 The Education and Communities Committee is asked to note the updates contained within this report

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

4.0 COVID 19 UPDATES

4.1 Reducing the risks in schools guidance

Schools and ELCs have been following guidance on reducing risks in schools since the 1st of May 2022. This guidance is non-statutory. It provides an outline of the principles for managing schools at this time. In the main most of the mitigation requirements have been withdrawn, however we encourage and support where individuals wish to continue wearing masks for example. Where a risk assessment determines this would be required in relation to the health needs of an individual pupil this will be required. We continue to promote and encourage good hygiene habits including handwashing.

The latest version of this guidance can be found at this link:

<https://www.gov.scot/publications/coronavirus-covid-19-guidance-on-reducing-the-risks-in-schools/>

4.2 Attendance

Since our return from the Easter holidays and at the time of writing attendance has improved back to a picture we were more familiar with pre pandemic. Overall averages for the full year will be affected by the infection rates of the autumn and spring terms. Inverclyde schools remain broadly in line and above the overall national average.

More data on this can be found at the link below. Please note that from 2nd May onwards the Scottish Government have removed the covid/non-covid absence part.

COVID19 - Schools and Childcare Information August 2021 | Tableau Public:

<https://public.tableau.com/app/profile/sg.eas.learninganalysis/viz/COVID19-SchoolsandChildcareInformationAugust2021/Introduction>

Staff absence rates are much improved in comparison to the last report to committee in March 2022. This means that the additionality in schools in not being used to cover staff absences in the same way and can be used to best effect to support ongoing recovery work.

4.3 Scottish Qualifications Authority (SQA) update

The exam diet began on Tuesday 26 April 2022 and runs until Wednesday 1 June 2022. Results day this year is Tuesday 9 August 2022.

Young people in S4-6 are currently on study leave and schools are offering continued support through subject workshops in the lead up to the exam. Schools are also constantly accessible for young people who choose to study in school rather than at home. For those young people who are not undertaking formal exams because they have completed courses that are assessed by teaching staff, West College Scotland have offered a series of taster courses over the month of May.

Looking ahead to 2022-23, SQA have confirmed that the modifications made to courses for 2021-22 will remain in place next session. This is in recognition that disruption to learning will not go away after the summer and will give clarity to staff to begin preparations.

4.4 Scottish Government Home Education Guidance Consultation

This consultation seeks the local authority's views on the draft updates to the existing Home education guidance, published in 2007. This guidance is published under Section 14 of the Standards in Scotland's Schools Act 2000, and local authorities are to have regard to the guidance. The draft guidance sets out the roles and responsibilities of local authorities and parents in relation to home education. It provides information on the relevant law and the process for withdrawing a child from school. The draft guidance also offers information and guidance for local authorities and parents on developing positive relationships based on mutual trust that function in the best interests of the child or young person. Inverclyde Education Services will submit a written response to this consultation and will also contribute to a West Partnership response by 13 July 2022.

Scottish Government will consider all the responses and feedback gathered from meetings with

stakeholders, and will publish a response to the consultation. Following this Scottish Government will publish an updated home education guidance document.

The consultation paper can be accessed here [Home education guidance: consultation – https://www.gov.scot/publications/home-education-guidance-consultation/](https://www.gov.scot/publications/home-education-guidance-consultation/) . Additional time was built in to this consultation period to take account of the pre-election period for the Local Authority elections on 5 May 2022.

4.5 Inverclyde Parental Engagement Strategy

There is a requirement by law (the Scottish Schools (Parental Involvement) Act 2006) to produce a Parental Engagement strategy for the local authority and to meet requirements to refresh the Strategy every three years, taking into account the Scottish Government's 'Learning Together' strategy when doing so. We presently have an Inverclyde Council Education Services Parental Engagement Strategy which is under review.

In February 2022 Inverclyde Education Services participated in the National Parental Involvement and Engagement Census, a wide scale survey of parents and families, to gather parental views and opinions of our current educational provision and to identify available opportunities for parents to become engaged in their child's learning and in school improvement. Further consultation with representatives of Parent Councils, school leadership teams and partners has been carried out over this academic year to support the review of Inverclyde Parental Engagement Strategy.

The reviewed strategy, to be launched in the next academic session, will identify areas for improvement for both the Education Authority and all of our educational establishments, and will reflect the continued development of family learning approaches as part of the Inverclyde Attainment Challenge and use of pupil equity funding to help support family engagement. Through the development of strengthened school and parent partnerships across our educational establishments, the reviewed strategy will seek to ensure that parents are fully informed about their children's education and learning, are welcomed and involved in the life of their child's school, are able to support learning at home and to participate fully in family learning activities, are encouraged to express their views and take part in decision making and are involved in forums for discussion and debate on education policy.

4.6 GTC Scotland Excellence in Professional Learning Award

The Inverclyde Education Professional Learning Community has been presented with an Excellence in Professional Learning Award for Schools and Learning Communities by the General Teaching Council for Scotland (GTC Scotland), the teaching profession's independent registration and regulation body.

This award celebrates and recognises schools and learning communities that support and lead professional learning which has a significant and sustained impact on teachers, classroom practice and the learning of children and young people. For Inverclyde, it places a spotlight on the excellent work taking place in our classrooms and early years' establishments.

The application was submitted in 2020 however due to the pandemic it has taken 2 years to be awarded.

The areas of highly effective practice that led to the achievement include:

- The wealth of Professional Learning opportunities delivered by the Attainment Challenge Team and practitioners across the authority.
- The Model of Professional Learning delivered by the Attainment Challenge Team where Professional Learning has been used to develop and deepen knowledge about learning and teaching, subject knowledge, and curriculum and policy, backed up with coaching and modelling in class to fully embed and ensure sustainability.
- The commitment of teachers and early years' practitioners to Leadership Pathways which provide opportunities for effective collaboration and professional support.
- The focus on succession planning to prepare practitioners for the next step in their

career, evidenced through the range of programmes available.

- The bespoke nature of a range of programmes to meet staff needs, developed in light of robust self-evaluation. Key areas of development include an increased focus on the analysis of data to further inform improvements, additional training to support health and wellbeing and a greater focus on early years.

The Inverclyde Professional Learning Community joins 19 schools and teacher learning communities from across Scotland that have received the award this year.

4.7 National Improvement Framework - A consultation on enhanced data collection for improvement

In 2021, both the Organisation for Economic Co-operation and Development (OECD) and Audit Scotland published reports which made recommendations relating to data collection and the need to ensure it reflects the ambitions of a Curriculum for Excellence.

In light of these recommendations, there are two areas of focus for this consultation:

- how to ensure that the basket of key measures to assess progress towards closing the poverty related attainment gap reflects the wider ambitions of the curriculum
- the value of the wider data for improvement purposes, both qualitative and quantitative, and the range of data needed by schools, education authorities and at the national level in order to fulfil their different requirements

The results of this consultation will also inform the plans for a national discussion on the vision for Scottish education, which is being taken forward in response to the recommendation in Professor Ken Muir's report, 'Putting Learners at the Centre: Towards a Future Vision for Scottish Education: <https://www.gov.scot/publications/putting-learners-centre-towards-future-vision-scottish-education/>

Education Services will work with school leaders to respond to this consultation by the deadline in July 2022.

A link to more information about the consultation can be found here: <https://consult.gov.scot/national-improvement-framework/a-consultation-on-enhanced-data-for-collection/>

4.8 The Scottish Government has launched a consultation to seek views on school uniform in Scotland. The consultation will run from 19 May 2022 until 14 October 2022.

They are seeking the views of anyone with an interest in school uniform on a range of questions which will be used to inform national policy and guidance on school uniform in Scotland. The consultation is running over an extended period which includes school summer holidays. The consultation has been extended to enable education authorities and schools time to consider and provide their views. It is also recognised that the school summer holidays are usually when families will be considering uniform items for the coming school year.

The consultation is available from our Citizen Space website through the following link: School uniforms in Scotland - Scottish Government - Citizen Space (consult.gov.scot), which includes information on the consultation and how to respond.

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

None.

5.3 Human Resources

None.

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 |
| 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 |
|---|----|

5.5 Repopulation

N/A.

6.0 CONSULTATIONS

- 6.1 Yes – the report outlines two conations that the service will respond to and repost back on another carried out in relation to early years.

7.0 BACKGROUND PAPERS

- 7.1 Where applicable links have been provided in the sections where relevant.

| | | | |
|-------------------------|---|--------------------|------------------------|
| Report To: | Education & Communities Committee | Date: | 14 June 2022 |
| Report By: | Corporate Director Education, Communities & Organisational Development | Report No: | EDUCOM/35/22/LW |
| Contact Officer: | Linda Wilkie | Contact No: | 01475 712812 |
| Subject: | Early Learning and Childcare Update Report | | |

1.0 PURPOSE

- 1.1 The purpose of this report is to give an update on developments in the Early Learning and Childcare (ELC) sector.

2.0 SUMMARY

- 2.1 This report contains updates on the following:

- Blairmore Nursery School Leadership;
- Early Years Earmarked Reserve;
- Early Years Admissions;
- Happitots Inverkip and Greenock;
- West College Scotland;
- Parental Consultation.

3.0 RECOMMENDATIONS

- 3.1 The Education and Communities Committee is asked to note the updates contained within this report.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

4.0 BLAIRMORE NURSERY SCHOOL

- 4.1 Blairmore Nursery School is located in the East End of Greenock. It shares a campus with All Saints Primary School. The School provides ELC for 72 children aged 3 -5 years and 15 children aged 2 – 3 years. Family support services are provided within the school and the community.
- 4.2 The current Head teacher retires in August 2022. As a result there is a need to consider the future leadership of the school and begin an informal consultation around this. An acting Head teacher will be sought for the year 2022/23 to allow for an initial informal consultation and then a possible formal consultation to be carried out. A further paper on this will be brought to the September 2022 committee.

5.0 EARMARKED RESERVE

- 5.1 Inverclyde Council has received specific revenue grant funding from Scottish Government since 2018. This funding has increased incrementally since this date and is ring fenced to support the roll-out of the 1140 hours expansion. Over the past 2 years there has been a significant underspend in this budget.
- 5.2 The use of the earmarked reserve for 22 / 23 focusses on recovery and almost all interventions approved for session 2021 / 22 will continue.

Details of the interventions are provided in the table below:

| COVID-19 Recovery Interventions | |
|---|---|
| Intervention | Detail |
| Staffing | Teachers, ELC practitioners and support staff to support children and close the attainment gap. |
| Resources | Additional resources to support recovery and curriculum developments. |
| Family support work in local authority settings | Family Support Workers to support families within ELC settings and in the home and community. |
| Family support work in 3 rd sector | Intensive family support work delivered by a 3 rd sector provider. |

| Health and Wellbeing Interventions | |
|---|---|
| Intervention | Detail |
| Music | A staff training programme and direct delivery of a therapeutic music programme. |
| Emotional Literacy | Development work, training and implementation of an emotional literacy programme to support the emotional wellbeing and recovery of children and families. |
| Communication and Language | Joint project between Speech and Language therapy and Education Service to close gap in children's development which is evidenced in the findings of the 27 – 30 month health review. |

| Play Pedagogy (Early Level) | |
|------------------------------------|---|
| Intervention | Detail |
| Staffing | A range of 1 year secondments for leaders and practitioners to support the implementation of the entitlement to Play Pedagogy (ELC and Primary 1 and 2) |
| Professional Learning | An expansive programme of professional learning for leaders, practitioners and support workers. |
| Funding allocation | An allocation of funding to all Primary Schools for training and learning and teaching resources. |

| Infrastructure Developments | |
|------------------------------------|--|
| Intervention | Detail |
| Direct Access | Development of direct access to outdoor learning as per Care Inspectorate legislation. |
| Shelters / canopies | To ensure children and staff are appropriately protected in the outdoor environment. |
| Environmental Improvements | To improve the outdoor environment in line with best practice advice from Care Inspectorate. |
| Resources | An allocation of funding for outdoor equipment, loose parts and waterproof clothing. |

| ICT Developments | |
|-------------------------|--|
| Intervention | Detail |
| Kit | Resources to support learning, teaching and assessment and resources as advised by Education Scotland. |
| Wifi | An upgrade to WiFi capacity in some settings. |

| Other | |
|---------------------|--|
| Intervention | Detail |
| Wraparound Income | Reduction in wraparound income due to increased entitlement. |
| Contingency | Projects still to be confirmed |

6.0 ELC ADMISSION SUMMARY FOR SESSION 2022 / 23

- 6.1 The admissions process for children aged 3 – 5 years is undertaken annually in March and April. The admissions process is centralised; however establishments are responsible for collating applications and submitting to HQ for processing and allocation.
- 6.2 In session 22 / 23 1,311 children aged 3 – 5 years will receive ELC. This can be broken down as follows:

| Category | Number of Children |
|---|---------------------------|
| January / February deferred entries (automatic) | 43 |
| August to December deferred entries (discretionary) | 23 |
| Returning children (pre-school) | 661 |
| New applicants (ante-pre-school) | 584 |

- 6.3 Out of the 584 new applicants 85.6% were allocated a place in a local authority setting; 13.3% were allocated a place in private, voluntary or independent setting, 1.1% were allocated a blended place (childminder / ELC settings).

All applicants have been allocated an ELC place from choices on the application form or an offer of a place from within their defined area. Allocation percentage rates are as follows:

| Parental Choice of Establishment | % of Applications |
|---|--------------------------|
| 1 st | 80.6% |
| 2 nd | 6.5% |
| 3 rd | 5.3% |
| 4 th | 0% |
| 5 th | 0.1% |
| Offer | 7.5% |

This data evidences that most families were allocated their 1st choice establishment. Almost all applicants received one of their identified choices.

- 6.4 As reported to previous Committees there are some pressures on allocation of places. For session 22 / 23 these are:

Capacity

Across the Authority there is an increased pressure on capacity. The reasons for this include:

- An increased number of deferred entries;
- The closure of West College Nursery;
- Lower uptake of places at one PVI setting;
- Lower uptake of places with childminders.

There is a particular challenge in the Port Glasgow locality. The service will continue to monitor capacity and uptake and where possible adjust services to meet demand. Officers will continue to engage with families who are unhappy with their allocation.

Model of Attendance

As in previous years Model 1 (Term-time 09:00 – 15:00 hours) is oversubscribed in some areas. We continue to review the number of Model 1 places available and increase this where capacity allows. For session 22 / 23 there are 919 Model 1 places across the Authority. 40 applications for this model were unsuccessful.

Deferred Entries

The number of deferred entries has increased for session 22 / 23. From August 2023 all children born between August and December will be entitled to an automatic deferred entry. It is likely that additional places to meet this demand will be required. Information on funding from Scottish Government for this is not yet available.

7.0 HAPPITOTS GREENOCK AND INVERKIP UPDATE

- 7.1 Inspections by the Care Inspectorate of Happitots (Greenock) and Happitots (Inverkip) in 2021 resulted in both settings failing to meet Scottish Government's national standard and Inverclyde Council's contract.

Officers from Education Services have continued to provide support and challenge to both settings. Since the reduction in COVID 19 restrictions more meetings are taking place face-to face. This enables Officers to make more robust judgements.

- 7.2 There is evidence of progress in both settings. Inverkip is making significant progress with slower progress noted in Greenock. This has been addressed by changing the management structure in Greenock.

Officers will continue to monitor progress during the improvement period. Scottish Government has recently announced flexibility in this timeline which allows the improvement period to be extended until June 2023

- 7.3 Happitots' current contracts to provide funded Early Learning and Childcare (ELC) finish in July 2022. In line with Scottish Government guidance both nurseries will receive a fixed term contract from August 2022 until the end of the extended improvement period in June 2023. It is anticipated both setting will meet both Scottish Government's national standard and Inverclyde Council's contract by this time.

8.0 WEST COLLEGE SCOTLAND NURSERY

- 8.1 West College Scotland nursery is located in the Finnart Campus in Greenock. The service is registered to provide 48 Early Learning and Childcare (ELC) places. It provides childcare for students and is contracted by Inverclyde Council to provide ELC places for children in the community. On 15 December 2021 Education Services was informed that a decision has been taken

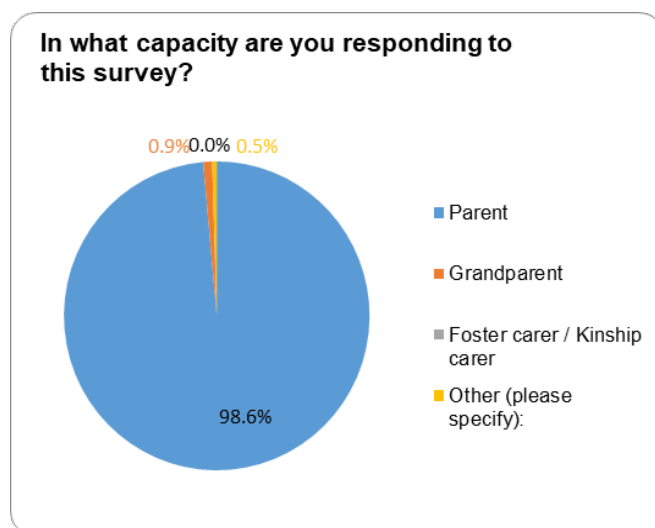
to close the nursery on 17 June 2022.

- 8.2 Currently 23 children receive their ELC entitlement in West College Nursery. 13 of this cohort will move on to school and will therefore not be affected by the closure. The 10 children who are ante pre-school and are returning for another year of ELC have been allocated an alternative placement. Transition work is currently underway.
- 8.3 Childcare staff from the nursery are being supported in relation to employment opportunities within the local authority. This includes interview support; automatic entry on to supply register and a guaranteed interview for posts where they meet the essential criteria.

9.0 EARLY LEARNING AND CHILDCARE CONSULTATION

- 9.1 Local authorities have a statutory duty to consult every two years on the provision of Early Learning and Childcare (ELC), to inform the planning and delivery of services. Inverclyde Council (Education Services) consulted with the public between 15th November 2021 and 6th December 2021. This consultation should have been undertaken in 2020 but was delayed due to the COVID-19 pandemic.
- 9.2 The consultation aimed to gain insight around the following areas:
- Information on the current service delivery ;
 - The future delivery of ELC;
 - Anticipated needs around childcare.
- 9.3 The survey was promoted across the Inverclyde area by Corporate Communications and educational establishments. Due to the COVID-19 pandemic the consultation was completed as an online survey. There were no public events.
- 9.4 211 people responded to the consultation. This is a reduction in responses in comparison to the 280 responses received in 2019. The virtual nature of the survey due to the COVID-19 pandemic may have had an impact on the response rate as the previous consultation included face to face events.
- 9.5 The following section shows the responses to the questions asked in the survey.

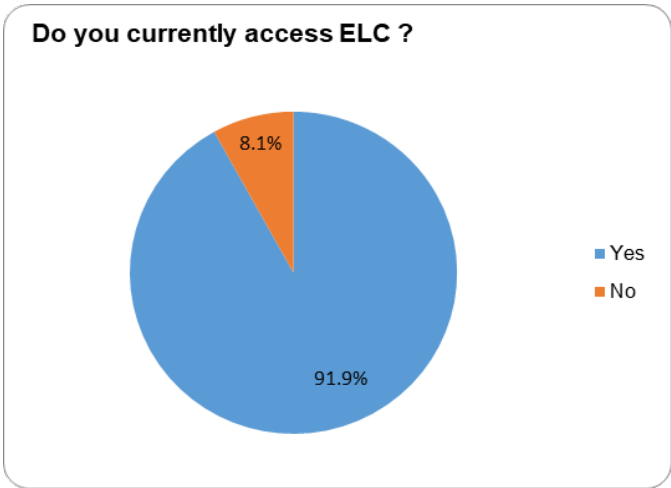
Table 1:



Note:

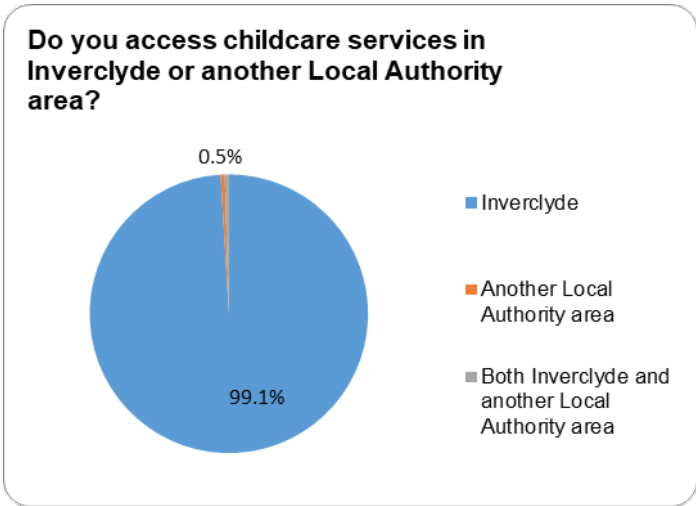
The response rate of parents completing this survey is slightly higher in comparison to the 2019 survey where the percentage rate was 97.6%.

Table 2:



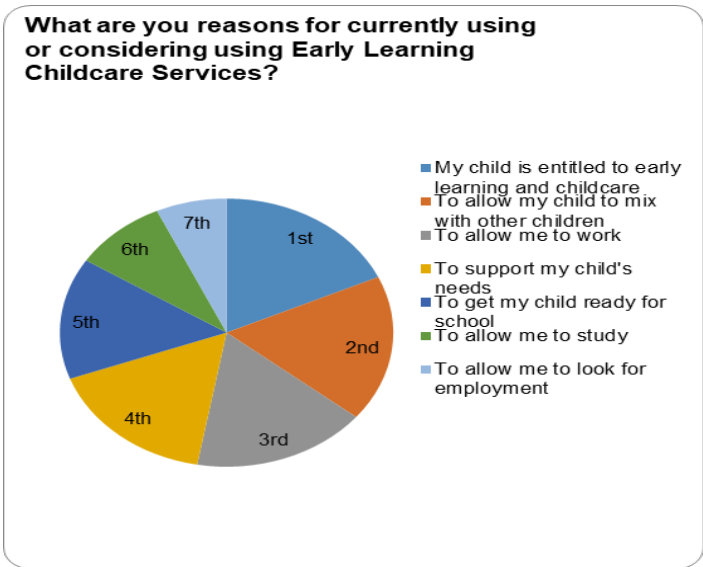
Note:
The response rate of those currently accessing ELC is higher than the 2019 survey. This is likely to relate to the increase in the ELC offer.

Table 3:



Note:
Almost all families access provision in Inverclyde. A few families access provision in neighbouring authorities. This is related to respondents' employment location.

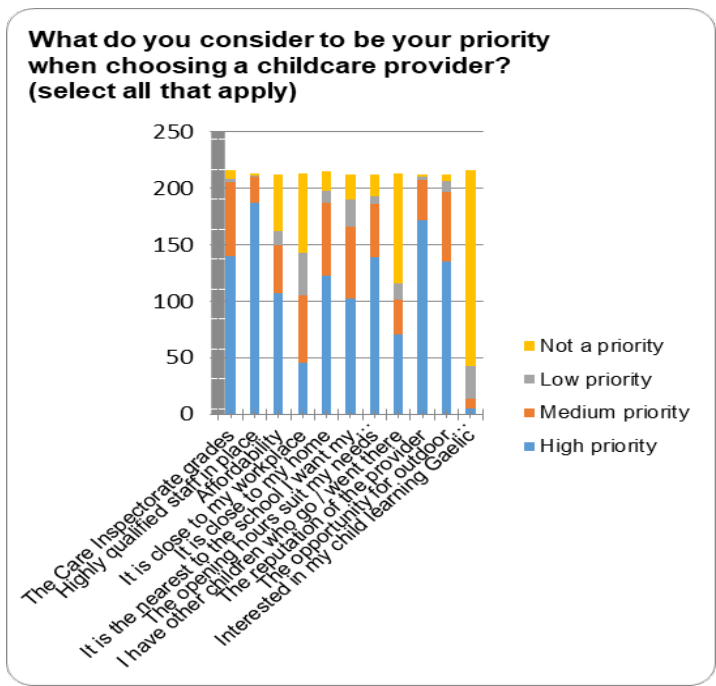
Table 4:



Notes:
The most important reasons for using or considering ELC is in relation to entitlement, supporting their child and for employment.

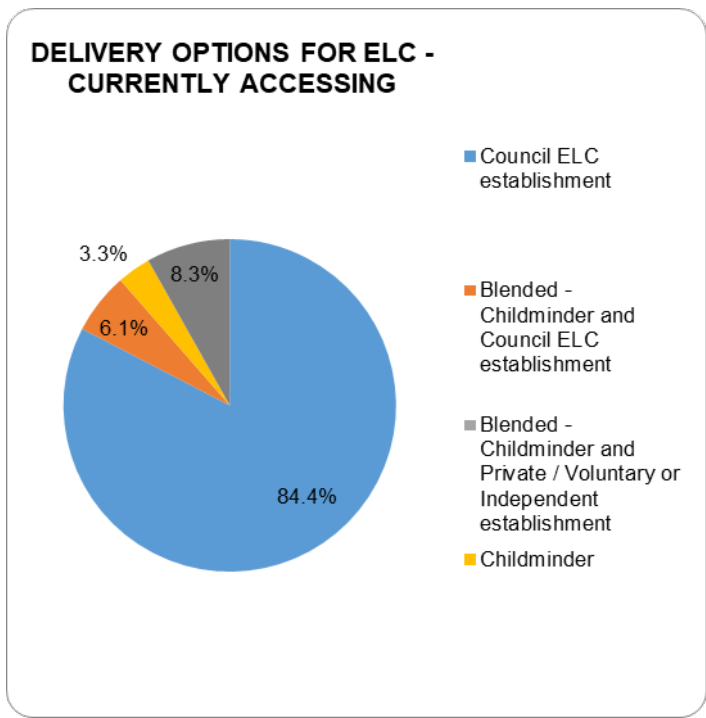
Fewer families identified looking for employment, studying and getting child ready for school as reasons for using or considering ELC.

Table 5:



Note:
The highest priority for choosing a childcare provider related to the quality of the provision including staff; Care Inspectorate grades and reputation. The lowest priority being Gaelic medium education.

Table 6:



Note:
Local Authority settings were the most popular setting with 84.4% of respondents identifying this option.

9.6 The survey asked respondents to provide feedback on the current service delivery; future delivery of ELC and anticipated needs for childcare. These responses have been grouped into categories in the table below:

| Comments | Next Steps |
|---|--|
| Availability of models to suit family need and ability to personalise placements. | <p>In every defined ELC area there is choice of term-time and extended year provision. There are 5 models of delivery including full days, part days, term time and extended year.</p> <ul style="list-style-type: none">81% of Local authority 3-5 places are delivered as a term time model;17% are delivered as extended year model; |

| | |
|---|---|
| | <ul style="list-style-type: none"> 2% are allocated to wrapround places. <p>The 1140 hours expansion programme of hours has been implemented in line with Scottish Government blueprint that provides a range of delivery options:</p> <p>We will continue to review models and availability on an annual basis.</p> |
| Publicity and flexibility in blended care. | <p>Information on blended care is publicised online and information is included on Inverclyde Council's ELC application form; however this will be further developed in response these comments.</p> <p>Blended care places have to maximise the capacity at establishments and to ensure the sustainability of childminders. This can limit flexibility in patterns offered.</p> |
| Development of wrapround provision and bespoke packages of ELC. | <p>Flexibility is continuing to be developed. There will continue to be different models (eg length of day) and availability dependant on the type / size of setting.</p> <p>There will be a further expansion in April 2022 when wrapround will be available in all establishments.</p> <p>We will ensure that improved information is available to assist parents make informed choices.</p> |
| Availability of term-time model and the lack of school aged childcare meaning that extended day is not suitable for families with children in both ELC and Primary. | <p>The council recognises the demand for term-time placements. The majority of nursery places are term-time; however we recognise that this model is the preferred option of most parents. We will continue to increase availability where capacity allows.</p> <p>There is a commitment from Scottish Government to developing school aged childcare in the course of the current parliament.</p> |
| The implications of implementing the 1140 hours expansion during a pandemic | <p>Inverclyde Council was ready to implement the expansion programme at the original implementation date including recruitment of new staff and infrastructure.</p> <p>Feedback from almost all families has been extremely positive.</p> <p>We continue to review the implementation of the expansion programme and make changes as required.</p> |
| Lack of childcare for working parents with children under 3 | <p>The Local Authority does not have a duty to provide childcare / wrapround places but continues, where capacity allows, to increase places for children under 3.</p> <p>As part of the expansion programme there has been a significant increase in places for children who are entitled to 2 year old place. This supports working families on a low income.</p> <p>Childcare placements are available in the private, voluntary and independent sector.</p> |
| Issues relating to defined areas and nursery class allocations | <p>Each locality in Inverclyde has a range of provision to ensure no family is disadvantaged if their closest setting does not offer the service they require e.g. extended day, provision for children under 3.</p> <p>There is no correlation between ELC defined areas and school</p> |

| | |
|--|--|
| | catchment areas. All ELC settings are non-denominational and placements are allocated as per the Admission policy. This does not prioritise children who will attend the primary school. |
|--|--|

9.7 Conclusion / Next Steps

The consultation exercise did not identify significant issues or gaps in the current delivery of ELC across the Authority. Many of the issues raised, for example term-time provision and wrapround / childcare, are recognised by the ELC service. Where capacity allows we will continue to develop these services.

Across Inverclyde there is a high level of provision for children under 3; however this is prioritised for vulnerable children and for children who meet Scottish Government's criteria for funded provision. The Authority does not have duty to provide private childcare for children under 3; however where there is capacity we offer this. The Government has plans, in the current parliamentary term, to develop funded childcare for children under 3 which may resolve this issue.

We will improve information and publicity on provision, placements, flexibility, wrapround care and blended care.

A full report on the consultation will be published. All actions identified will be included in the ELC delivery plan for 2023.

10.0 IMPLICATIONS

10.1 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 | | | | | |

10.2 Legal

None.

10.3 Human Resources

None.

10.4 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 |
| 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 |

10.5 **Repopulation**

None.

11.0 **CONSULTATIONS**

11.1 None.

12.0 **BACKGROUND PAPERS**

12.1 None.

| | | | |
|-------------------------|--|--------------------|------------------------|
| Report To: | Education and Communities Committee | Date: | 14 June 2022 |
| Report By: | Corporate Director Education, Communities & Organisational Development | Report No: | EDUCOM/38/22/RB |
| Contact Officer: | Ruth Binks | Contact No: | 01475 712761 |
| Subject: | Election of Parent Representative and Teacher Representative to the Education & Communities Committee | | |

1.0 PURPOSE

- 1.1 The purpose of this paper is to inform the Committee of the results of the nominations of a Parent Representative and Teacher Representative to the Education and Communities Committee.

2.0 SUMMARY

- 2.1 Following the Committee meeting in June, the election process for representatives was established in accordance with the approved Scheme of Arrangements.
- 2.2 Two nominations were received for the Teacher Representative and therefore a ballot is required. The outcome of the ballot will not be known until after this committee.
- 2.3 No nominations have been received for the Parent Representative to date. This matter will be raised with the Parent Council Chairs at their next meeting and officers will continue to pursue this matter.

3.0 RECOMMENDATIONS

- 3.1 The Committee is asked to note that a ballot is being held for the Teacher Representative to serve on the Education and Communities Committee and that the results of the ballot will be brought to the next committee.
- 3.2 The Committee is asked to note that to date no nominations have been received for the Parent Representative to serve on the Education and Communities Committee.

Ruth Binks
Corporate Director
Education, Communities and Organisational Development