

**PLEASE NOTE TIMES OF MEETING**

**A meeting of the Education & Communities Committee will be held on Tuesday 5 September 2023.**

**The Communities business will commence at 2pm and the Education business at 4pm.**

**Members may attend the meeting in person at Greenock Municipal Buildings 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 4 September 2023 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, Democratic, Digital & Customer Services

**\*\* to follow**

**BUSINESS**

1. <b>Apologies, Substitutions and Declarations of Interest</b>	Page
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<b>PERFORMANCE MANAGEMENT</b>	
2. <b>Communities Revenue Budget Report – Final Outturn 2022/23 and 2023/24 Projected Outturn at 30 June 2023</b> Report by Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	p
3. <b>Communities Capital Programme Progress and Asset Related Items</b> Report by Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	p
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6.	<b>Pilot Provision of Condoms in Libraries</b> Report by Corporate Director Education, Communities & Organisational Development	p
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<b><u>EDUCATION</u></b>		
<b>PERFORMANCE MANAGEMENT</b>		
9.	<b>Education Revenue Budget Report – Final Outturn 2022/23 and 2023/24 Projected Outturn at 30 June 2023</b> Report by Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	p
10.	<b>Education Capital Programme 2022/26 - Progress</b> Report by Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	p
11.	<b>Education Services Improvement Plan 2023-24</b> Report by Corporate Director Education, Communities & Organisational Development	p
<b>NEW BUSINESS</b>		
12.	<b>Education Update Report – Overview of Local and National Initiatives</b> Report by Corporate Director Education, Communities & Organisational Development	p
13.	<b>Secondary Gaelic Education in Inverclyde – Consultation on Catchment Area for GME Provision at Inverclyde Academy</b> Report by Corporate Director Education, Communities & Organisational Development	p
14.	<b>Amendments to the Inverclyde Policy on Admissions and Pupil Placement in Mainstream Schools</b> Report by Corporate Director Education, Communities & Organisational Development	p
<p><b>The documentation relative to the following item has been treated as exempt information in terms of the Local Government (Scotland) Act 1973 as amended, the nature of the exempt information being that set out in paragraph 6 of Part I of Schedule 7(A) of the Act.</b></p>		

<p>15. <b>Governance of External Organisations – Early Years Private, Voluntary and Independent Providers in Partnership with Inverclyde Council</b>  Report by Corporate Director Education, Communities &amp; Organisational Development providing an update on matters relating to the governance of funded providers.</p>	<p><b>p</b></p>
<p>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.</p> <p>Please note: this meeting may recorded or live-streamed via YouTube and the Council’s internet site, where it will be capable of repeated viewing. At the start of the meeting the Provost/Chair will confirm if all or part of the meeting is being recorded or live-streamed.</p> <p>You should be aware that the Council is a Data Controller under the Data Protection Act 2018. Data collected during any recording or live-streaming will be retained in accordance with the Council’s published policy, including, but not limited to, for the purpose of keeping historical records and making those records available via the Council’s internet site or You Tube.</p> <p>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.</p> <p>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.</p> <p>If you have any queries regarding this and, in particular, if you believe that use and/or storage of any particular information would cause, or be likely to cause, substantial damage or distress to any individual, please contact the Information Governance team at <a href="mailto:dataprotection@inverclyde.gov.uk">dataprotection@inverclyde.gov.uk</a>.</p>	

Enquiries to – **Diane Sweeney**– Tel 01475 712147

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>5 September 2023</b>
<b>Report By:</b>	<b>Chief Financial Officer and Corporate Director Education, Communities &amp; Organisational Development</b>	<b>Report No:</b>	<b>FIN/45/23/AP/IC</b>
<b>Contact Officer:</b>	<b>Iain Cameron</b>	<b>Contact No:</b>	<b>01475 712832</b>
<b>Subject:</b>	<b>Communities Revenue Budget Report - Final Outturn 2022/23 and 2023/24 Projected Outturn at 30 June 2023</b>		

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## **1.0 PURPOSE AND SUMMARY**

- 1.1  For Decision  For Information/Noting
- 1.2 To advise Committee of the 2022/23 Communities Revenue Budget final outturn and the 2023/24 Revenue Budget position at 30 June 2023.
- 1.3 In 2022/23, excluding Earmarked Reserves, there was an under spend of £34,000 against a revenue budget figure of £4.571m. This equates to 0.7% of the total budget and was £7,000 less expenditure than previously reported to Committee in May 2023. More details are provided in sections 3.3 and 3.4 of the report.
- 1.4 The total Communities Revenue Budget for 2023/24, excluding Earmarked Reserves, is currently £5.836m. The latest projection is an underspend of £391,000. More details are provided in section 3.5 of the report and the appendices.

## **2.0 RECOMMENDATIONS**

- 2.1 It is recommended that the Committee note the final outturn for the 2022/23 Communities Revenue Budget and note the current projected underspend for 2023/24 of £391,000 as at 30 June 2023.
- 2.2 It is recommended that the Committee notes that £323,000 of the projected underspend relates to Inverclyde Leisure utility costs and is due to reduced unit rates. This budget is ring fenced and cannot be used for any other purpose. Any excess budget will be returned to the non-pay inflation contingency.
- 2.3 It is recommended that Committee approves the virements of £25,000 from the Community Grants Fund to Community Hall Waivers and £120,000 from the Environment & Regeneration Committee relating to 7 ½ John Wood St.

**Alan Puckrin**  
**Chief Financial Officer**

**Ruth Binks**  
**Corporate Director**  
**Education, Communities & ODHR**

### 3.0 BACKGROUND AND CONTEXT

3.1 The purpose of this report is to advise Committee of the current position of the 2023/24 Revenue Budget, as well as the 2022/23 final outturn and to highlight the main variances contributing to the £34,000 underspend for 2022/23 and the projected underspend of £391,000 for 2023/24.

3.2 The current Communities Revenue Budget for 2023/24 is £5.836m which is an increase of £192,000 from the Approved Budget. Appendix 1 provides more details of the budget movement.

### 3.3 2022/23 Outturn

The final outturn for the Communities 2022/23 Revenue Budget, excluding Earmarked Reserves was an under spend of £34,000. This was £7,000 less expenditure than reported to the last Committee in May 2023.

The outturn in specific service areas was as follows:

	Revised Budget 2022/23 £000	Outturn 2022/23 £000	Variance To Budget £000	P11 Projected Variance £000	Movement Since P11 Projection £000
Libraries & Museum	1,829	1,835	6	17	(11)
Sports & Leisure	740	804	64	65	(1)
Community Safety	549	496	(53)	(49)	(4)
Community Halls	1,075	1,009	(66)	(60)	(6)
Community Grants Fund	378	393	15	0	15
<b>TOTAL NET EXPENDITURE</b>	<b>4,571</b>	<b>4,537</b>	<b>(34)</b>	<b>(27)</b>	<b>(7)</b>

3.4 The major variances making up the under spend were as follows -

- (a) Underspend of £62,000 for Employee Costs due to a number of vacant posts within Libraries and School Crossing Patrollers.
- (b) Overspend of £29,000 for Office Accommodation and Property Insurance
- (c) Overspend of £64,000 for Under 16s Free Swimming.
- (d) Underspend of £28,000 for Summer Playschemes due to grant funding being substituted for core budget.
- (e) Overspend of £23,000 due to movement in the Bad Debt Provision.

(f) Under recovery of £25,000 for Libraries & Museum Income.

(g) Over recovery of £80,000 for Lets of Schools 3G pitches.

### **3.5 2023/24 Projected Outturn (£391,000 underspend 6.7%)**

The main projected variances contributing to the net underspend are listed below:

- (a) Projected overspend of £49,000 for Electricity and projected underspend of £374,000 for Gas within Sports & Leisure. This relates to Inverclyde Leisure utility bills which Inverclyde Council became responsible for from 1 April 2023. There was a reduction in the Inverclyde Leisure Management Fee as a result. This underspend is due to a reduction in the cost of gas since the budget was finalised. These savings will be treated as a windfall and the excess budget returned to the non-pay inflation contingency.
- (b) Projected underspend of £42,000 for Community Safety Employee Costs due to vacant posts.
- (c) Projected overspend of £45,000 for Community Halls Employee Costs mainly due to overtime being worked by Letting Officers. There is a corresponding over recovery of School Lets income, per (d) below.
- (d) Projected over recovery in Income of £45,000 for School Lets mainly due to Schools 3G pitches lets.

### **3.6 Earmarked Reserves**

Appendix 4 gives an update on the operational Earmarked Reserves, ie excluding strategic funding models. Spend to date on these operational Earmarked Reserves is zero, which is in line with the anticipated spend at this period.

### **3.7 Virements**

Committee are asked to approve virements of £145,000 as detailed below and in Appendix 5:

- (a) For several years £25,000 of the Community Grants Fund budget has been allocated to fund Waivers for Community Groups using various Inverclyde Leisure halls. A virement of £25,000 is requested to move this budget to a separate cost centre within Community Halls.
- (b) A virement of £120,000 is requested to move funding for 7½ John Wood Street Port Glasgow from Economic Regeneration to Communities. This virement has already been approved by the Environment and Regeneration Committee.

## **4.0 PROPOSALS**

4.1 That Committee note the final outturn for the 2022/23 Communities Revenue Budget and note the current projected underspend for 2023/24 of £391,000 as at 30 June 2023.

4.2 That Committee approve the virements as detailed in Paragraph 3.7 and Appendix 5..

## **5.0 IMPLICATIONS**

5.1 The table below shows whether risks and implications apply if the recommendations are agreed:

<b>SUBJECT</b>	<b>YES</b>	<b>NO</b>
Financial	X	
Legal/Risk	X	
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

## 5.2 Finance

A virement of £25,000 is detailed in Appendix 5.

One off Costs

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

Annually Recurring Costs/ (Savings)

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

## 5.3 Legal/Risk

The approved Governance Documents set out the roles and responsibilities of Committees and officers in ensuring budgets are not overspent and the process to be followed in the event an overspend is unavoidable.

## 5.4 Human Resources

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

## 5.5 Strategic

There are no specific strategic implications arising from this report.

## 6.0 CONSULTATION

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

## 7.0 BACKGROUND PAPERS

7.1 There are no background papers for this report.

**Communities Budget Movement - 2023/24****Period 3 - 1st April 2023 to 30th June 2023**

Service	Approved Budget	Movements			Revised Budget 2023/24 £000
	2023/24 £000	Inflation £000	Virement £000	Supplementary Budgets £000	
Libraries & Museum	1,804	7	65		1,876
Sport & Leisure	2,117				2,117
Community Safety	477				477
Community Halls	877		145		1,022
Community Grants Fund	369		(25)		344
<b>Totals</b>	<b>5,644</b>	<b>7</b>	<b>185</b>	<b>0</b>	<b>5,836</b>

**Movement Details****External Resources****Inflation**

NDR

7

7

**Virement**7 1/2 John Wood Street (from E&R)  
School Libraries to Public Libraries120  
65

185

**Supplementary Budget**

0

192

£000

**COMMUNITIES****REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****Period 3 - 1st April 2023 to 30th June 2023**

2022/23 Actual £000	Subjective Heading	Approved Budget 2023/24 £000	Revised Budget 2023/24 £000	Projected Out-turn 2023/24 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
2,031	Employee Costs	1,853	1,922	1,936	14	0.7%
668	Property Costs	2,245	2,252	1,902	(350)	(15.5%)
1,041	Supplies & Services	712	722	717	(5)	(0.7%)
8	Transport Costs	3	3	3	0	-
68	Administration Costs	75	75	75	0	-
1,183	Other Expenditure	995	1,121	1,116	(5)	(0.4%)
(462)	Income	(239)	(259)	(304)	(45)	17.4%
<b>4,537</b>	<b>TOTAL NET EXPENDITURE</b>	<b>5,644</b>	<b>5,836</b>	<b>5,445</b>	<b>(391)</b>	<b>(6.7%)</b>
0	Earmarked Reserves	0	0	0	0	
<b>4,537</b>	<b>TOTAL NET EXPENDITURE EXCLUDING EARMARKED RESERVES</b>	<b>5,644</b>	<b>5,836</b>	<b>5,445</b>	<b>(391)</b>	<b>(6.7%)</b>

2022/23 Actual £000	Objective Heading	Approved Budget 2023/24 £000	Revised Budget 2023/24 £000	Projected Out-turn 2023/24 £000	Projected Over/(Under) Spend £000	Percentage Over/(Under)
1,835	Libraries & Museum	1,804	1,876	1,865	(11)	(0.6%)
804	Sports & Leisure	2,117	2,117	1,779	(338)	(16.0%)
496	Community Safety	477	477	435	(42)	(8.8%)
1,009	Community Halls	877	1,022	1,022	0	-
393	Community Grants Fund	369	344	344	0	-
<b>4,537</b>	<b>TOTAL COMMUNITIES</b>	<b>5,644</b>	<b>5,836</b>	<b>5,445</b>	<b>(391)</b>	<b>(6.7%)</b>
0	Earmarked Reserves	0	0	0	0	
<b>4,537</b>	<b>TOTAL NET EXPENDITURE EXCLUDING EARMARKED RESERVES</b>	<b>5,644</b>	<b>5,836</b>	<b>5,445</b>	<b>(391)</b>	<b>(6.7%)</b>

**COMMUNITIES****REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****Period 3 -1st April 2023 to 30th June 2023**

<u>Out Turn</u> <u>2022/23</u> <u>£000</u>	<u>Budget</u> <u>Heading</u>	<u>Budget</u> <u>2023/24</u> <u>£000</u>	<u>Proportion</u> <u>of Budget</u>	<u>Actual to</u> <u>30-Jun-23</u> <u>£000</u>	<u>Projection</u> <u>2023/24</u> <u>£000</u>	<u>(Under)/Over</u> <u>Budget</u> <u>£000</u>	<u>Percentage</u> <u>Over / (Under)</u>
	<b>Sports &amp; Leisure</b>						
0	Inverclyde Leisure Electricity	580	97	53	629	49	8.4%
0	Inverclyde Leisure Gas	982	10	6	608	(374)	(38.1%)
	<b>Community Safety</b>						
458	Employee Costs	440	99	88	398	(42)	(9.5%)
	<b>Community Halls</b>						
278	Employee Costs	237	53	60	282	45	19.0%
(249)	School Lets Income	(204)	(51)	0	(249)	(45)	22.1%
<b>Total Material Variances</b>						<b>(367)</b>	

## EARMARKED RESERVES POSITION STATEMENT

## COMMITTEE: Communities

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>c/ff Funding 2022/23</u> £000	<u>New Funding 2023/24</u> £000	<u>Write Back General Reserves</u>	<u>Total Funding 2023/24</u> £000	<u>Phased Budget Period 3 2023/24</u> £000	<u>Actual Period 3 2023/24</u> £000	<u>Projected Spend 2023/24</u> £000	<u>Amount to be Earmarked for 2024/25 &amp; Beyond</u> £000	<u>Lead Officer Update</u>
Community Fund (Participatory Budgets)	Tony McEwan	14			14	0	0	14	0	Will now be used to purchase mobile CCTV unit for Safer Communities per discussions with Community Councils.
COVID 19 - Recovery of Cultural Events	Tony McEwan	8			8	0	0	8	0	Final payment to Robinson Heritage Consulting. Work to be completed by September 2023.
Covid Recovery - Lighting Gourrock Amphitheatre	Tony McEwan	29			29	0	0	29	0	Funding for additional work to be carried out by Roads. Work expected to be completed 2023/24.
IL Smoothing Reserve	Tony McEwan	400			400	0	0	200	200	Contingency of £400k over 3 year period to allow for IL income to recover. Will only be paid out if required. Currently IL anticipating £200k will be required in 2023/24.
<b>Total</b>		<b>451</b>	<b>0</b>	<b>0</b>	<b>451</b>	<b>0</b>	<b>0</b>	<b>251</b>	<b>200</b>	

**COMMUNITIES COMMITTEE**

**VIREMENT REQUESTS**

Budget Heading		Increase Budget £	(Decrease) Budget £
Hall Waivers Community Grants Fund (CGF)	1	25,000	(25,000)
CLD PTOB - 7½ John Wood Street Funding Regeneration PTOB - 7 1/2 John Wood St Funding	2	120,000	(120,000)
		<b>145,000</b>	<b>(145,000)</b>

Note

1- £25,000 of CGF budget is used to fund Waivers awarded to Community Organisations using IL Halls. This virement moves this budget under Community Halls.

2- £120,000 of funding for 7½ John Wood Street Port Glasgow transferred from E&R Regeneration to Communities CLD.

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>5 September 2023</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities &amp; Organisational Development and Chief Financial Officer</b>	<b>Report No:</b>	<b>EDUCOM/44/23/HS</b>
<b>Contact Officer:</b>	<b>Hugh Scott, Service Manager</b>	<b>Contact No:</b>	<b>01475 715459</b>
<b>Subject:</b>	<b>Communities Capital Programme Progress and Asset Related Items</b>		

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## **1.0 PURPOSE AND SUMMARY**

- 1.1  For Decision  For Information/Noting
- 1.2 The purpose of this report is to consider performance reporting for the Communities part of the Education & Communities Committee and provide an update in respect of the status of the projects forming the Communities Capital Programme and Asset related items.
- 1.3 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. The report also provides an update on other Council Community Asset related activity.
- 1.4 The Communities capital budget is £3.6m with total projected spend on budget. The Committee is projecting to spend £1.376m in 2023/24 and no slippage is currently being reported. Appendix 1 details the capital programme.

## **2.0 RECOMMENDATIONS**

- 2.1 It is recommended that the Committee notes the current position and the progress on the specific projects of the 2023/26 Capital Programme.

**Alan Puckrin**  
**Chief Financial Officer**

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

### 3.0 BACKGROUND AND CONTEXT

- 3.1 This report shows the current position of the approved Communities Capital programme reflecting the allocation of resources approved by Inverclyde Council on 2<sup>nd</sup> March 2023.
- 3.2 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.

#### 2023/26 Current Capital Position

- 3.3 The Communities capital budget is £3.6m. The budget for 2023/24 is £1.376m, with spend to date of £0.788m equating to 57.27% of the approved budget. The current projection is £3.6m which means total projected spend is on budget.
- 3.4 The Committee is projecting to spend £1.376m in 2023/24 with no slippage currently being reported. Appendix 1 details the capital programme.

#### Communities Capital Projects

- 3.5 **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. As previously reported, the lifecycle management of the leisure pitches over the next five years will predominantly involve periodic surface rejuvenation and regular review of the carpet condition against lifecycle plan anticipated life. As previously reported, the condition of the two 5-a-side pitches at the Lady Octavia facility has necessitated an advancement of expenditure to address an earlier carpet replacement. A tender has been awarded with works currently programme for mid-August to mid-September subject to suitable weather conditions.
- 3.6 **Waterfront Leisure Centre Training Pool Moveable Floor:** Programme finalised for pool closure and emptying early September with pool floor installation thereafter and pool re-filled for early November. Inverclyde Leisure have put in place a robust operational plan to minimise impact on customer swims, this includes extending hours at Port Glasgow Pool. Gourrock Pool will also continue to operate throughout month of October with Inverclyde Leisure containing the staffing costs under the existing management agreement. It is anticipated that there will be a small increase in utility costs associated with the extended Gourrock Pool operation which will be partially offset by a reduction associated with the temporary closure of the Waterfront Training Pool during the works.
- 3.7 **Community Hub King George VI:** The project is being funded through the Scottish Government Regeneration Capital Grant Fund (RCGF) with the objective of sympathetically restoring an important heritage building for community use, including introduction of a series of low carbon energy saving design solutions which will help shape and inform future design direction and contribution to the Council's net-zero objectives. As previously reported, the project has experienced delays due to poor ground conditions and below ground drainage complexities during the groundworks stage of the works. The tanking of the solum and stair is nearing completion with a concrete slab to be poured over the next two weeks. The steel stair enclosure is complete with roof trusses and sarking installed. Stone re pointing to both stone elevations is complete. Internal framing and airtightness membrane installation will follow completion and curing of floor slab. A formal extension of time has been awarded extending the contract period to mid-December however it is anticipated that full completion will not be achieved until 1<sup>st</sup> quarter 2024.

## Communities External Partner Projects

- 3.8 **Bank Street Community Hub (32<sup>nd</sup> Scouts):** Inverclyde Council has submitted in June a stage 1 application to the SG regeneration capital fund in partnership with above community organisation. There will be an update early in September 2023 to advise if applications have been successful to progress to stage 2.
- 3.9 **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. Work has now commenced on site with a programme of works agreed with an anticipated completion date in Spring 2024.

## Update on Asset Transfer Working Group

- 3.10 **Asset Transfer:** The Asset Transfer Working Group continues to meet monthly. It is chaired by the Head of Culture, Communities and Educational Resources, with 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. Work is currently taking place to update and revise information on the Council's web site in relation to asset transfer, including the development of guidance for communities on how to go about an asset transfer.

The table below provides details of asset transfers that have been recently completed or are ongoing.

Asset Transfers that are ongoing
<b>Larkfield Community Halls</b> – ongoing but Youth Connections have withdrawn their interest, although are still in discussions with the Council.
<b>Morton in the Community</b> – discussions are taking place to identify suitable land or facility. Ongoing
<b>Martial Arts Academy</b> – discussions are taking place to identify a suitable facility. Ongoing
<b>Crawfurdsburn Centre</b> – several interested parties have indicated their interest in occupying this centre either through a long-term let or asset transfer. Consideration of all applications are ongoing through the Asset Transfer Working Group and through Inverclyde Leisure, who continues to manage this asset on the Council's behalf.

There is continuing engagement with community partners on other potential asset transfers however no confirmed sites to report currently.

## 4.0 PROPOSALS

- 4.1 The Committee are asked to note the progress on projects and note that relevant reports will be brought back for Committee consideration as and when required.

## 5.0 IMPLICATIONS

- 5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

<b>SUBJECT</b>	<b>YES</b>	<b>NO</b>
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

## 5.2 Finance

One off Costs

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

Annually Recurring Costs/ (Savings)

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

## 5.3 Legal/Risk

There are no known Legal implications contained within this report.

## 5.4 Human Resources

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

## 5.5 Strategic

None.

## 6.0 CONSULTATION

6.1 This report has been prepared following consultation with the Head of Physical Assets and Finance Services.

## 7.0 BACKGROUND PAPERS

7.1 None

**COMMUNITIES CAPITAL REPORT**

**Appendix 1**

**COMMITTEE: EDUCATION & COMMUNITIES**

	1	2	3	4	5	6	7	8
<u>Project Name</u>	<u>Est Total Cost</u>	<u>Actual to 31/3/23</u>	<u>Approved Budget 2023/24</u>	<u>Revised Est 2023/24</u>	<u>Actual to 15/08/23</u>	<u>Est 2024/25</u>	<u>Est 2025/26</u>	<u>Future Years</u>
	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	
<b>Communities</b>								
Leisure Pitches AMP - Lifecycle Fund	1,216	594	21	21	0	50	50	501
WLC - Moveable Pool Floor	400	60	280	280	5	60	0	0
PG New Community Hub (King George VI Building)	1,734	449	1075	1075	783	210	0	0
Parklea Branching Out	250	0	0	0	0	250	0	0
<b>TOTAL</b>	<b>3,600</b>	<b>1,103</b>	<b>1,376</b>	<b>1,376</b>	<b>788</b>	<b>570</b>	<b>50</b>	<b>501</b>

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>5 September 2023</b>
<b>Report By:</b>	<b>Ruth Binks, Director of Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/41/23/TM</b>
<b>Contact Officer:</b>	<b>Tony McEwan, Head of Culture Communities and Educational Resources</b>	<b>Contact No:</b>	<b>01475 712828</b>
<b>Subject:</b>	<b>Communities Update Report – Overview of Local and National Initiatives</b>		

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## 1.0 PURPOSE AND SUMMARY

1.1  For Decision  For Information/Noting

1.2 The purpose of this report is to update the Education and Communities Committee with developments in relation to the Communities part of the Committee.

Updates have been provided on the following areas:

- Substance Use Officers;
- Food growing strategy/Invergrow Project;
- Multiply Project;
- LBGTQ+ Peer Support Group;
- Early Adopter Community;
- Emergency Power Report- Summer Activity Funding;
- Inspiring School Age Childcare – space – capital award;
- Inverkip Primary School- School Crossing Patroller review;
- I Am Me Scotland Platform;
- Community Safety Strategy and Violence Against Women & Girls Strategy 23-26;
- Battery Park Lighting Project; and
- Mentor in Violence Prevention

## 2.0 RECOMMENDATIONS

2.1 It is recommended that the Education and Communities Committee notes the updates provided in this report.

**Ruth Binks**

**Corporate Director, Education, Communities and Organisational Development**

### **3.0 Updates**

#### **3.1 Substance Use Officers**

Inverclyde Council received an allocation of funding to recruit 4 full time substance user officers for a twelve-month period. The role of the workers is to develop a local evidence-based prevention programme on substance use and risky behaviour to be delivered to young people in schools and communities, to parents and the wider community and to teaching staff and the wider school partnership. The team will be required to establish a prevention framework to underpin the core work they will be delivering, gather data and evidence of impact to provide consistency and sustain capability after the 12-month period. Four candidates have been recruited and scheduled to start in post in mid-August 2023. A period of training, induction learning and time to research and develop the programme has been allocated, the team are expected to deliver in the schools from early October 2023.

#### **3.2 Food Growing Strategy/Invergrow Project**

The Community Empowerment (Scotland) Act (2015) requires each local authority to prepare a food growing strategy for its area, to identify land that may be used as allotment sites, identify other areas of land that could be used for community growing, and describe how the authority intends to increase provision for community growing, in particular in areas with experience socio-economic disadvantage. A fully developed Community Food Growing Strategy was approved by the Alliance Board in 2023, and a local Food Growing Strategic Group has been established to provide governance and accountability in the implementation of the strategy. Inverclyde Council has also received an allocation of UK Shared Prosperity Funding to implement the Invergrow Project which will include the recruitment of a dedicated member of staff to support the development of an Inverclyde wide community gardening and food growing in public spaces, to impact on climate change and help alleviate food insecurity and food waste while improving mental wellbeing. which will enhance and support the work of the Community Food Growing Strategy. This was advertised in July 2023.

#### **3.3 Multiply Project**

As part of the UK Government's shared prosperity initiative, Inverclyde Council received funding for a 'Multiply' project which seeks transform the lives of adults by improving their functional numeracy skills through the delivery of bespoke adult numeracy programmes. The programme runs until March 2025 and targets adults 19+ who have not previously attained a Level 2/SCQF Level 5 or higher maths qualification.

Three members of staff have been recruited and their role will be to develop, deliver and encourage meaningful participation in a range of community-based learning programmes that boost people's ability to use maths in their daily life, at home and work. As well as this they will enable adults to achieve formal qualifications that can open doors for them (such as career progression or progression to further study). The main objectives of the programme are that it should contribute to:

- more adults achieving maths qualifications / participating in numeracy courses (up to and including Level 2/ SCQF Level 5); and
- increased adult numeracy across the population.

The overall impact, which goes beyond achieving certificates or qualifications, will track both the perceived and actual difference taking part in the programme makes in supporting learners to improve their understanding and use of maths in their daily lives, at home and at work and to feel more confident when doing so.

The team is currently undergoing induction and training as well as the initial development of engagement strategies, needs analysis and delivery models and materials. Delivery of learning programmes will begin in September 2023.

### **3.4 LBGTQ+ Peer Support Group**

According to recent NHS research LGBTQ+ people in Scotland are continuing to face health inequalities across every measure of wellbeing, with significant numbers experiencing loneliness and isolation. The research states that almost a half of LGBTQ+ people in the survey said they had experienced discrimination in the previous year – with trans and non-binary communities experiencing higher levels of abuse.

Inverclyde Council received a request by a member of the local LGBTQ+ community for support to establish a local adult peer support group. Working in partnership with the LGBTQ+ Community an online consultation was launched to establish a network and to identify new individuals who would be interested in becoming involved. The result of the on-line consultation is that 22 LGBTQ+ community members are interested in becoming involved in establishing a local peer support group and to form a constituted network. Inverclyde Council will continue to support this group until it feels it has the relevant skills and knowledge to operate by itself.

### **3.5 Early Adopter Community – Affordable Out of School Childcare**

Inverclyde Council is an Early Adopter Community for out of school affordable childcare, piloting and testing a range of local services and support for children and families living on a low income or living in poverty. This pilot service has been offering after school care from Newark Primary School since January 2023, supporting 22 families and 28 children. The families who access the service are also involved in the codesign of the pilot to ensure that the service meet their needs. The parents have therefore stated that holiday childcare and breakfast childcare is vital to support working parents or to encourage parents to engage in learning or training opportunities. A holiday childcare service started on 11 July until 4 August, which was visited by Natalie Don, Communities Minister in July 2023 and a full evaluation of the Summer Clubs will be provided at the next Committee meeting.

### **3.6 Emergency Powers Report on the use of Summer Activity Funding**

An emergency powers report was agreed 30<sup>th</sup> June 2023 detailing the use of funding from the Scottish Government in relation to funding towards summer activities. The report requested emergency powers to approve the allocation of spend for summer activities. The reason for emergency powers was that the indicative funding was announced extremely late, giving a week's notice for planning. The funding for Inverclyde was £58,000 and the funding was allocated as follows:

- £28,000 be allocated to the anti-poverty fund to allow this fund to undertake other projects. This would simply replace the money already invested from the anti-poverty fund in the summer programme;
- £6,000 be allocated to the Community fund because this fund was used to provide additionality to the playscheme proposals and can now be best used elsewhere;
- £5,000 to the Beacon Arts Centre to provide a summer programme of cultural events and entertainment as part of the MELIORA festival;
- £5,000 to libraries to increase their summer programme; and
- £14,000 to expand specific events such as pictures in park

The paper was signed by Councillors Clocherty, McGuire and Law.

### 3.7 Inspiring School Age Childcare Spaces – Capital Fund

The Inspiring school age childcare spaces – Capital Fund is a £4.5m capital programme, which is managed by Scottish Futures Trust, which was open to all Local Authorities, to bid into. This fund is designed to deliver low cost, high impact improvements to the learning estate to support the provision of School Age Childcare. This can be targeted to both indoor and outdoor spaces. Applications were required to demonstrate how they have worked in partnership with school age childcare and activities providers, to be ambitious in their ideas, and to define projects which will deliver benefit for children and families.

Inverclyde submitted 5 bids, of which 4 were successful. The 5<sup>th</sup> bid, for adapted bikes for Play4All did not meet the required selection criteria.

The successful bids were:

- Play 4 All - Craigmarnock School - Sensory Room - £30,000
- Play 4 All - Craigmarnock School - Sensory Room - £50,000
- Play 4 All - Craigmarnock School – Soft Play Room -£40,000
- Binnie Street Out of School Care - £25,000

The timescale for the projects to be delivered is by 31 March 2024. Officers will now work with other services to support the deliver of these projects and will report back to the Scottish Futures Trust (SFT) who are managing the Inspiring School Age Childcare Spaces Programme on behalf of the Scottish Government.

### 3.8 Inverkip Primary School Crossing Patrol (SXP)

During the last academic session Inverkip Primary School community raised concerns around the safety of children exiting the school from the south gate of the school. After a multi-agency review, limited options were available to make this a safer exit point. It is therefore proposed that during the 2023-24 academic year the north gate will be used as a single entry/exit point for children and the current school crossing patrol site will move location from Station Road/Main Street, approximately 30 metres, to Station Road/School Access Road. The patroller will still cover their primary crossing carriageway on Station Road, and it is anticipated they will serve a much higher proportion of the school population as a significant percentage reside in the Hill Farm area to the south of the school. The existing SXP point on Main Street will still have a zebra crossing in place for pupils crossing at Main Street. This proposal has been developed in consultation with the school senior management team, the parent council, Inverclyde Council Public Protection, Inverclyde Council Roads, Inverclyde Council Health & Safety, and Inverclyde Council Property Services.

### 3.9 I Am Me Scotland Platform – Antisocial Behaviour Module

Inverclyde Council's Community Safety & Resilience team were part of a cross-authority steering group who assisted Renfrewshire-based charity 'I Am Me Scotland' with the development of an antisocial behaviour (ASB) awareness lesson that will be available on their learning platform, which is free to use for teachers, police officers, and health & social care professionals. The lesson targets prevention of ASB with young people in the P6 to P7 age group by increasing their awareness of what ASB is, the impact on communities, and how to positively respond. The content for the lesson plan was co-designed with young people and a short animation which forms part of the resource can be viewed here:

<https://www.youtube.com/watch?v=o8F3iZQ4SKU>.

There is further joint working planned with I Am Me for their platform around the issue of county lines criminal exploitation.

### 3.10 **Community Safety Strategy 23-26 and Violence Against Women and Girls Strategy 23-26**

The Community Safety Strategy 2023-26 and the Violence Against Women & Girls Strategy 2023-26 were both approved at the meeting of the Inverclyde Alliance Board on the 19 June 2023. Both strategies have been remitted to their respective community planning partnership groups to produce annual delivery action plans which will outline partnership activities that contribute to achieving the strategic priorities. The strategy documents are currently being developed by corporate communications to ensure they are presented in a consistent and coordinated way for the public. When complete they will be available at <https://www.inverclyde.gov.uk/community-safety-partnership> and <https://www.inverclyde.gov.uk/vawg-partnership>

### 3.11 **Battery Park Lighting**

Following issues raised within our recent 'Public space, activity and women's safety survey' a successful bid was made to the UK Government Shared Prosperity Fund to install energy-efficient lighting within the Battery Park, with the intention of improving the safety perception of using the park in the darker evenings and mornings. Community consultation on the timings of the lighting ran throughout June and July with the following headline results:

- 662 responses
- 90% felt the additional lighting would encourage them to use the park more during dark evenings and mornings.
- 93% felt the additional lighting would make them feel safer when using the park during dark evenings and mornings.
- The most popular choice for lighting timing was dusk (sunset) to 10pm; 5:30am to Dawn (sunrise) at 43%. Dusk (sunset) to 12am (midnight); 5:30am to Dawn (sunrise) was 30%, and Dusk (sunset) to Dawn (sunrise) was 27%.

A tender has now been issued for the provision of the lighting and once installed, further piloting of the lighting timings will be undertaken.

### 3.12 **Mentors in Violence Prevention (MVP)**

The Mentors in Violence Prevention Programme utilises a creative bystander approach to prevent all forms of bullying and gender-based violence. Males and females are not looked at as victims or perpetrators but as empowered bystanders with the ability to support and challenge peers. Within the MVP Programme a bystander is defined as a friend, classmate, team-mate, colleague or relative. Bystander Approach frames men's abuse of women as a societal problem rooted in the institutional structures and cultural practices of a male-dominated society, emphasising changing social norms as the key to prevention.

All secondary schools are engaged in delivery of MVP in 2023-2024. MVP training was delivered by the Violence Against Women Coordinator and a Senior CLD Worker to 12 teaching staff on Wednesday and Thursday 24<sup>th</sup> and 25<sup>th</sup> of May 2023. This allows staff in schools to train MVP mentors from 5<sup>th</sup> and 6<sup>th</sup> year to equip them to deliver the programme to younger pupils in their schools.

MVP is delivered as part of the Scottish Government's Equally Safe strategy and supports early prevention of gender-based violence. The annual report 2022-23 provides overview all projects across Scotland.

[MVP-Annual-Report-2022-23.pdf \(glowscotland.org.uk\)](#)

#### 4.0 IMPLICATIONS

4.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

#### 4.2 Finance

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					

#### 4.3 Legal/Risk

No

#### 4.4 Human Resources

No

#### 4.5 Strategic

No

#### 4.6 Equalities, Fairer Scotland Duty & Children/Young People

##### (a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required.
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x	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function, or strategy. Therefore, assessed as not relevant and no EqlA is required. Provide any other relevant reasons why an EqlA is not necessary/screening statement.
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(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 – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant.

(c) Children and Young People

Has a Children’s Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
x	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children’s rights.

**4.7 Environmental/Sustainability**

Summarise any environmental / climate change impacts which relate to this report.

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
x	NO – This report does not propose or seek approval for a plan, policy, programme, strategy, or document which is like to have significant environmental effects, if implemented.

**4.8 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.
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x	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.
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## **5.0 CONSULTATION**

5.1 N/A

## **6.0 BACKGROUND PAPERS**

6.1 N/A

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>5 September 2023</b>
<b>Report By:</b>	<b>Ruth Binks, Corporate Director Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/43/23/RB</b>
<b>Contact Officer:</b>	<b>Tony McEwan, Head of Culture, Communities and Educational Resources.</b>	<b>Contact No:</b>	<b>01475 712761</b>
<b>Subject:</b>	<b>Pilot Provision of Condoms in Libraries</b>		

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## 1.0 PURPOSE AND SUMMARY

1.1  For Decision  For Information/Noting

1.2 This report seeks approval by the Education and Communities Committee for a pilot to have condoms available in Inverclyde Libraries.

1.3 This pilot is just one part of a response to a rise in the diagnosis of Sexually Transmitted Infections in recent years, especially in young people. Public Health Scotland, in collaboration with NHS Boards, NHS24 and third sector partners, has developed an insight-driven, prevention focused, digitally led campaign.

1.4 The multi-agency Sexual Health Local Implementation Group in Inverclyde is aware of the GCC Free Condoms Service and recommends that Inverclyde libraries services becomes a distribution point for free condoms.

## 2.0 RECOMMENDATIONS

2.1 The Education and Communities Committee is asked to:

- approve that Inverclyde Libraries will become a distribution point for free condoms

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

### **3.0 BACKGROUND AND CONTEXT**

- 3.1 Pre-pandemic, a steadily increasing trend in the number of Sexually Transmitted Infection (STI) diagnoses, in particular gonorrhoea, had been reported. This was interrupted in 2020 and 2021 due to a decrease in testing because of the COVID restrictions in place, before resuming and reaching a historical high in 2022.
- 3.2 At this time, NHS condom distribution services, which purchase and distribute free condoms to the public, observed a decrease in demand for uptake of free condoms dating back to 2015. This change in demand was most notable in the younger age groups where services record such data.
- 3.3 In August 2022, Public Health Scotland cascaded a Health Protection Alert to local Health Protection Teams, Sexual Health Leads and Health Promotion Specialists, and laboratory colleagues. One of the recommendations made to address the increase in STI diagnoses, in particular gonorrhoea, was to consider targeted communications around prevention (including condoms and lubricant), partner notification and testing.
- 3.4 NHS Greater Glasgow and Clyde (GCC) has developed a Free Condoms Service that is discreet, simple to use with no requirement to register or ask questions. Guidance and ongoing support is available to participating outlets.
- 3.5 The Free Condoms service supplies condoms alongside a range of resources for outlets to distribute at no cost. Following registration, participating outlets are included in the NHS GCC condom distribution outlet finder – an online tool which is used by individuals directly, or as a signposting tool by other organisations/health care professionals.

### **4.0 PROPOSALS**

- 4.1 In response to this recommendation, Public Health Scotland, in collaboration with NHS Boards, NHS24 and third sector partners, has developed an insight-driven, prevention focused, digitally led campaign. The campaign will raise awareness of the increase in STIs (in particular, gonorrhoea) in people, aged 18-24. It is part of a phased approach. The first phase, launched in July 2023, with a focus on condom use and a second phase, in late Autumn, will focus on STI testing (when testing capacity recovers). The latter phase will also re-emphasise the importance of using condoms.
- 4.2 The multi- agency Sexual Health Local Implementation Group in Inverclyde is aware of the NHS GCC Free Condoms Service and recommends that Inverclyde libraries services becomes a participating outlet for free condoms. Participation will be delivered in line with the established Free Condoms Service Values, which encompass sensitivity to users' needs, including privacy and confidentiality; non-judgemental provision; easy access; and participation in ongoing service development/review.
- 4.3 Once registered as a Condom Distribution Outlet, it is straightforward to order products and resources. Colleagues within the library service will be provided with appropriate training, and condoms will be available to service users on request. Free Condoms Service posters and window stickers will be displayed in library branches. Condoms will initially be available on request, and to support sensitivity 'Choice Cards' will be freely available in-branch. Services users need only tick the card in line with their preference and hand to staff.

To ensure safe management of products, initially it is not recommended that condoms are distributed in the same manner as free sanitary products (ie. freely available for collection in public toilets). The process of distribution will remain under review, taking cognisance of uptake and/or learning from colleagues in other local authorities implementing similar policies.

- 4.4 The Free Condoms initiative complements ongoing activity across Inverclyde's Library Service to respond to the health and wellbeing priorities of the area by promoting health literacy. Through its participation in the Collective Force for Health and Wellbeing, Inverclyde Libraries Service is already an established source for trusted health information and literature. In this wider context, the libraries service will seek to liaise with colleagues in the HSCP to ensure that appropriate sexual health literature is included in its existing offer.
- 4.5 Before launching the Free Condoms Service, up-to-date Child Protection Training will be provided to all libraries colleagues, and participation in the service will be underpinned by organisational child protection policies and guidelines.

## 5.0 IMPLICATIONS

- 5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

### 5.2 Finance

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					

### 5.3 Legal/Risk

N/A

### 5.4 Human Resources

N/A

### 5.5 Strategic

This pilot project supports keeping residents of Inverclyde Safe.

## 5.6 Equalities, Fairer Scotland Duty & Children/Young People

### (a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

X	YES – Assessed as relevant and an EqIA is required.
	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, assessed as not relevant and no EqIA is required.

### (b) Fairer Scotland Duty

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 – Assessed as not relevant under the Fairer Scotland Duty.

### (c) Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
X	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

## 5.7 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
X	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

## 5.8 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.
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NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

## **6.0 CONSULTATION**

6.1 N/A

## **7.0 BACKGROUND PAPERS**

7.1 N/A

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<b>Report To:</b>	<b>Education and Communities Committee</b>	<b>Date:</b>	<b>5 September 2023</b>
<b>Report By:</b>	<b>Ruth Binks Corporate Director of Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/37/23/HS</b>
<b>Contact Officer:</b>	<b>Hugh Scott, Service Manager Community Learning Development, Community Safety &amp; Resilience and Sport</b>	<b>Contact No:</b>	<b>01475 715459</b>
<b>Subject:</b>	<b>Access to Free Sanitary Products Update</b>		

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## **1.0 PURPOSE AND SUMMARY**

- 1.1  For Decision  For Information/Noting
- 1.2 The purpose of this report is to update the committee on the implementation and the progress of the Scottish Government commitment to provide free access to sanitary products in schools and in wider communities.
- 1.3 The Period Products (Free Provision) (Scotland) Act 2021 was introduced to secure the provision of free period products throughout Scotland. The Act places legal duties on local authorities to make period products available for free both in schools and more widely for those who need to use them.
- 1.4 Very good progress continues to be made by the service in implementing the provisions of the Act and work continues through 2023/24 to develop and improve.

## **2.0 RECOMMENDATIONS**

- 2.1 It is recommended that the Education and Communities Committee notes the progress made in 2022/23 and the next steps that will be taken in 2023/24.

**Ruth Binks**  
**Director of Education, Communities and Organisational Development**

### 3.0 BACKGROUND AND CONTEXT

- 3.1 The Council has been receiving funding from the Scottish Government since 2018 to provide access to free sanitary products. The funding was initially for the purpose of providing school pupils with access to free sanitary products.
- 3.2 In 2019/20 the Scottish Government made the decision to not only provide access to free sanitary products in schools, but to increase the number and range of places where sanitary products could be accessed by those who needed them. This led to the Council using its funding for 2019/20 to continue providing products in schools but also to make the products available at community locations such as public toilets and libraries.
- 3.3 The promotion and distribution of the Council's period poverty work is undertaken by the Culture, Communities and Educational Resources Service.

#### Legislative Requirements

- 3.4 The Period Products (Free Provision) (Scotland) Act 2021 was introduced to secure the provision of free period products throughout Scotland. The Act places legal duties on local authorities to make period products available for free both in schools and more widely for those who need to use them. Local authorities must meet their duties by establishing and maintaining arrangements for making period products obtainable for free, however, they have flexibility with regards to how they do this in practice.
- 3.5 The Act requires responsible bodies to consult with individuals on the arrangements that should be put in place to fulfil their duties. To meet this part of the legislation, extensive engagement was carried out between March and June 2022 to find out how people in Inverclyde would like to be able to access free period products and what type of products they want to be able to access. Young people who access the products in education establishments were consulted, along with communities and people who have previously used the Free Period Products Service. In addition, we attempted to reach those that may face multiple barriers when accessing period products, including those who may experience homelessness, New Scot families and people within the LGBTQI+ community. The results from the engagement informed the development and implementation of new arrangements which are detailed below.
- 3.6 Under the legislation, local authorities were required to publish a written Statement of Intent setting out how they would exercise their functions under the Act. Inverclyde's statement of intent was approved by this Committee in August 2022 and contains:
  - background information and the requirements of the Act;
  - Inverclyde Council's commitment to meeting the requirements of the Act;
  - details of how free period products can be accessed within the community; and
  - details of how free period products can be accessed with education establishments.

#### 3.7 Progress to date

Significant progress was made during 2022/23 to implement the Period Products (Free Provision) (Scotland) Act 2021 within Inverclyde. This report provides details of the progress made.

- 3.8 **New Delivery Model** - A new delivery model was developed and implemented in August 2022. Communities told us they wanted to be able to access bulk uplift of period products from Pharmacies, GP Practices and via an online ordering service. We made changes to our community provision to take on board this feedback and our community provision now consists of the following three elements:

- Bulk uplift of free period products from Pharmacies, GP Practices and Community Centres;
- Single use provision from a range of community venues such as leisure facilities, community centres and libraries across Inverclyde; and
- An online ordering service which is accessible via the Council's website. Any Inverclyde resident can use this service to order free products and they will be delivered to their home address.

3.9 **Educational Establishments** - Changes have been made to provision within education establishments to consider feedback from young people. Provision in schools now consists of:

- bulk uplift and individual use provision is available in all primary and secondary schools in Inverclyde;
- where possible, the products are available in toilet cubicles. Young people told us their preference would be for the products to be located in toilet cubicles to make it easier to access them; and
- where bulk products cannot be stored in toilets, there is an accessible store somewhere within the building and this is advertised to pupils.

3.10 **Community Venues** - In 2022/23 an additional 26 venues began working with us and now provide the public with access to free sanitary products at their locations. This means that there are now a total of 128 venues that stock products. Full details of all the venues are available on the Council's web site at [About Period Dignity Inverclyde - Inverclyde Council](#) and via the PickupMyPeriod app.

3.11 **Local Businesses** - We worked in partnership with NHS GGC Employment & Health Team to contact businesses and organisations in Inverclyde that had achieved a Healthy Working Lives award. Organisations who were registered as award holders, were offered the opportunity to work with us and provide their employees with access to free products. As a result, we now work with several local employers.

3.12 **Pop-Up Shops** - Pop-up shops were held at venues across Inverclyde to try and reach even more people and provide another means of accessing free sanitary products. In December 2022 pop-up shops were held at Greenock Central, Southwest, Port Glasgow and Gourock Libraries, as well as the Oak Mall. In January 2023, further pop-up shops were held at Kilmacolm Community Centre, the Inverkip Community Hub and McGilp's pop-up shop in Gourock. In February 2023, a pop-up shop was held at Broomhill Community Hub and a further weeklong pop-up shop was held in 7 ½ John Wood Street in Port Glasgow in May.

By far the most successful pop-up shop was McGilp's in Gourock where a total of 273 reusable and 65 disposable products were handed out. Feedback from people who came to McGilp's said that it was the fact the shop was there all week, and they could access it on a day and time that was suitable that encouraged them to use it. The other pop-up shops were a one off and were only available for a few hours on a set date. Port Glasgow Library and the Oakmall were also popular locations.

Pilot pop-up shops were also held in high schools across Inverclyde during March. Two pop-up shops were held at St Columba's, Clydeview, Port Glasgow High School and Notre Dame High School during lunch times. The pop-up shops were set up in either the guidance or medical room within each school and proved popular with both pupils and the staff.

3.13 **Marketing and Promotion** - As in previous years, the distribution of free sanitary products in 2022/23 was underpinned by a marketing campaign, the key elements of which included:

- the promotion of the new arrangements introduced in August 2022 to meet the Period Products (Free Provision) (Scotland) Act 2021. The new arrangements were published on the Council's website and promoted via the Greenock Telegraph;
- an ongoing campaign to promote the numerous ways in which people can access free sanitary products in Inverclyde began in November 2022 and will run until the end of March 2023. The campaign consisted of regular articles in the Greenock Telegraph and digital advertising. In addition, a special feature on how to access free sanitary products in Inverclyde appeared in the Greenock Telegraph's festive supplement;
- the promotion of pop-up shops with publicity taking place Greenock Central Library and at McGilp's pop-up shop; and
- the production and distribution of leaflets and flyers to promote the online ordering service, community venues, the pop-up shops and arrangements in schools.

3.14 **Funding** – Of the allocation of £89,000 in 2022/23 to make free sanitary products available across Inverclyde and encourage uptake. As of 31 March 2023, a total of £75,149 had been spent. The Council has been allocated £89,000 in 2023/24 to continue to implement access to free period products in schools and in wider communities

3.15 **Performance** – the following performance information demonstrates the progress that is being made to develop and improve the service. For example:

- during 2022/23 there was almost a 50% increase in online orders from the previous year. In 2021/22 a total of 799 online orders were placed and this increased to 1532 in 2022/23;
- the number of orders placed by venues also increased from 88 in 2021/22 to 150 in 2022/23. This demonstrates the efforts made by the Health and Well-Being team to reach out and work with a greater number of venues;
- in 2022/23 a total of 541 reusable products and 163 disposable products were distributed through pop-up shops. Pop-up shops only started in December 2022, and this is therefore a baseline figure;
- widespread engagement was carried out in 2022/23 for the first time. Of the people who took part, 68% knew about the free period products service. This has provided us with a baseline figure which we hope to improve on in 2023/24;
- as part of the engagement conducted in 2022/23, users of the online service reported a satisfaction figure of 91%; and
- In total 2386 products were distributed across Inverclyde (please note each boxes contains a number of products)

## 4.0 PLANS FOR 2023/24

4.1 Throughout 2023/24 the service will:

- continue to hold pop-up shops at different locations and target different audiences to see what works best. For example, weeklong pop-up shops in areas that are affected by high levels of deprivation;
- continue to engage with the community and young people to evaluate our current arrangements and identify where improvements could be made;
- take part in Period Dignity Training run by Hey Girls;
- We will work with Hey Girls to re-design the online ordering form and make improvements to this service;
- continue to explore possible new partnerships. For example, there is potential to work further with Health Visitors to establish a process for distributing free sanitary products to new mothers;

- develop a campaign to raise awareness of menstrual health and the challenges of period poverty; and
- carry out an evaluation to assess the impact of our period poverty work.

## 5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

<b>SUBJECT</b>	<b>YES</b>	<b>NO</b>
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

## 5.2 Finance

One off Costs

<b>Cost Centre</b>	<b>Budget Heading</b>	<b>Budget Years</b>	<b>Proposed Spend this Report</b>	<b>Virement From</b>	<b>Other Comments</b>
0444-000-20079		2022/23	£89,000		

Annually Recurring Costs/ (Savings)

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

## 5.3 Legal/Risk

No.

## 5.4 Human Resources

No.

## 5.5 Strategic

No.

## 5.6 Equalities, Fairer Scotland Duty & Children/Young People

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required.
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, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement.

(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 – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant.

(c) Children and Young People

Has a Children’s Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
X	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children’s rights.

**5.7 Environmental/Sustainability**

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
X	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

**5.8 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 – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

## **6.0 CONSULTATION**

- 6.1 Communities and young people were consulted over the arrangements that have been put in place to meet the Period Products (Free Provision) (Scotland) Act 2021.

## **7.0 BACKGROUND PAPERS**

- 7.1 Inverclyde Council – Statement on Exercise of functions; for Period Products (Free Provision) (Scotland) Act 2021.

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>5 September 2023</b>
<b>Report By:</b>	<b>Ruth Binks Corporate Director of Education, Communities and Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/39/23/HS</b>
<b>Contact Officer:</b>	<b>Hugh Scott, Service Manager Community Learning Development, Community Safety &amp; Resilience and Sport</b>	<b>Contact No:</b>	<b>01475 715459</b>
<b>Subject:</b>	<b>Active Schools Performance 2022/23</b>		

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## **1.0 PURPOSE AND SUMMARY**

- 1.1  For Decision  For Information/Noting
- 1.2 The purpose of this report is to inform the Committee of the Active Schools team performance in the school year 2022/2023.
- 1.3 Inverclyde Council works in partnership with **SportScotland**, the national agency for sport, to invest and support our local Active Schools network. Inverclyde is part of a national programme with engagement from all 32 local authorities.
- 1.4 Active Schools aims to provide increased high-quality opportunities to take part in sport and physical activity before school, during lunchtime and after school, and to develop effective pathways between schools and sports clubs in the local community.

## **2.0 RECOMMENDATIONS**

- 2.1 It is recommended that the Education and Communities Committee notes the contents of this report, in particular the improvements in performance in 2022/23.

**Ruth Binks**  
**Director of Education, Communities and Organisational Development**

### **3.0 BACKGROUND AND CONTEXT**

- 3.1 Inverclyde Council works in partnership with **SportScotland**, the national agency for sport, to invest in and support our local Active Schools network. Inverclyde is part of a national programme with engagement from all 32 local authorities. The national network consists of Active Schools managers and co-ordinators dedicated to developing and supporting the delivery of high-quality sport and physical activities opportunities for children and young people.
- 3.2 The Active Schools programme is positioned to deliver on the Scottish Government's priorities within the Active Scotland Framework as well as agreed outcomes in the Active Inverclyde strategy.
- 3.3 Active Schools co-ordinators work with primary, secondary and additional support needs schools and have a key role in developing and supporting the volunteer workforce to deliver extra-curricular sessions.
- 3.4 Collaboration and partnership working is critical to the success of Active Schools. Co-coordinators work closely with parents, school staff and pupils to provide opportunities which meet the needs of young people and connects to physical education and opportunities within the wider community.
- 3.5 Active Schools co-ordinator's work with a range of partners out with schools including local sports clubs, sports development officers, community sport hubs, colleges and universities to provide pathways to support young people to sustain their participation and progress in sport should they choose.
- 3.6 The Active Schools team is committed to continuous improvement to ensure progress and provide the best experiences for children and young people. Co-ordinators use monitoring and evaluation information inform planning, enhance existing provision and identify areas for further development.

### **4.0 Summary of performance**

- 4.1 There are several notable successes this year:
  - The total number of participants in 22/23 has increased to 4843 from 4734 in 21/22.
  - The % of total school roll participating in extra-curricular activities in 22/23 has increased to 50% from 48% in 21/22.
  - 83% of all primary children participated in an extra-curricular club.
  - The number of children and young people with ASN participating in extra-curricular activities in 22/23 has increased to 778 from 718 in 21/22.
  - The number of minority ethnic children and young people participating in extra-curricular activities in 22/23 has increased to 526 from 401 in 21/22.
  - The number of children and young people in receipt of free school meals participating in extra-curricular activities in 22/23 has increased to 3028 from 2788 in 21/22.
  - The % of females participating in extra-curricular activities in 22/23 has increased to 49% in 22/23 from 47% in 21/22.
- 4.2 Our most engaged school in the authority has 97% of their school pupils taking part in Active School activities.
- 4.3 As part of engagement with secondary pupils, leadership programmes continue to strengthen. In 22/23 80% of pupils who engaged in the leadership programmes achieved a qualification/award. During 22/23 8 sports/dance leaders, 1 netball academy and 1 football leaders programme were delivered. 120 young people across the authority have been supported to deliver 899 hours

extra-curricular clubs which has resulted in 4843 children and young people getting access to extra-curricular activities.

4.4 The volunteer workforce which delivers the Active Schools programme is a key strength:

- 286 volunteers have contributed to the delivery of the Active Schools extra-curricular programme.
- The volunteers delivered 4026 hours of extra-curricular sports provision, which equates to a value of £47,547 (based on what Inverclyde Council currently pays sessional sports coaches).
- There are 3 main groups of volunteer deliverers; secondary pupils (26%), teachers (26%) and others (32%) of which the majority are primary leaders.
- 4843 children and young people have participated in activities delivered by volunteers.

4.5 Active Schools continue to maintain strong school to club links. At present 15 clubs are accredited in terms of being compliant in respect of health and safety, club governance and safeguarding. 12 of these clubs have active links with schools in Inverclyde.

4.6 In 22/23, 25 schools had school to club links which provided children and young people with the opportunity to take part in activities including athletics, basketball, Tae Kwon Do, cricket, tennis bowls, rugby, football, and hockey.

## 5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

## 5.2 Finance

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
		2022/23			

Annually Recurring Costs/ (Savings)

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

5.3 **Legal/Risk**

No.

5.4 **Human Resources**

No.

5.5 **Strategic**

No.

5.6 **Equalities, Fairer Scotland Duty & Children/Young People**

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required.
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, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement.

(b) Fairer Scotland Duty

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 – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant.

(c) Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
X	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

## 5.7 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
X	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

## 5.8 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 – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

## 6.0 CONSULTATION

6.1 Children and young people give feedback on the Active Schools programme which informs the improvement planning process. Feedback is also sought from stakeholders including, school staff, parent/carers, local clubs and organisations and the workforce.

## 7.0 BACKGROUND PAPERS

7.1 N/A.

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>5 September 2023</b>
<b>Report By:</b>	<b>Chief Financial Officer and Corporate Director Education, Communities &amp; Organisational Development</b>	<b>Report No:</b>	<b>FIN/46/23/AP/IC</b>
<b>Contact Officer:</b>	<b>Iain Cameron</b>	<b>Contact No:</b>	<b>01475 712832</b>
<b>Subject:</b>	<b>Education Revenue Budget Report - Final Outturn 2022/23 and 2023/24 Projected Outturn at 30 June 2023</b>		

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## **1.0 PURPOSE AND SUMMARY**

- 1.1  For Decision  For Information/Noting
- 1.2 To advise Committee of the 2022/23 Education Revenue Budget final outturn and the 2023/24 Revenue Budget position at 30 June 2023.
- 1.3 In 2022/23, excluding Earmarked Reserves, there was an under spend of £697,000 against a revenue budget figure of £97.224m. This equates to 0.7% of the total budget and was £4,000 more expenditure than previously reported to Committee in May 2023. More details are provided in sections 3.3 and 3.4 of the report.
- 1.4 The total Education Revenue Budget for 2023/24, excluding Earmarked Reserves, is currently £102.223m. The latest projection is an overspend of £358,000. More details are provided in section 3.5 of the report and the appendices.

## **2.0 RECOMMENDATIONS**

- 2.1 It is recommended that the Committee note the final outturn for the 2022/23 Education Revenue Budget and note the current projected overspend for 2023/24 of £358,000 as at 30 June 2023.
- 2.2 It is recommended that the Committee note that the Corporate Director Education, Communities and Organisational Development and Heads of Service will review areas where non-essential spend can be reduced in order to bring the Education Budget back on target. Progress against this and other proposals to bring the budget back on track, if required, will be reported at the next Committee.

**Alan Puckrin**  
**Chief Financial Officer**

**Ruth Binks**  
**Corporate Director**  
**Education, Communities & ODHR**

### 3.0 BACKGROUND AND CONTEXT

3.1 The purpose of this report is to advise Committee of the current position of the 2023/24 Revenue Budget as well as the 2022/23 final outturn and to highlight the main variances contributing to the £697,000 underspend for 2022/23 and the projected overspend of £358,000 for 2023/24.

3.2 The current Education Revenue Budget for 2023/24 is £102.223m which is an increase of £7.108m from the Approved Budget, largely due to allocations from the Inflation Contingency. Appendix 1 provides more details of the budget movement.

### 3.3 2022/23 Outturn

The final outturn for the Education 2022/23 Revenue Budget, excluding Earmarked Reserves was an under spend of £697,000. This was £4,000 more expenditure than reported to the last Committee in May 2023.

The outturn in specific service areas was as follows:

	Revised Budget 2022/23	Outturn 2022/23	Variance to Budget	P11 Projected Variance	Movement Since P11 Projection
Corporate Director	154	173	19	9	10
Education Services	80,352	79,333	(1,019)	(813)	(206)
Inclusive Education	16,718	17,021	303	103	200
TOTAL NET EXPENDITURE	97,224	96,527	(697)	(701)	4

3.4 The major variances making up the under spend were as follows -

- (a) Underspend of £842,000 for Employee Costs of which £681,000 relates to credits for Teacher strike days.
- (b) Underspend of £79,000 for Biomass Fuel. The system was switched off and gas heating used following a large price increase for wood pellets making it more expensive than gas.
- (c) Overspend of £58,000 for FM Cleaning Agency Workers and overspend of £44,000 for FM Cleaning Materials.
- (d) Overspend of £43,000 for FM Catering Provisions and Staff Uniforms.
- (e) Overspend of £67,000 for Education Catering Contract and Kitchen Equipment Repairs.
- (f) Underspend of £107,000 for Education HQ Resources and DMR Budget.
- (g) Overspends of £174,000 for ASN Transport, £56,000 for Gaelic Transport and £43,000 for Internal Transport. These overspends are due to a combination of historic trends and increased demand. As part of the 2023/24 budget process, £125,000 was allocated to this budget to reduce the pressure.
- (h) Underspend of £48,000 for Telephones Line Rental.

- (i) Underspend of £36,000 for Early Years Framework. This budget was replaced by 1140 Hours funding and was taken as a budget saving in 2023/24.
- (j) Overspend of £174,000 for ASN Placements out with the Authority.
- (k) Over recovery of £160,000 for Facilities Management Income, in line with increased costs.
- (l) Under recovery of £65,000 for School Meals and Breakfast Clubs Income.
- (m) Over recovery of £83,000 for ASN Income from Other Local Authorities.

### **3.5 2023/24 Projected Outturn (£358,000 overspend 0.4 %)**

The main projected variances contributing to the net overspend are listed below –

- (a) Employee Costs are projected to overspend by £35,000. Non achievement of turnover savings within ASN Education and Active Schools is partially offset by underspends for Teachers and Community Learning and Development.
- (b) Utilities are projected to underspend by £94,000 – Gas projected underspend of £133,000, Electricity projected overspend of £85,000 and Water projected underspend of £46,000.
- (c) Biomass fuel projected to underspend by £84,000. The system was switched off part way through 2022/23 due to large price increases making gas heating cheaper. The system is expected to remain off for 2023/24.
- (d) Education Cleaning contract is projected to overspend by £74,000 due to turnover savings not being achieved within FM Cleaning.
- (e) Education Catering contract is projected to overspend by £45,000 mainly due to expenditure on single use items replacing plastic.
- (f) FM Catering Provisions are projected to overspend by £133,000, mainly due to increased food costs.
- (g) ASN Transport is projected to overspend by £173,000 and Pupil Vocational Transport projected to overspend by £50,000.
- (h) Secondary Schools telephones projected to underspend by £31,000. This is a historical unused budget since costs were incorporated with Line Rental costs.
- (i) ASN Placements are projected to overspend by £106,000.
- (j) FM Income is projected to over recover by £119,000, in line with increased costs.
- (k) School Meal Income projected to under recover by £107,000 due to low uptake in Secondary Schools and Breakfast Club Income is projected to under recover by £32,000 due to lower demand.
- (l) Renewable Heat Incentive (RHI) Income is projected to under recover by £45,000. This is due to the Biomass system being switched off.
- (m) Income from Other Local Authorities for ASN Placements is projected to over recover by £60,000.

### 3.6 Earmarked Reserves

Appendix 4 gives an update on the operational Earmarked Reserves, ie excluding strategic funding models. Spend to date on these operational Earmarked Reserves is 100% of phased spend and 14% of total budget.

### 4.0 PROPOSALS

4.1 The projected overspend of £358,000 is being examined by the Corporate Director and Heads of Service and progress will be included in a report to the next meeting of the Committee. In the meantime, the Corporate Director will ensure that steps are taken to reduce expenditure where this will not have a direct impact on service delivery.

### 5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendations are agreed:

SUBJECT	YES	NO
Financial	X	
Legal/Risk	X	
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

### 5.2 Finance

The projected overspend of £358,000 is being reviewed and the Corporate Director will ensure that steps are taken to reduce expenditure where this will not have a direct impact on service delivery.

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					

### **5.3 Legal/Risk**

The approved Governance Documents set out the roles and responsibilities of Committees and officers in ensuring budgets are not overspent and the process to be followed in the event an overspend is unavoidable.

### **5.4 Human Resources**

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

### **5.5 Strategic**

There are no specific strategic implications arising from this report.

## **6.0 CONSULTATION**

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

## **7.0 BACKGROUND PAPERS**

7.1 There are no background papers for this report.

**Education Budget Movement - 2023/24**

**Period 3 - 1st April 2023 to 30th June 2023**

Service	Approved Budget	Movements			Transferred to EMR £000	Revised Budget 2023/24 £000
	2023/24 £000	Inflation £000	Virement £000	Supplementary Budgets £000		
Corporate Director	159					159
Education	77,969	6,233	(65)	594	(300)	84,431
Inclusive Education	16,874	646				17,520
Facilities Management	113					113
<b>Totals</b>	<b>95,115</b>	<b>6,879</b>	<b>(65)</b>	<b>594</b>	<b>(300)</b>	<b>102,223</b>

**Movement Detail**

**External Resources**

Probationer Teachers

£000

594

**Virements**

School Libraries to Public Libraries

594

(65)

**Inflation**

SEMP Unitary Charge  
Teachers Pay Award  
NDR Inflation

(65)

760  
5,671  
448

6,879

7,408

**EDUCATION****REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****Period 3 - 1st April 2023 to 30th June 2023**

2022/23 Actual £000	Subjective Heading	Approved Budget 2023/24 £000	Revised Budget 2023/24 £000	Projected Out-turn 2023/24 £000	Projected Over/(Under) Spend £000	Percentage Over/ (Under)
53,195	Employee Costs - Teachers	49,143	59,737	59,721	(16)	(0.0%)
32,482	Employee Costs - Non Teachers	30,509	31,356	31,407	51	0.2%
19,328	Property Costs	21,105	22,313	22,238	(75)	(0.3%)
6,795	Supplies & Services	6,118	6,118	6,297	179	2.9%
2,552	Transport Costs	2,331	2,331	2,403	72	3.1%
693	Administration Costs	672	672	647	(25)	(3.7%)
6,613	Other Expenditure	5,409	5,496	5,658	162	2.9%
(25,131)	Income	(20,172)	(25,500)	(25,490)	10	(0.0%)
<b>96,527</b>	<b>TOTAL NET EXPENDITURE</b>	<b>95,115</b>	<b>102,523</b>	<b>102,881</b>	<b>358</b>	<b>0.3%</b>
0	Earmarked Reserves	0	0	0	0	
0	Loan Charges / DMR	0	(300)	(300)	0	
<b>96,527</b>	<b>TOTAL NET EXPENDITURE EXCLUDING EARMARKED</b>	<b>95,115</b>	<b>102,223</b>	<b>102,581</b>	<b>358</b>	<b>0.4%</b>

2022/23 Actual £000	Objective Heading	Approved Budget 2023/24 £000	Revised Budget 2023/24 £000	Projected Out-turn 2023/24 £000	Projected Over/(Under) Spend £000	Percentage Over/ (Under)
<b>173</b>	<b>Corporate Director</b>	<b>159</b>	<b>159</b>	<b>170</b>	<b>11</b>	<b>6.9%</b>
68,420	Education	66,917	72,919	73,123	204	0.3%
114	Facilities Management	113	113	115	2	1.8%
10,799	School Estate Management Plan	11,052	11,812	11,812	0	-
<b>79,333</b>	<b>TOTAL EDUCATION SERVICES</b>	<b>78,082</b>	<b>84,844</b>	<b>85,050</b>	<b>206</b>	<b>0.2%</b>
12,766	ASN	12,225	12,796	12,907	111	0.9%
2,028	Community Learning & Development	2,602	2,597	2,559	(38)	(1.5%)
2,227	Other Inclusive Education	2,047	2,127	2,195	68	3.2%
<b>17,021</b>	<b>TOTAL INCLUSIVE EDUCATION</b>	<b>16,874</b>	<b>17,520</b>	<b>17,661</b>	<b>141</b>	<b>0.8%</b>
<b>96,527</b>	<b>TOTAL EDUCATION COMMITTEE</b>	<b>95,115</b>	<b>102,523</b>	<b>102,881</b>	<b>358</b>	<b>0.3%</b>
0	Earmarked Reserves	0	0	0	0	
0	Loan Charges / DMR	0	(300)	(300)	0	
<b>96,527</b>	<b>TOTAL EDUCATION COMMITTEE EXCLUDING EARMARKED RESERVES</b>	<b>95,115</b>	<b>102,223</b>	<b>102,581</b>	<b>358</b>	<b>0.4%</b>

**EDUCATION****REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****Period 3 - 1st April 2023 to 30th June 2023**

<u>Out Turn</u> <u>2022/23</u> <u>£000</u>	<u>Budget</u> <u>Heading</u>	<u>Budget</u> <u>2023/24</u> <u>£000</u>	<u>Proportion</u> <u>of Budget</u>	<u>Actual to</u> <u>30-Jun-23</u> <u>£000</u>	<u>Projection</u> <u>2023/24</u> <u>£000</u>	<u>(Under)/Over</u> <u>Budget</u> <u>£000</u>	<u>Percentage</u> <u>Over / (Under)</u>
32,482	Employee Costs - Non Teachers	31,356	7,178	7,275	31,407	51	0.2%
1,421	Gas	1,315	192	62	1,182	(133)	(10.1%)
1,108	Electricity	1,723	217	229	1,808	85	4.9%
252	Water	289	48	31	243	(46)	(15.9%)
6	Biomass	84	21	0	0	(84)	(100.0%)
1,531	ED Cleaning Contract	1,344	336	342	1,418	74	5.5%
4,089	ED Catering Contract	3,770	943	955	3,815	45	1.2%
1,096	FM Catering Provisions	1,192	272	306	1,325	133	11.2%
646	ASN Transport	477	0	0	650	173	36.3%
25	Pupil Vocational Transport	13	3	21	63	50	384.6%
0	Telephones (Secondary)	31	8	0	0	(31)	(100.0%)
541	ASN Placements	371	93	28	477	106	28.6%
(7,672)	FM Income	(7,497)	(1,649)	(1,689)	(7,616)	(119)	1.6%
(613)	School Meal Income	(608)	(156)	(112)	(501)	107	(17.6%)
(18)	Breakfast Club Income	(50)	(13)	(4)	(18)	32	(64.0%)
(57)	Renewable Heat Incentive Income	(55)	(14)	(1)	(10)	45	(81.8%)
(481)	Income from Other Local Authorities	(434)	(109)	0	(494)	(60)	13.8%
<b>Total Material Variances</b>						<b>428</b>	

## EARMARKED RESERVES POSITION STATEMENT

## COMMITTEE: EDUCATION

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>Total Funding 2023/24</u> £000	<u>Phased Budget To Period 3 2023/24</u> £000	<u>Actual To Period 3 2023/24</u> £000	<u>Projected Spend 2023/24</u> £000	<u>Amount to be Earmarked for 2024/25 &amp; Beyond</u> £000	<u>Lead Officer Update</u>
Beacon Arts	Tony McEwan	60	0	0	0	60	Contingency Balance currently unallocated
Early Years 1140	Michael Roach	635	128	128	635	0	Funding staff to mid August 23 (£604k) with balance being used for Resources
Covid Recovery - Extra Duke of Edinburgh Opportunities - 2 years	Ruth Binks	62	19	19	62	0	Funding for 2 fte posts up to November 2023
New Scots Funding	Michael Roach	287	0	0	121	166	Funding 0.6fte EAL Teacher from Apr 23 to Jul 24 and 2fte EAL Teachers from Aug 23 to Jul 24 with £180k allocated for this. Balance is unallocated at this time.
<b>Total</b>		<b>1,044</b>	<b>147</b>	<b>147</b>	<b>818</b>	<b>226</b>	

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>5 September 2023</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities &amp; Organisational Development and Chief Financial Officer</b>	<b>Report No:</b>	<b>EDUCOM/44/23/EM</b>
<b>Contact Officer:</b>	<b>Eddie Montgomery</b>	<b>Contact No:</b>	<b>01475 712472</b>
<b>Subject:</b>	<b>Education Capital Programme 2023/26 – Progress</b>		

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## **1.0 PURPOSE AND SUMMARY**

- 1.1  For Decision  For Information/Noting
- 1.2 The purpose of this report is to consider performance 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.
- 1.3 The Education capital budget is £10.597m with total projected spend on budget. The Committee is projecting to spend £1.337m in 2023/24 with no slippage currently being reported. Appendix 1 details the capital programme.

## **2.0 RECOMMENDATIONS**

- 2.1 It is recommended that the Committee notes the current position and the progress on the specific projects of the 2023/26 Capital Programme as outlined in the report and appendices.

**Alan Puckrin**  
Chief Financial Officer

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

### **3.0 BACKGROUND AND CONTEXT**

- 3.1 This report shows the current position of the approved Education Capital programme reflecting the allocation of resources approved by Inverclyde Council on 2<sup>nd</sup> March 2023.
- 3.2 The report also covers progress on the works connected with specific Scottish Government capital funding allocations including the initial allocation to support the phased expansion of free school meals to primary school children.

#### **2023/26 Current Capital Position**

- 3.3 The Education capital budget is £10.597m. The budget for 2023/24 is £1.337m, with spend to date of £0.568m equating to 42.48%. The current projection is £10.597m which means total projected spend is on budget. No slippage is currently being reported. Appendix 1 details the capital programme.

#### **Education Lifecycle Works**

- 3.4 **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, where feasible, identified through the continued monitoring of school rolls and projections. The activity under lifecycle also includes the work on school artificial pitches which continue to be progressed based on the asset plan agreed at the September 2020 Education & Communities Committee. The Active Panel refresh programme is also being progressed based on the approved 2021-28 Education Services Digital Learning Strategy. The lifecycle programme for the four PPP schools is managed as part of the contract through the Facilities Management provider with monitoring via Property Services. The rolling 2023/24 programme across the estate is now being progressed, a summary of the activity is included as Appendix 2.

#### **CO2 Monitors in Schools**

- 3.5 The Scottish Government has previously provided funding to address the provision of CO2 monitors in all teaching spaces. The works on this were completed in previous years with the balance of funding being utilised to address the lifecycle replacement of existing sensors / monitors across the estate.

#### **Free School Meals**

- 3.6 The Scottish Government has previously confirmed capital funding allocations to support the phased expansion of free school meals to primary school children. This funding is to be used to support initial investment in school infrastructure, including school catering and dining, to support capital costs incurred in delivering primary 5 expansion, and for preparation for primary 6 and 7 expansion.

The May Committee approved the early adoption of Universal Free School Meals in Primary Schools across Inverclyde from August 2023. As previously reported, works to support this requires alterations within a proportion of the primary school kitchens. Officers from Technical Services, in conjunction with Facilities Management staff and the PPP provider, have prepared and delivered a programme of works during June 2023 and over the summer holiday period which has involved alteration works in fourteen primary school kitchens. This programme has been completed in time for the new term and the overall position will be reviewed in operation to identify any further works / alterations which may support the delivery.

#### 4.0 PROPOSALS

4.1 The Committee are asked to note the progress on projects and note that relevant reports will be brought back for Committee consideration as and when required.

#### 5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

<b>SUBJECT</b>	<b>YES</b>	<b>NO</b>
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

#### 5.2 Finance

One off Costs

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

Annually Recurring Costs/ (Savings)

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

#### 5.3 Legal/Risk

There are no known Legal implications contained within this report.

#### 5.4 Human Resources

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

#### 5.5 Strategic

None

## **6.0 CONSULTATION**

6.1 This report has been prepared following consultation with the Head of Physical Assets and Finance Services.

## **7.0 BACKGROUND PAPERS**

7.1 None.

**EDUCATION CAPITAL REPORT**

**COMMITTEE: EDUCATION & COMMUNITIES**

Project Name	1	2	3	4	5	6	7	8
Est Total Cost	Actual to 31/3/23	Approved Budget 2023/24	Revised Est 2023/24	Actual to 15/08/23	Est 2024/25	Est 2025/26	Est Future Years	
£000	£000	£000	£000	£000	£000	£000	£000	
<b><u>Education Capital Projects</u></b>								
Balance of Life Cycle Fund	9,640	0	1,317	1,237	540	3,402	5,001	0
CO2 Monitors In Schools	183	122	0	0	0	61	0	0
Free School Meals	350	55	0	80	25	215	0	0
Complete on site	424	0	20	20	3	404	0	0
<b>TOTAL ALL PROJECTS</b>	<b>10,597</b>	<b>177</b>	<b>1,337</b>	<b>1,337</b>	<b>568</b>	<b>4,082</b>	<b>5,001</b>	<b>0</b>

Education Lifecycle Works 2023/24												
School / Centre Name	Lifecycle Element											Comments / description
	Floor Finishes	Decoration	Building Services / Systems	Fittings / Fittings	External Fabric Treatment	External Fencing	External Works	Pitch / MUGA Asset Plan	Active Panel Refresh	Partial Refurb		
Alleymill Primary School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	Circulation / activity space flooring and décor. CO2 sensor replacement. Drainage works to MUGA. Activity space seating.
All Saints Primary School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>						First floor circulation / activity space flooring and décor. CO2 sensor replacement. Activity space seating. Fence replaced P1/nursery.
Ardgowan Primary School	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>				Boiler flue replacement being planned.
Gourock Primary School	<input checked="" type="checkbox"/>											Corridor matting.
Inverkip Primary School			<input checked="" type="checkbox"/>							<input checked="" type="checkbox"/>		Pump to increase WC water pressure. P6/7 whb replacement.
Kilmacolm Primary School									<input checked="" type="checkbox"/>			
King's Oak Primary School		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		Staff WC refurbishment. Nursery class external area works. Blind replacement.
Lady Alice Primary School					<input checked="" type="checkbox"/>							Actuators and opening windows to reception.
Moorfoot Primary School												
Newark Primary School		<input checked="" type="checkbox"/>										Teaching wing décor.
St Andrew's Primary School	<input checked="" type="checkbox"/>											Classroom floor coverings.
St Francis' Primary School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		Classroom floor coverings and décor. Senior WC refurbishment. Nursery office and library/ICT reconfiguration. Nursery external area works.
St John's Primary School				<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>		Kitchen alterations.
St Joseph's Primary School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>								Classroom décor and wall units. Miscellaneous areas floor coverings.
St Mary's Primary School												
St Michael's Primary School	<input checked="" type="checkbox"/>											Miscellaneous areas floor coverings.
St Ninian's Primary School												
St Patrick's Primary School									<input checked="" type="checkbox"/>			
Wemyss Bay Primary School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								<input checked="" type="checkbox"/>		Internal alterations phase 2. Nursery flooring and décor.
Whinhill Primary School										<input checked="" type="checkbox"/>		Wall and ceiling linings.

School / Centre Name	Lifecycle Element											Comments / description	
	Floor Finishes	Decoration	Building Services / Systems	Fittings / Fittings	External Fabric Treatment	External Fencing	External Works	Pitch / MUGA Asset Plan	Partial Refurb				
<b>Education - Secondary</b>													
Clydeview Academy		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		Pupil WC/maths corridor décor. CO2 sensor replacement. Partial external drain channel replacement. Pitch kickboard replacement. External grounds improvements.
Inverclyde Academy		<input checked="" type="checkbox"/>								<input checked="" type="checkbox"/>			Dining hall and science room décor. MUGA carpet replacement.
Notre Dame High School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>						Science/social studies flooring. PE corridor and pupil WC décor. CO2 sensor replacement. Pitch kickboard replacement. Partial car park/road resurfacing.
Port Glasgow Community Campus	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	PE corridor & changing room flooring, décor and ceilings. Craigmartloch flooring, décor and room repurposing works. 3G pitch carpet replacement.
St Columba's High School		<input checked="" type="checkbox"/>								<input checked="" type="checkbox"/>			Circulation space décor. 3G pitch carpet replacement.
<b>Education - Standalone Early Years Establishments</b>													
Binnie Street Children's Centre		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>						Rear stair décor and radiator replacement. WC door replacement. Minor external fencing works.
Bluebird Family Centre	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										Playroom flooring and décor. New external lighting.
Gibshill Children's Centre													
Glenbrae Children's Centre					<input checked="" type="checkbox"/>								Re-roofing.
Glenpark Early Learning Centre													
Hillend Children's Centre			<input checked="" type="checkbox"/>									<input checked="" type="checkbox"/>	Annexe block kitchen alterations. Services for school funded projector installation.
Larkfield Early Learning Centre							<input checked="" type="checkbox"/>						Fencing.
Rainbow Family Centre			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								<input checked="" type="checkbox"/>	Toilet refurbishment 3-5. WC door replacement. External lighting column replacement.
Wellpark Children's Centre				<input checked="" type="checkbox"/>								<input checked="" type="checkbox"/>	Toilet refurbishment 3-5. WC door replacement.

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>5 September 2023</b>
<b>Report By:</b>	<b>Ruth Binks Corporate Director Education, Communities &amp; Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/34/23/MR</b>
<b>Contact Officer:</b>	<b>Michael Roach Head of Education</b>	<b>Contact No:</b>	<b>01475 712850</b>
<b>Subject:</b>	<b>Education Services Improvement Plan 2023-24</b>		

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## 1.0 PURPOSE AND SUMMARY

- 1.1  For Decision  For Information/Noting
- 1.2 The purpose of this report is to present the Education Services Improvement Plan for session 2023-24 for approval.
- 1.3 Councils are required under the Standards in Scotland's Schools etc. Act 2000 to publish a plan with local improvement objectives.
- 1.4 Inverclyde Council's Education Services Improvement Plan 2023-24 is appended to this report. The Standards and Quality Report provides a focused summary of educational progress and a flavour of the work delivered by our schools from April 2023 to April 24. The Standards and Quality Report identified key areas where Inverclyde Education Services can improve further and draft targets for the Improvement Plan were shared.
- 1.5 This report shares the full final plan and all actions that will be undertaken to achieve the intended outcomes. The plan is already under way and initial progress is being made. The plan seeks to support the ongoing improvement process of Schools and Early Learning Centres (ELC) addressing key areas for improvement.
- 1.6 For greater detail on the plans of any individual school, Elected Members should refer to the school or ELC's own Improvement Plan posted on their website. For schools this include details of how they will spend their Pupil Equity funding over the same time period.
- 1.7 As part of Scottish Attainment Challenge refreshed framework all authorities will be asked to set Stretch Aims for the coming year by September 2023. These will be agreed with the Scottish Government via a meeting with Education Scotland in September 2023 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 and overview of the stretch aims will be reported to committee in November 2023.

## **2.0 RECOMMENDATIONS**

- 2.1 It is recommended that the Education Committee approves the content and the publication of the Improvement Plan for 2023 - 24.

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

### **3.0 BACKGROUND AND CONTEXT**

- 3.1 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 which 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.
- 3.2 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.
- 3.3 As in previous years the annual report is made up of two parts, the Standards and Quality Report (presented to the Education Committee in May 2023) and the Improvement Plan. 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 shows how Inverclyde Education Services will pursue continuous improvement in key areas over the coming year.
- 3.4 The service designed a new format for the improvement plan in 2021 which seeks to have clearer overall outcomes, alongside key actions and KPIs. This is the third year of its implementation.
- 3.5 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. We have further focussed the number of actions, priorities and projects against each national priority.
- 3.6 The Improvement Plan is written under the key national priorities which are:
- Placing the human rights and needs of every child and young person at the centre of education
  - 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
- 3.7 In the plan the actions and priorities we are taking as a service to address the first of these i.e., human rights and the needs of every child and young person, are highlighted in green. We see human and children's rights a golden thread throughout the plan.
- 3.8 As well as these we continue to focus on:
- Getting it right for every child
  - Improving outcomes of care experienced children, young people and their families

## **4.0 Summary of key priorities and actions**

### **4.1 Improvement in attainment, particularly in literacy and numeracy**

- A1** Launch the service's School Improvement framework alongside year 2 of the peer review programme evolving it in line with ongoing feedback and evaluation.
- A2** Establish a clear vision and strategy for curriculum development across all establishments in order to create clear and appropriate learner pathways for all
- A3** Further develop models for cluster working as part of the above curriculum development strategy
- A4** Development of Gaelic GME secondary provision including undertaking statutory consultation; if approved prepare for the start of the academic year 2024/25
- A5** Introduce an early year's network called the "Take 30 Pathway" for all EY staff to support the sharing and development of effective practice
- A6** Roll out the Literacy Strategy, with a focus on the highly effective teaching of reading.
- A7** Further develop Inverclyde's vision for play, aligned to the West Partnership Principles for Play.
- A8** Further develop tools for P1, P2 and P2/3 staff to support planning, assessment, implementation and sustainability of play.
- A9** Further develop data strategy by:
  - Piloting Early Years dashboard with identified Early Years establishments
  - Reviewing support required to deliver senior phase stretch aims and update the 4-year stretch aims for senior phase after the NIF review is complete
  - Working with Secondary establishments to support effective approaches to tracking and monitoring of the BGE (S1-3) and Senior Phase data
- A10** Continue to support PSAs via the CMOs, Outreach Teachers and the use of the PASE web blog and the section on the WP hub re training for PSAs as a training tool for establishments
- A11** Establish the Digital Strategy Group which will oversee the planning for an appropriate BYOD solution as well as the ongoing delivery of the digital strategy.

### **4.2 Closing the attainment gap between the most and least disadvantaged**

- B1** Review SEF Years 2 – 4 planning based on current data and evidence
- B2** Review the process for agreeing both Core and Core PLUS stretch aims, ensuring they are ambitious and achievable
- B3** To review the referral process for access to the Family Support Worker service (Barnardo's) to ensure timely interventions that meet children and family's needs
- B4** Continue to work with partners on the development of the Early Interventions programme and the Intensive Family Support Hub as funded through the WFWF (Whole Family Wellbeing Fund)

### **4.3 Improvement in children's and young people's health and wellbeing (HWB)**

- C1** Maintain a high-level focus on improving attendance for all pupils – establishing a multi-agency review group
- C2** Produce a series of Bereavement, Change and Loss lessons for schools to build into their PSE programmes to support the development of approaches to support pupils alongside the Bereavement, Change and Loss policy
- C3** Compare the high-level messages from the National HWB survey with the data collected in our survey to identify common themes. Discuss these with focus groups of young people through PSE leads and identify further actions that need to be taken.

- C4** Work with all secondary schools, MVP and CLD to further develop, enhance and embed MVP in all secondary schools.
- C5** Carry out tri-annual review of the Anti-Bullying policy in collaboration with Respect Me, re-launching the revised policy in November 2024, incorporating feedback from the HWB survey, further focus groups and Clyde Conversations.

#### 4.4 **Improvement in employability skills and sustained, positive school leaver destinations for all young people.**

- D1** Updated Action plan will be created to oversee Additional Support Needs, Curriculum Design and Developing the Young Work Force workstreams.
- D2** Continue to review the curriculum offer in school and in partnership with college to ensure appropriate courses are in place and progression pathways are available.
- D3** Grow the range of vocational and work-based courses on offer through increased partnership working with the college and other agencies.
- D4** Re-establish subject networks to allow Principal Teachers and teaching staff the opportunity to collaborate on curriculum design.
- D5** Establish locality partnership arrangements between schools to co-deliver courses and review the consortium arrangements.
- D6** Design a remote offer for key subjects areas that will allow equitable access to qualifications across the Local Authority for implementation in 2025/26.
- D7** Launch the post-schools transition guidance documents for young people with Additional Support Needs and/or a Learning Disability for schools.
- D8** Provide appropriate training to school staff who will be responsible for this.
- D9** Develop parent friendly materials to support families preparing for young people leaving school.
- D10** Programme of CLPL will be available for staff, exploring how skills can be embedded into the curriculum.
- D11** Increase number of schools who have SCQF Ambassador status.
- D12** Revise guidance documents for schools on supporting leavers
- D13** Create marketing toolkit for schools to use for young people who have left school via a non-traditional route.

#### 4.5 **Getting it right for every child**

- E1** Ensure that all establishments have a clear plan in place to ensure that practice and provision is trauma informed
- E2** Implement the single agency pupil assessment and planning document
- E3** Relaunch of Promoting Positive Behaviour training alongside a refreshed delivery model
- E4** Review the missing pupil policy through the CPC alongside a review of communication and protocols linked to community based anti-social behaviour to ensure pupil safety and appropriate response and support
- E5** Continue to build and develop the PT ASN network
- E6** Introduce a leadership pathway for aspiring DHTs to support them with leading ASN
- E7** Review and develop the service offer from Lomond View with a focus on preventing pupils requiring out of authority placements
- E8** Link the review of LVA to a wider strategic needs analysis of ASN provision across the authority
- E9** Implement new model of speech and language Service Level Agreement
- E10** Develop ASN support groups for parents including ongoing support at key points of transition (Link to work of ASIG and CSP)
- E11** Continue to support establishments with their approaches to developing an inclusive curriculum with a focus on anti-racist education including participation in the Education Scotland Building Racial Literacy programme

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

- F1** Review the use of all care experience children and young person funding and implement plans to strengthen this information flow between social work and education
- F2** Update Data Spreadsheet and dashboard to support Virtual Head Teacher and Education Officer with responsibility for ASN to ensure improved tracking and monitoring of all CEYP
- F3** Continue to utilise the role of the Virtual head in leading aspects of the Children's Services plan and linking with colleagues in children services and social work, to further enhance working relationships and consistency of practice
- F4** Continue with focused work around the attendance to care experienced young people but move towards a collegiate approach and a creation of a tiered response involving social worker colleagues and our wider third sector partners.

### 5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

### 5.2 Finance

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					

### 5.3 Legal/Risk

The Standards and Quality Report (2022/23) and this Service Improvement Plan (2023/24) fulfils 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.

## 5.4 Human Resources

N/A.

## 5.5 Strategic

The first section of the Education Service Plan (Pages 3 and 4) outline how this plan links to the overall Council Plan and other relevant plans such as the Children's Service Plan.

## 5.6 Equalities, Fairer Scotland Duty & Children/Young People

### (a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required.
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, assessed as not relevant and no EqIA 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 – Assessed as not relevant under the Fairer Scotland Duty.

### (c) Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
X	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

## 5.7 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
X	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

## 5.8 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 – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

## 6.0 CONSULTATION

6.1 N/A.

## 7.0 BACKGROUND PAPERS

7.1 See attached Education Service Plan 2023/24.

## Education Services

### Improvement Plan 2023/24



## 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 2022/23. 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 five priorities of the NIF are:-

- Placing the human rights and needs of every child and young person at the centre of education
- 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.

In the plan below the actions and priorities we are taking as a service to address the first of these i.e., human rights and the needs of every child and young person, are highlighted **in green**. We see human and children's rights a golden thread throughout the plan.

### **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 Education Officer SIP oversight group which also tracks the progress of the plan at regular intervals throughout the year and will feed into the wider Children's Services Plan. The group meets at least four times a year to collate progress made, identify emerging impact 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 2023-26. In turn, the plan refers to and is informed by, other specific plans and strategies as detailed below:

For our 2023-26 Children's Services Plan we have identified four key outcomes

- **Outcome 1: Children, young people and families are listened to and their views are instrumental in designing and delivering services**
- **Outcome 2: Children and young people's health and wellbeing is promoted and improved**
- **Outcome 3: Children and Young people feel safe and loved and are supported to stay in their families**
- **Outcome 4: Children, young people, families and services work together to reduce inequalities**

Education Improvement Priorities	NIF Priorities	Partnership Plan Council plan Committee Delivery and Improvement Plan Children's Service Plan	Education strategies/ plans
Placing the human rights and needs of every child and young person at the centre of education	Placing the human rights and needs of every child and young person at the centre of education	CP theme 1 CSP Outcome 1- Children, young people and families are listened to and their views are instrumental in designing and delivering services	
Improvement in attainment, particularly in literacy and numeracy.	Improvement in attainment, particularly in literacy and numeracy.	CP theme 1 ED1: Continuous improvement in the Education Service will be delivered via the implementation of an Education Improvement Plan  ED3: ICT will support a more flexible, responsive and sustainable approach to delivering learning and teaching in schools.  ED4: Provision for Secondary Gaelic Education in Inverclyde will be established.	Digital Strategy Literacy Strategy Numeracy Strategy Play Pedagogy strategy Parental Engagement Strategy Education Improvement framework Leadership strategy Gaelic plan
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.	CP theme 1 CSP Outcome 4: Children, young people, families and services work together to reduce inequalities  ED5: Targeted interventions will be in place to reduce the poverty related attainment gap and support equity in education.	Scottish Attainment Challenge (SAC) plan Digital Strategy Literacy Strategy Numeracy Strategy Play Pedagogy strategy Parental Engagement Strategy

					Education Improvement framework Leadership strategy Community Learning & Dev (CLD) plan
Improvement in children's and young people's health and wellbeing.	Improvement in children's and young people's health and wellbeing.	CP theme 1 CSP Outcome 2: Children and young people's health and wellbeing is promoted and improved			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.	CP theme 1 ED6: Pathways for Senior Phase pupils will be enhanced.			Senior Phase Action plan Additional Support Needs (ASN) action plan
Getting it Right for Every Child (GIRFEC).		CP theme 1 CSP Outcome 1- Children, young people and families are listened to and their views are instrumental in designing and delivering services ED2: Targeted services for vulnerable children will be delivered to support the achievement of the priorities in the Inverclyde Children's Services Plan			Children's Services Plan ASN action plan Educational Psychology Improvement plan Family wellbeing hub plan
Improving outcomes of care experienced children, young people and their families.		CSP Outcome 3: Children and Young people feel safe and loved and are supported to stay in their families			Children's Services Plan ASN action plan Educational Psychology Improvement 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.

Link to outcome 1 and 4 of the children's' service plan

**UNCRC**

Articles 3, 23, 28, 29, 39

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
<p><b>Educational establishments are able to take forward and implement improvements that have a positive impact for learners.</b></p>	<p><b>Driver: Leadership</b>  <b>A1</b> Launch the service's Education Improvement framework alongside year 2 of the peer review programme evolving it in line with ongoing feedback and evaluation.</p> <p><b>A2</b> Establish a clear vision and strategy for curriculum development across all establishments in order to create clear and appropriate learner pathways for all</p> <p><b>A3</b> Further develop models for cluster working as part of the above curriculum development strategy</p>	<ul style="list-style-type: none"> <li>• Increase in the percentage of establishments self-evaluating themselves as good or above in NIF returns from 92 – 95%</li> <li>• Increase in external and internal evaluations of establishment leadership is good or above in Her Majesty's Inspectors of education (HMIe), Care Inspectorate &amp; review reports – increase from 92 – 95%.</li> <li>• Vision and strategy are established and clear to all – evident in SIPs for 24/25</li> <li>• Strategy aligns with emerging developments from Education reform programme</li> <li>• Related CLPL programme in place for 24/25</li> <li>• Subject to formal consultation a GME provision will be established ready to operate from August 2024</li> </ul>	<p>Head of Education Education Officer</p> <p>HOE and EOs P'ship with Education Scotland</p>	<p>By Sept.23 and throughout 23/24</p> <p>By April 2024</p>

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
	<p><b>A4</b> Development of Gaelic GME secondary provision including undertaking statutory consultation; if approved prepare for the start of the academic year 2024/25</p> <p><b>A5</b> Introduce an early year's network called the "Take 30 Pathway" for all EY staff to support the sharing and development of effective practice</p>	<ul style="list-style-type: none"> <li>Improvements in practice across early years provision is evidenced through ind establishment's own QA as well as through external review i.e. CI / ES and own internal peer review programme</li> </ul>	<p>HOE EO – EM</p> <p>QIM EO - AM</p>	<p>By April 2024</p> <p>By April 2024</p>

<p><b>All pupils will return to or exceed previously anticipated levels of achievement in all areas of the curriculum</b></p>	<p><b>Drivers: School Improvement / teacher professionalism / assessment of children's learning</b></p> <p><b>A6</b> Roll out the Literacy Strategy, with a focus on the highly effective teaching of reading.</p> <p><b>A7</b> Further develop Inverclyde's vision for play aligned to the West Partnership Principles for Play.</p> <p><b>A8</b> Provide support to senior leaders to ensure the ongoing implementation of established tools which support planning and assessment, further strengthening the implementation and sustainability of play in P1, P2 and P2/3.</p> <p><b>A9</b> Further develop data strategy by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Piloting Early Years dashboard with identified Early Years establishments</li> <li><input type="checkbox"/> Reviewing support required to deliver senior phase stretch aims and update the 4-year stretch aims for senior phase after the NIF review is complete</li> <li><input type="checkbox"/> Working with Secondary establishments to support effective approaches to tracking and monitoring of the BGE (S1-3) and Senior Phase data</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of increased impact on reading outcomes in participating schools</li> <li>• Evidence of improved learning and teaching in participating schools through peer review and internal S and Q reporting</li> <li>• A clear and shared vision for further development work is in place alongside a self-evaluative framework</li> <li>• All primary schools have completed self-evaluation linked to their play journey identifying key next steps for 2024/25</li> <li>• Support materials are supporting improvement and having an impact on outcomes at both early level and across level 1 P1 – 2.</li> <li>• Evidence of improved assessment processes linked to data tracking and monitoring resulting in improved outcomes across pilot ELCs</li> <li>• Stretch aims agreed in line with revised national guidance / approach</li> <li>• Agreed approach to tracking and monitoring adopted across all secondary schools; early signs at agreed tracking periods of improved assessment linked to improved outcomes across S1 -3</li> </ul>	<p>Attainment Challenge (AC) Project lead</p> <p>Quality Improvement manager (QIM) Play strategy group</p> <p>QIM</p> <p>QIM</p> <p>AC project leader</p> <p>AC project leader EOs – AS / EM</p>	<p>By June 2024</p> <p>By Dec 2023 By April 2024</p> <p>By April 2024</p> <p>By April 2024</p> <p>By Sept 2023</p> <p>Throughout 2023/24 and by June 2024</p>
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	<p><b>A10</b> Continue to support PSAs via the CMOs, Outreach Teachers and the use of the PASE web blog and the section on the WP hub re training for PSAs as a training tool for establishments</p>	<ul style="list-style-type: none"> <li>• Ongoing evidence through work of AC, Peer review programme and establishments own QA processes of the effective impact of the work of PSA staff in meeting pupils' needs.</li> </ul>	<p>AC project lead Educational psychology team Education officers</p>	<p>By April 24</p>
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Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
<p><b>Improve in the quality of digital literacy and learning in every establishment</b></p>	<p><b>Driver: Leadership</b>  <b>A11</b> Establish the Digital Strategy Group which will oversee the planning for an appropriate <b>BYOD solution</b> as well as the ongoing delivery of the digital strategy.</p>	<ul style="list-style-type: none"> <li>• Ongoing progress of the directorate digital strategy 2021 - 25</li> <li>• Schools can evidence improvements in digital pedagogy through school reviews and SQR</li> <li>• Increased number of establishments engaged in and achieving the digital schools award</li> <li>• CLPL highly evaluated / Schools can evidence improvements in digital pedagogy through school reviews and SQRs</li> </ul>	<p>HOE EO – AS</p>	<p>By June 2024</p>

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

**Outcomes for learners**

**UNCRC**

**Articles 3, 23, 28, 29, 39**

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

Link to outcome 4 of the children's service plan

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
<p><b>SAC refresh strategy is in place and resulting in progress towards agreed stretch aims including reducing the PRAG</b></p> <p><b>Gaps between pupils in SIMD 1&amp;2 and 3-10 continue to reduce at least in line with previous Achievement of Curriculum for Excellence level (ACEL) data</b></p>	<p><b>Driver: leadership / school improvement / parental engagement</b>  <b>B1</b> Review SEF Years 2 – 4 planning based on current data and evidence</p> <p><b>B2</b> Review the process for agreeing both Core and Core PLUS stretch aims, ensuring they are ambitious and achievable</p> <p><b>B3</b> To review the referral process for access to the Family Support Worker service (Bernardo's) to ensure timely interventions that meet children and family's needs</p>	<ul style="list-style-type: none"> <li>• SAC refresh plan post year 2 will be clear and agreed</li> <li>• Stretch aims, inc core and core plus, agreed for 23/24 and progress is being made towards them</li> <li>• Schools can evidence impact via attainment outcomes and SQRs 2023/24</li> <li>• Data strategy moving to embedded – greater consistency in the see of data, particularly across early years and BGE S1 – 3.</li> <li>• Data processes updated to improve referral process to FSW</li> <li>• Termly updates indicate more streamlined referral process – decrease in families requesting crisis support</li> </ul>	<p>HOE, AA, AC Project leader</p> <p>HOE, AA, AC Project leader EOs School Business Officers</p> <p>AC Project leader</p> <p>PEP</p>	<p>By June 23</p> <p>By Sept 2023</p> <p>By Sept 2023</p> <p>By April 2024</p> <p>By April 2024</p> <p>By April 2024</p>

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
	<p><b>B4</b> Continue to work with partners on the development of the Early Interventions programme and the Intensive Family Support Hub as funded through the WFWF (Whole Family Wellbeing Fund)</p>	<ul style="list-style-type: none"> <li>• There will be a clear operational plan for the early intervention and crisis management aspects of the WFWF that is agreed on by Education, HSCP and third sector staff.</li> <li>• For those families accessing early intervention there will be a reduction in escalation to statutory supports as their needs will be met at an earlier point.</li> <li>• Children and young people accessing the service will report improved wellbeing using a variety of measures.</li> <li>• Adults accessing the service will report an improved sense of agency using a variety of measures.</li> </ul>	CSWO	

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**

Link to outcome 2 of the children's service plan

**UNCRC**  
**Articles 3, 23, 28,**  
**29, 39**

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
<p><b>Pupil attendance improves for all, closer to pre-pandemic levels.</b></p>	<p><b>Driver: Leadership / school improvement / parental engagement</b>  <b>C1 Maintain a high-level focus on improving attendance for all pupils – establishing a multi-agency review group</b></p>	<ul style="list-style-type: none"> <li>Attendance strategy launched and in use – found in evidence via Peer Review process as well as ongoing EO visits / SIPS</li> <li>Weekly tracking shows improved levels of attendance for all establishments in comparison to 22/23 i.e., to 92%; further data analysis and tracking shows improved attendance for key groups i.e., SIMD1 and 2, ASN and CEYP (88%)</li> </ul>	<p>Depute Principal Ed Psych (JJ)                      SAC project manager                      Attainment Advisor</p>	<p>By Oct 2023                      During 23/24                      By June 2024</p>
<p><b>Support and provision for pupils' mental health and wellbeing continues to improve</b></p>	<p><b>Driver: Leadership / school improvement / teacher professionalism</b>  <b>C2 Produce a series of Bereavement, Change and Loss lessons for schools to build into their PSE programmes to support the development of approaches to support pupils alongside the Bereavement, Change and Loss policy</b>  <b>C3 Compare the high-level messages from the National HWB survey with the data collected in our survey to identify common themes. Discuss these with focus groups of young people through</b></p>	<ul style="list-style-type: none"> <li>Establishments involved are able to evidence their overall strategy and provision for supporting pupils with Bereavement, Change and Loss e.g. achieving charter mark status</li> <li>A clear picture is established with themes identified and shared with key stakeholders. Actions and next steps are identified and can be found in future planning.</li> </ul>	<p>EO – AM                      EO – AM</p>	<p>By April 2024                      By Dec 2023</p>

	<p>PSE leads and identify further actions that need to be taken.</p> <p>C4 Work with all secondary schools, MVP and CLD to further develop, enhance and embed MVP in all secondary schools.</p>	<ul style="list-style-type: none"> <li>• Agreement reached with secondary school leaders about use of MVP and related CLD support for 2023/24</li> <li>• Emerging impact in relation to anti-social behaviour incidents</li> </ul>	<p>HOE and EOs CLD Service manager</p>	<p>By Sept 2023</p>
<p><b>Reductions in reports of incidents of bullying in comparison to figures from 2021 - 23</b></p>	<p><b>Driver: Leadership / school improvement</b></p> <p>C5 Carry out tri-annual review of the Anti-Bullying policy in collaboration with Respect Me, re-launching the revised policy in November 2024, incorporating feedback from the HWB survey, further focus groups and Clyde Conversations.</p>	<ul style="list-style-type: none"> <li>• Incidents of reported bullying decrease from 2022/23 baseline</li> <li>• Revised policy and protocol for recording of incidents in place</li> <li>• Incidents of reported racist incidents decrease from 2022/23 baseline</li> </ul>	<p>PEP HOE / SEEMIS Officer</p>	<p>By April 24 By April 24 By June 2024</p>

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

Outcomes	Actions	How will we know we have had impact?	Who is Responsible?	Timescale
<p>Improve the overall percentage of young people achieving a positive and sustained destination in comparison to the 2022/23 SLDR %</p>	<p><b>Driver: School Leadership, School Improvement, Assessment of children's progress</b></p> <p>D1. Updated Action plan will be created to oversee Additional Support Needs, Curriculum Design and Developing the Young Work Force workstreams.</p> <p><b>D2. Continue to review the curriculum offer in school and in partnership with college to ensure appropriate courses are in place and progression pathways are available.</b></p> <p>D3. Grow the range of vocational and work-based courses on offer through increased partnership working with the college and other agencies.</p> <p>D4. Re-establish subject networks to allow Principal Teachers and teaching staff the opportunity to collaborate on curriculum design.</p> <p>D5. Establish locality partnership arrangements between schools to co-deliver courses and review the consortium arrangements.</p> <p>D6. Design a remote offer for key subjects areas that will allow equitable access to qualifications across the Local Authority for implementation in 2025/26.</p>	<ul style="list-style-type: none"> <li>All schools will offer a range of qualifications which will include those that are assessed internally including National Progression Awards.</li> <li>Courses on offer from the college will be aligned to the offer in school, reducing duplication, allowing improved progression pathways. There will also be an increased offer to reflect the labour market in Inverclyde and neighbouring regions such as the introduction of courses in Care. The number of young people participating in a Foundation Apprenticeship will increase from previous session.</li> <li>Average number of tariff points that young people leave school with will increase from previous sessions.</li> <li>Attendance figures in the senior phase will increase.</li> <li>Subject networks will be established and have met with agenda and minutes shared; leaders attending will evaluate positively and be able to identify impact in their schools</li> </ul>	<ul style="list-style-type: none"> <li>Secondary HTs</li> <li>EO – Senior Phase</li> <li>Governance Group</li> <li>West College Scotland</li> </ul>	<p>By September 2023</p> <p>By December 2023</p> <p>By December 2023</p> <p>By October 2023</p> <p>By December 2023</p> <p>Ongoing by June 2024</p>
<p>All young people with Additional Support Needs, Care Experienced Young People or other barrier will be supported into a positive and sustained destination</p>	<p><b>Driver: School Leadership, School Improvement, Assessment of children's progress</b></p> <p><b>D7. Launch the post-schools transition guidance documents for young people with Additional Support Needs and/or a Learning Disability for schools.</b></p>	<ul style="list-style-type: none"> <li>Every school will have offered an event to support moving to a post school destination for young people who require an enhanced transition.</li> <li>Number accessing support materials will be high through dedicated council mini site.</li> </ul>	<ul style="list-style-type: none"> <li>Secondary HTs</li> <li>ASN Leaders</li> <li>PT Guidance</li> <li>EO – Senior Phase/Inclusion</li> <li>Ed Psych</li> <li>HSCP</li> </ul>	<p>By September 2023</p>

<p>Young people are aware of the employability skills necessary for the world of work and the different pathways available to secure positive sustained destinations.</p>	<p>D8. Provide appropriate training to school staff who will be responsible for this.  <b>D9. Develop parent friendly materials to support families preparing for young people leaving school.</b></p>	<ul style="list-style-type: none"> <li>• Feedback from parent user groups will show an increasing confidence in navigating the post school offer.</li> </ul>	<p>By October 2023  By November 2023</p>
<p><b>Driver: Teacher Professionalism, School Leadership, School Improvement, Parental Engagement</b></p> <p>D10. Programme of CLPL will be available for staff, exploring how skills can be embedded into the curriculum.  <b>D11. Increase number of schools who have SCQF Ambassador status.</b>  D12. Revise guidance documents for schools on supporting leavers  <b>D13. Create marketing toolkit for schools to use for young people who have left school via a non-traditional route.</b></p>	<ul style="list-style-type: none"> <li>• Attendance at CLPL events will show high engagement</li> <li>• Evidence of skills being linked to curriculum will be evident in planning. Pupils will be able to articulate this during school reviews.</li> <li>• All secondary's will be registered as SCQF Ambassador Schools.</li> <li>• All school will be using the school leaver guidance documents and consistency will be seen during leaver review meetings.</li> <li>• Social media posts will have generated engagement on the range of offers and routes to post school destinations.</li> <li>• The Annual Participation Measure and Initial School Destination figure will show an increase from previous year.</li> </ul>	<ul style="list-style-type: none"> <li>• All establishments</li> <li>• EO – Senior Phase</li> <li>• SDS</li> <li>• MCMC</li> </ul>	<p>Ongoing by June 2024  By June 2024  By August 2023  By December 2023</p>

E: Getting it Right for Every Child

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

Link to outcome 1 of the children's service plan

Outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
<p><b>Outcomes for all pupils with ASN improve</b></p>	<p><b>Driver: Leadership, school improvement, teacher professionalism, assessment of children's learning</b></p> <p><b>E1 Ensure that all establishments have a clear plan in place to ensure that practice and provision is trauma informed</b></p> <p><b>E2 Implement the single agency pupil assessment and planning document</b></p> <p><b>E3 Relaunch of Promoting Positive Behaviour training alongside a refreshed delivery model</b></p>	<ul style="list-style-type: none"> <li>All establishments are able to evidence where they are on their trauma informed journey and what plans they have in place to develop this further inc annual service agreement with Ed Psych</li> <li>Reduction in referrals to the ASG seeking support due to increased capacity to support in establishments – baseline to be taken at end of 22/23 once a term of ASG meeting has been in place.</li> <li>All establishments are implementing the new single agency pupil assessment and planning; evidence through submissions to the ASG and ASNMF that this is being done to a good standard and in line with policy</li> <li>Increased number of trainers from within education service</li> <li>Reduction in the number of critical incidents due to staff's increased skills in de-escalation by 10% on end of 22/23 baseline</li> </ul>	<p>PEP / EO - VS</p> <p>PEP / EO - VS</p> <p>EO - VS</p> <p>EO - VS</p> <p>EO - VS</p>	<p>By Dec 2023</p> <p>By April 2024</p> <p>By June 23</p> <p>By April 24</p> <p>By August 23</p>

Outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
	<p><b>E4</b> Review the missing pupil policy through the CPC alongside a review of communication and protocols linked to community based anti-social behaviour to ensure pupil safety and appropriate response and support</p> <p><b>E5</b> Continue to build and develop the PT ASN network</p> <p><b>E6</b> Introduce a leadership pathway for aspiring DHTs to support them with leading ASN</p> <p><b>E7</b> Review and develop the service offer from Lomond View with a focus on preventing pupils requiring out of authority placements</p> <p><b>E8</b> Link the review of LVA to a wider strategic needs analysis of ASN provision across the authority</p>	<ul style="list-style-type: none"> <li>• A revised missing pupil policy will be in place</li> <li>• A refreshed weapons protocol is in place</li> <li>• Clear protocol for inter agency communication re anti-social behaviour in place</li> <li>• Reduction in number of missing pupils and anti-social incidents</li> <li>• Pupils affected receiving the correct package of support</li> <li>• All PTs leading on either ASN provision or services are attending, engaged and evaluating positively; evidence from ongoing QA of provision and services of improvements to quality</li> <li>• Participants report increased knowledge and confidence of ASN legislation and practice supporting their leadership of ASN / ASL policy in current and future posts</li> <li>• A clear service offer is agreed and in place</li> <li>• Pupils and families report their needs are being better met via service review</li> <li>• A report on wider ASN provision and needs is complete including key recommendations</li> </ul>	<p>EOs – VS and AM</p> <p>EO – AM PEP</p> <p>HOE EO – VS PEP VHT HOE EO - VS</p> <p>QIM</p>	<p>By April 24</p> <p>Throughout 23/24</p> <p>By April 2024</p> <p>By Sept 2023</p> <p>By April 2024</p> <p>By Jan 2024</p> <p>By April 2024</p>

Outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
	<p><b>E9</b> Implement new model of speech and language Service Level Agreement</p> <p><b>E10</b> Develop ASN support groups for parents including ongoing support at key points of transition (Link to work of ASIG and CSP)</p> <p><b>E11</b> Continue to support establishments with their approaches to developing an inclusive curriculum with a focus on anti-racist education including participation in the Education Scotland Building Racial Literacy programme</p>	<ul style="list-style-type: none"> <li>Evaluations and impact of the iCan CLPL and implementation are positive</li> <li>Reduction in referrals to SLT</li> <li>A programme for support groups is agreed and in place</li> <li>Evaluations of the groups by stakeholders is positive</li> <li>All establishments can evidence how they are addressing approaches to anti racist education within their curriculum with leaders reporting improved knowledge and confidence in relation to race equality</li> <li>Pupils report improved learning experiences and knowledge relating to race equality</li> </ul>	<p>EO - VS</p> <p>HOE EO - EM</p>	<p>By Oct 2023</p> <p>By April 2024</p> <p>By April 2024</p>

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

**Outcomes for learners**

Link to outcome 3 of the children's service plan

**UNCRC**  
**Articles 3, 23, 28,**  
**29, 39**

Outcomes	Actions	How will we know we have had impact? (how and where)	Who is Responsible?	Timescale
<p>Improved outcomes for Care Experienced Young People (CEYP) across all establishments</p>	<p><b>Driver: Leadership and school improvement</b> *refer to <i>Virtual School Improvement plan 23/24</i></p> <p><b>F1</b> Review the use of all care experience children and young person funding and implement plans to strengthen this information flow between social work and education</p> <p><b>F2</b> Update Data Spreadsheet and dashboard to support Virtual Head Teacher and Education Officer with responsibility for ASN to ensure improved tracking and monitoring of all CEYP</p> <p><b>F3</b> Continue to utilise the role of the Virtual head in leading aspects of the Children's Services plan and linking with colleagues in children services and social work, to further enhance working relationships and consistency of practice</p> <p><b>F4</b> Continue with focused work around the attendance to care experienced young people but move towards a collegiate approach and a creation of a tiered response involving social worker colleagues and our wider third sector partners</p>	<ul style="list-style-type: none"> <li>• Clearer and shared understanding of how CEYP funding is being used through development of a guidance document.</li> <li>• Reporting process on impact of funding to CE Fund oversight group in place</li> <li>• Dashboard in place and being used by Virtual School</li> <li>• Outcomes for CEYP are improving both in attainment and progress at key tracking points throughout the year</li> <li>• Outcomes for 23/24 across all measure show improvement for CEYP</li> <li>• Further improved information sharing between services including individual offers of support / provision resulting in the right support at the right time i.e. improved outcomes</li> <li>• Improved attendance for all CEYP in particular less CEYP with attendance below 50%</li> </ul>	<p>VHT AC project lead Reviewing Officer – JS</p> <p>VHT AC project lead</p> <p>VHT</p> <p>VHT</p>	<p>By April 2024</p> <p>By June 2023</p> <p>By April 2023</p> <p>By April 2023</p>

## Appendix 1: 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 Nationals Convention on the Rights of the Child
VHT	Virtual head teacher

**Appendix 2: Education Service Maintenance agenda 23/24**

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

<b><u>Previous target / next step</u></b>	<b><u>Officer Responsible</u></b>
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<ul style="list-style-type: none"> <li>• Increase participation in Improving Our Classrooms and Improving Our School. Introduce Improving Our Departments to secondary schools.</li> <li>• Continued focus on Coaching, aiming to run a further 2 cohorts of the inter-authority Coaching for Success programme next year.</li> </ul>	AM AM AM
<ul style="list-style-type: none"> <li>• Continue to monitor and support the use and spend of Pupil Equity Fund within the academic year as well as ensuring outcomes focus on closing the poverty related attainment gap</li> </ul>	MC
<ul style="list-style-type: none"> <li>• Continue to support and monitor the implementation of the revised PIE strategy</li> <li>• Continue to develop ways to encourage greater engagement of Parent Council Chairs at authority events</li> </ul>	EM
<ul style="list-style-type: none"> <li>• Ongoing promotion of the use of ParentsPortal</li> </ul>	AS
<ul style="list-style-type: none"> <li>• Incorporate the Recovery Associate model within the SEF Head Teacher meeting providing opportunities for support and challenge through collaborative working in establishment family groupings</li> <li>• Continue to use data to effectively provide intensive support to establishments through the Outreach programme</li> <li>• Continue to use the SEF Head Teachers meetings to provide the opportunity for collaborative working and sharing good practice</li> </ul>	MC
<ul style="list-style-type: none"> <li>• Continue to refresh computers including a small-scale refresh of EY machines using desktops recovered during refresh and critical user devices for Senior Leaders and admin teams</li> <li>• Continue to develop a digital CLPL programme for session 23/24</li> </ul>	AS
<ul style="list-style-type: none"> <li>• Continue to develop leadership of play pedagogy across all early year's establishments and Primary Schools developing this across all levels.</li> <li>• Continue to engage in inter-authority working to develop best practice in play, through work with West partnership and our Inter-authority trio.</li> </ul>	YG

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

**Previous target / next step**

**Officer Responsible**

<ul style="list-style-type: none"> <li>• Continue to provide intensive support to establishments based on data with a focus on early intervention</li> <li>• Continue to work effectively with partners to support children and families across Inverclyde</li> <li>• Continue to support establishment with their PEF planning</li> <li>• Continue work with Barnardo's to review the referral processes ensuring early interventions and appropriate signposting to relevant support services</li> <li>• Continue to support Barnardo's through the development of an action plan to improve the "readiness to learn" of children in targeted families</li> </ul>	<p>MC MC MC MC</p> <p>MC</p>
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**C: Improvement in children's and young people's health and wellbeing (HWB).**

<p><b><u>Previous target / next step</u></b></p>		<p><b><u>Officer Responsible</u></b></p>
<ul style="list-style-type: none"> <li>• Continue to develop the Wellbeing Service with Action for Children as the provider during 2023-24.</li> <li>• Continue with the CYPCMHW programme will continue into 2023-24 with funding similar to 2022-23</li> <li>• Continue to promote and support access to Kooth - Mental Health Support website for all 16 -25 yrs olds</li> <li>• Continue to monitor the recording of racist incidents and link to work being done around the inclusive curriculum</li> </ul>	<p>LR / MR LR AM</p>	

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

<p><b><u>Previous target / next step</u></b></p>		<p><b><u>Officer Responsible</u></b></p>
<ul style="list-style-type: none"> <li>• Continue to develop staff knowledge of career education standards with a view to embedding employability and meta-skills within the curriculum.</li> </ul>	<p>AS</p>	

<ul style="list-style-type: none"> <li>• Continue to work in partnership with the Local Employability Partnership and Inverclyde Task Force to ensure appropriate skills are being developed and that appropriate offers are available.</li> <li>• Continue to grow the subject networks that have been created with the college to build on curriculum development, progression and pathways.</li> <li>• Continue to work with the college, employers and third sector to build a range of offers for young people with additional support needs. These opportunities will be promoted more effectively to schools and parents.</li> </ul>	<p>AS</p> <p>AS</p> <p>As</p>
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### **E: Getting it Right for Every Child**

<b><u>Previous target / next step</u></b>	<b><u>Officer Responsible</u></b>
<ul style="list-style-type: none"> <li>• EPs will continue to support educational establishments in their development of the JST structure. There will also be an introduction to the structure to Heads of Establishment. Negotiations with members of the Health &amp; Social Care Partnership (HSCP) will also take place to see how they can support the roll out.</li> <li>• Maintain and update the ASL policy</li> <li>• The training in relation to supporting transgender pupils will now become a rolling programme with an offer to staff twice per year.</li> <li>• There will be an ongoing offer of liaison with parental representatives in relation to dyslexia. An interactive session will take place with staff who have questions re the Pathways.</li> <li>• Continue to engage in national developments in relation to REAREP and Education Scotland</li> </ul>	<p>LR</p> <p>LR / VS LR</p> <p>LR</p> <p>MR / EM</p>

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

<b><u>Previous target / next step</u></b>	<b><u>Officer Responsible</u></b>
<ul style="list-style-type: none"> <li>• Continue to work in partnership with the promise team to promote and embed the key messages from the Promise in all education establishments and across the partnership</li> </ul>	<p>SC</p>

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>5 September 2023</b>
<b>Report By:</b>	<b>Ruth Binks Corporate Director Education, Communities &amp; Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/40/23/MR</b>
<b>Contact Officer:</b>	<b>Michael Roach Head of Education</b>	<b>Contact No:</b>	<b>01475 712891</b>
<b>Subject:</b>	<b>Education Update Report – Overview of Local and National Initiatives</b>		

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## **1.0 PURPOSE AND SUMMARY**

1.1  For Decision  For Information/Noting

1.2 The purpose of this report is to ask members of the Education and Communities Committee to note updates relating to the Education Service both in terms of local development as well as national policy development.

1.3 The report includes update on:

- Care Inspectorate inspection outcomes
- Education reform update
- Withers Review of the Skills System
- School Uniform consultation response update
- Placing requests 2023
- Requirement to maintain teacher numbers and the length of the pupil week.
- Lomond View Academy stakeholder engagement
- Tier 2 and tier 3 Mental Health services update

## **2.0 RECOMMENDATIONS**

2.1 Members of the Education and Communities Committee are asked to note the content of the update report.

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

### 3.0 UPDATES

#### 3.1 Care Inspectorate inspection outcomes

Binnie Street Children's Centre was inspected in May 2023. The full report can be found here: [InspectionReport-315444.pdf](#)

The provision was found to be very good in all aspects as below:

How good is our care, play and learning?	Very Good
How good is our setting?	Very Good
How good is our leadership?	Very Good
How good is our staff team?	Very Good

Blairmore Nursery School was inspected in June 2023. The full report can be found here: [Find care \(careinspectorate.com\)](#)

The provision was found to be good in all aspects as below:

How good is our care, play and learning?	Good
How good is our setting?	Good
How good is our leadership?	Good
How good is our staff team?	Good

MORe Childminding was inspected in May 2023. The full report can be found here: [Find care \(careinspectorate.com\)](#)

The provision was found to be excellent in all aspects as below:

How good is our care, play and learning?	Excellent
How good is our setting?	Excellent
How good is our leadership?	Excellent
How good is our staff team?	Excellent

#### 3.2 Education Reform update

##### 3.2.1 The national discussion, "Let's Talk Scottish Education" / Hayward review

The National Discussion was carried out following a recommendation from Professor Ken Muir's report: "*Putting Learners at the Centre: Towards a Future Vision for Scottish Education*" which said the Scottish Government should hold a national discussion to establish a compelling, consensual and renewed vision for the future of Scottish education that:

- puts the learner at the centre; and
- is as inclusive as possible.

The report also noted that it had been 20 years since Scotland last had a national debate on education. The National Discussion was launched in Autumn 2022 and was entitled "Let's Talk Scottish Education". Just over 38,000 people took part with 5600 responses to the consultation being received.

Key recommendations of the Hayward report include:

- adopting the SDA (Scottish Diploma of Achievement) as a graduation certificate for all senior phase educational settings
- the end of exams in S4 and a wider range of assessment methods used in Highers and Advanced Highers

- a digital profile for all learners which allows them to record personal achievements, identify and plan future learning

The SDA would be awarded to school leavers when achievements are recognised in each of three elements. The Programmes of Learning element would focus on individual courses, while the Project Learning would focus on learning in practice and may look at areas such as climate change, migration or artificial intelligence while the Personal Pathway would allow a learner to reflect on learning through social, cultural, economic and well-being perspectives.

The Scottish Government's detailed response to the [IRQA](#) will be considered alongside wider reform activity being taken forward following the [National Discussion](#), the [Review of the Skills Delivery Landscape](#), the forthcoming Purpose and Principles for Post-School Education, Research and Skills, and establishment of the new national education bodies.

The full report can be found here: <https://www.gov.scot/news/hayward-review-published/>

### 3.2.2 **National Education Bodies**

In respect of the new national education bodies, the priority for this programme continues to be ensuring that the roles, responsibilities, and accountabilities of each body, individually and within the education system, are clearer and more readily reflect the needs of learners. Alongside this, ensuring that teachers and education practitioners are supported to improve that experience and education outcomes.

The Education (Scotland) Bill will be introduced to establish a new independent inspectorate and a new public body responsible for qualifications.

Draft strategic target operating models (TOMs) for the three new organisations continue to be developed. The draft TOMs will set out the options for the high-level functions and services to be delivered by each body:

- The development of the TOM for the new national agency is currently focussing on the key functions of Curriculum; Learning, Teaching and Assessment; and Professional Learning and System Leadership.
- The development of the TOM for the new inspectorate is focussing on refining the options for the role of an independent Chief Inspector and the approach to inspection, building on experience to date and consideration of other inspection models.
- The draft TOM for the new qualifications body is also being developed. It includes arrangements to support the decision that regulation and accreditation functions will move into the new body, but with new governance arrangements to support the independence of these functions from the awarding function.

Continued and expanded stakeholder and user engagement is an ongoing focus of the programme. The Education Reform Stakeholder Reference Group met for the third time on 22 March.

Professor Alma Harris, co-facilitator of the National Discussion, outlined that a great deal of work had been undertaken and thanked everyone from throughout Scottish Education who had taken part to date. In her presentation Professor Harris:

- noted that there had been a high degree of engagement with the National Discussion and that she was not aware of another country that had engaged on this scale.
- outlined that she believed the level of engagement reflected the high level of enthusiasm and passion in Scotland's education system for reform.

- noted that the International Council of Advisors had commented on the breadth and depth of engagement.
- shared a draft vision for Scottish education and explained the importance of every young person feeling that they matter, and that the education system is for them; and
- shared three draft values (inclusive, ambitious, and supportive) and outlined that ‘excellence and equity’ – the current strapline of Scottish education – was not heard during engagement and that she believed it was not present in learners’ consciousness.

Discussion among members covered areas including the scope of the vision and call to action, in particular in the context of the post-school and lifelong learning environments, ensuring its language was relevant and accessible, and the role of stakeholders and users in shaping and delivering its outputs.

Scottish Government presented an overview of intent and aims in the prospective Education Reform legislation. It was highlighted that legislation is planned to be enabling and broad enough to provide an overarching framework that will allow the new national bodies to be flexible, responsive, and agile to future change, and takes into account Professor Muir’s recommendations.

Discussion on this item covered topics including the governance arrangements for the new qualifications body, and the need to ensure alignment between the new functions and activity of the new inspectorate and other relevant quality and inspection frameworks.

### 3.2.3 **Withers Review of the Skills System**

On 7 June 2023 the Fit for the Future: developing a post-school learning system to fuel economic transformation was published. James Withers was an Independent Advisor to the Scottish Government who was previously Chief Executive of Scotland Food & Drink and the National Farmers Union of Scotland.

The Scottish Government initiated the Withers review in August 2022, seeking recommendations on how the public body landscape should be adapted to drive forward the ambition for a skilled workforce – as set out in the [National Strategy for Economic Transformation \(NSET\)](#).

Key recommendations made by Withers include:

- the creation of a new single funding and delivery body, bringing together functions from Skills Development Scotland (SDS), the Scottish Funding Council (SFC) and, possibly, the Student Awards Agency Scotland (SAAS)
- giving the enterprise agencies a clear remit for supporting businesses, with workforce planning as an embedded and integrated part of business development and planning
- ensuring there is a clear remit for the new qualifications body – the successor to the SQA - in overseeing development and accreditation of all publicly funded post-school qualifications
- moving responsibility for national skills planning to the Scottish Government
- reform of SDS to create a new body with a singular focus on careers advice and education

The review has clear links to the review of qualifications by Professor Hayward and the National Discussion on Education. Our schools are preparing young people to enter the post school learning system, whether this be entering training, college, university or employment. Some of our young people also access college courses whilst in S4 and some skills based courses, such as National Progression Awards, are offered and delivered by our schools. We also work closely with SDS, through the Careers Advisors, and this organisation has been recommended for

reform. Any changes implemented as a result of the Withers report will have an impact on our schools and plans we are currently implementing.

The full report can be found here:

[Fit for the Future: developing a post-school learning system to fuel economic transformation - gov.scot \(www.gov.scot\)](https://www.gov.scot/fit-for-the-future)

### 3.3 **School Uniform consultation response update**

The analysis report on responses received to Scottish Government's consultation on school uniform has now been published and can be viewed here: [School uniforms in Scotland - Scottish Government - Citizen Space \(consult.gov.scot\)](https://www.gov.scot/school-uniforms).

Moving forward, the Scottish Government has committed to developing statutory guidance on school uniforms during the course of the current parliamentary term. A guidance working group has been convened, which includes a cross-section of stakeholders, who will consider the content of this report when developing this guidance. Further information about the School Uniform Guidance Working Group is available through the following web link: [Education: School Uniform Working Group - gov.scot \(www.gov.scot\)](https://www.gov.scot/education-school-uniform).

We anticipate the guidance will publish next year, becoming effective from August 2024. This guidance will be non-statutory in the first instance, converting to statutory guidance later in this parliamentary term.

The overarching themes from the consultation can be summarised as:

- Affordability and Cost
- Equalities and Inclusion
- Sustainability
- Scope
- Compliance

### 3.4 **Placing requests 2023**

As part of the school admissions process for the academic year 2023/24 the follow information is a summary of the overall picture relating to placing requests.

#### **For primary schools:**

Total placing requests received: 129

Total placing requests granted: 123

Total placing requests refused: 6

Total appeals received: 3

Total appeals successful: 0

#### **For secondary schools:**

Total placing requests received: 120

Total placing requests granted: 112

Total placing requests refused: 8

Total appeals received: 5

Total appeals successful: 0

#### **4.0 REQUIREMENT TO MAINTAIN TEACHER NUMBERS AND THE LENGTH OF THE PUPIL WEEK**

At the meeting of 7 March 2023, it was agreed that that it be remitted to the Convener to write to the Scottish Government on behalf of the Committee on the maintenance of the pupil week and teacher numbers. The Convenor wrote to the Cabinet Secretary, Ms Jenny Gilruth, in April (see Appendix 1) and a response was received in May (see Appendix 2).

In February 2023, the Scottish Government wrote to Local Authorities stating that the overall funding package to support the recruitment of additional teachers and support staff, of £233.5 million in 2023-24, will be maintained in full, but from 1 April 2023 will be conditional on the successful delivery of the following expectations:

- Maintain teacher numbers at 2022 census levels, as published in the Summary School Statistics in December 2022.
- Maintain pupil support staff numbers at 2022 census levels, which were published on 21 March 2023.
- Ensure that places remain available for probationer teachers who need them through the Teacher Induction Scheme.

The £233.5m is made up of £88m Teacher Induction Scheme for Probationers and £145.5m for Additional Teachers and Support Staff. Of this total funding, Inverclyde Council have been allocated £736k for Probationers and £2.094m for additional Teachers and Support Staff. However, £0.655m of the £2.094m has been held back by the Scottish Government and will be distributed to the Council as a redetermination in March, assuming the above conditions are satisfied. This means that the expectation is that Inverclyde needs to retain 781.1 teaching staff for the academic year because this was the number reported in the 2022 census.

Since that time, officers have spoken to civil servants at the Scottish Government to explain that the funding for the Attainment Challenge and the approved one-off use of an Early Years earmarked reserve to support recovery resulted in additional teaching staff in place. The removal of this funding results in 28.2 less teachers being employed in Inverclyde for the academic year 2023/24.

The current teaching FTE projected for academic year 2023/24 is in the region of 762, 19.8 less teachers than the October 2022 figure. This projection should be treated with some caution because it will not allow for unfilled vacancies during census week, any changes to probationer allocation or the finalised number of Pupil Equity Funded teachers. We fully anticipate that fewer teachers will be employed directly by school through Pupil Equity Funding because the pay rise for teachers means that schools can no longer afford to employ the equivalent number of teachers for the same money.

#### **5.0 LOMOND VIEW ACADEMY STAKEHOLDER ENGAGEMENT**

As part of the ongoing review of ASN provision in Inverclyde the need to review how Lomond View Academy supports young people both within the setting and via an evolving outreach service has been identified. This is being done via a delivering differently project.

Through an ongoing analysis of need the following categories were identified as areas of priority:

- Low / Non-attendance
- Lomond View Academy Flexible support
- Support for Care Experienced Young People
- Primary SEBN support

To meet this need a revised leadership and management structure across Lomond View Academy has been developed, including the Corporate Parenting teams and Virtual Schools, to combine the services and offer flexibility for pupils across Inverclyde.

The revised structure will allow us to secure the following improvements:

- Flexibility of staffing across all 3 services
- Virtual schools and corporate parenting having access to a physical building rather than accessing off site provision
- Increased numbers of pupils accessing LVA. Encouraging mixing of ability, joint provision with base school and short-term interventions
- Introduction of Primary SEBN provision (split placement and outreach)

The pilot will be in place for 12 months during which time there will be continuing performance analysis. This will be monitored and supported via a multiagency working group.

During this time we intend to carry out a range of stakeholder engagement sessions, the feedback from which will be gathered, analysed, and utilised to maximise service impact.

## **6.0 UPDATE ON TIER 2 AND TIER 3 MENTAL HEALTH SERVICES**

The Wellbeing Service has continued to provide a Tier 2 Service in Inverclyde that focuses on direct counselling support as well as group work and drop-in sessions. The use of the service, and its levels of impact, are reported to the Scottish Government on a six-monthly basis. In relation to the counselling input this was accessed by 71 pupils in total from July 2022 till June 2023 with significant outcomes being identified using tools that have clinical efficacy.

The wider offer from the Service involves the use of the Bouncing Back and Blues groupwork programmes and the option of drop-in sessions, which were accessed by 986 pupils during the academic session. Again, significant impact was recorded through the use of these approaches, particularly in relation to confidence, self-esteem and relationship management.

Tier two work through the Children and Young People's Community Mental Health and Wellbeing (CYPCMHW) funding has also been commenced through the commissioning of an online support service titled Kooth with a specific target audience of young people aged 16 to 26. This is a self-referral programme, with the upper age limit set beyond the standard 25 years of age of the CYPCMHW agenda to align the offer to the expectations of the Children and Young People (Scotland) Act, 2014 that states that care experienced young people should have an ongoing offer of support until the age of 26 years of age. Kooth has been piloted in other local authority areas to good effect and commenced in Inverclyde in April 2023. Impact information is currently being collated.

Education Services and the HSCP have looked into the impact of the Wellbeing Service on referrals to Tier 3 services and have met with the NHS to analyse the available data and to see any potential trends or messages. This work has included looking at the number of referrals and also the proportion that are accepted or redirected. It has been difficult to draw any definitive conclusions from the data, although the trend in referrals has not decreased over the period. This might be expected given the emerging picture of increased use of mental health services and the post-pandemic situation for young people. It is simply not known if this would have increased more if the Tier 2 service did not exist. Officers also looked at analysis of referrals that were redirected to other services rather than CAHMS. It was difficult to draw any conclusions from this because the data takes into account all referrals to CAHMS that are subsequently redirected to other services, without giving what the services are. Officers from

the Council and HSCP continue to work with health service data officers to see if the information can be analysed in different ways. Work is also being undertaken to see how other local authority areas are measuring this aspect.

## 7.0 IMPLICATIONS

7.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

<b>SUBJECT</b>	<b>YES</b>	<b>NO</b>
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

## 7.2 Finance

One off Costs

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

Annually Recurring Costs/ (Savings)

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

## 7.3 Legal/Risk

N/A

## 7.4 Human Resources

N/A

## 7.5 Strategic

N/A

## 7.6 Equalities, Fairer Scotland Duty & Children/Young People

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required.
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, assessed as not relevant and no EqIA is required.

(b) Fairer Scotland Duty

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 – Assessed as not relevant under the Fairer Scotland Duty.

(c) Children and Young People

Has a Children’s Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
X	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children’s rights.

**7.7 Environmental/Sustainability**

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
X	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

**7.8 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 – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

## **8.0 CONSULTATION**

8.1 The report refers to stakeholder engagement linked to the delivering differently project around Lomond View Academy.

## **9.0 BACKGROUND PAPERS**

9.1 N/A.

**Councillor Jim Clocherty**  
**Ward 4 – Inverclyde North**  
Municipal Buildings  
Greenock  
PA15 1LX

**Inverclyde**  
council

Jenny Gilruth MSP  
Cabinet Secretary for Education and Skills  
The Scottish Government  
St Andrew's House  
Regent Road  
Edinburgh  
EH1 3DG

Direct            01475 712939  
Line:  
Email:            jim.clocherty@inverclyde.gov.uk  
Our Ref:          JC/dr  
Your Ref:  
Date:              11 April 2023

Dear Ms Gilruth,

Firstly, I would like to congratulate you on your appointment to Cabinet Secretary for Education and Skills. I look forward to working in partnership with you over the coming months and years.

At the most recent meeting of Inverclyde Council's Education and Communities Committee on 7 March 2023 the members of the committee considered a report on your letter outlining that Councils are expected to maintain teacher numbers at the same rate as the September 2002 census.

The Committee members across all parties asked me to write to you to highlight a number of points.

You will be aware that Inverclyde Council was one of the original 'attainment challenge' areas and very much welcomed the initiative and the additional resources that the funding brought with it.

The regular reports to our own Committee and also updates provided to Education Scotland show that Inverclyde has made excellent use of the funding, not only in raising overall attainment but also reducing the poverty related attainment gaps.

When the 'attainment challenge' was refreshed and the redistribution of the Scottish Equity Funding across all local authorities announced, Inverclyde Council was broadly supportive of this, recognising that poverty affects all areas.

We remained cognisant of the fact that much of the early funding was for authorities like us to forge the way forward and identify what works best to support other areas and the Council was publicly supportive, including to the Parliament's Education and Skills Committee.

As a committee we are of the opinion that our key to success has been to focus on outputs and outcomes for our young people rather than inputs, and we are disappointed that the approach taken by the Scottish Government seems to have moved away from this principle.

We believe that it is narrow and simplistic to focus on the input of maintaining teacher numbers. We also believe, through experience, that schools alone cannot mitigate the impacts of poverty and the wider supports need to be considered to enable many of our young people to thrive and be able to attend school and learn.



Healthy  
Working  
Lives



It should also be noted that the 2022 teacher census for Inverclyde included teachers funded from the 'attainment challenge' which you will appreciate is a non-recurring external source and does not provide an accurate picture.

If the intention is that councils like ours would be expected to continue to fund resources previously supported by the 'attainment challenge' funding then this would place even more financial pressure onto the council.

We are keen to continue to work in partnership with you to realise the ambitions we all share to get the very best for our young people and to reduce every poverty related barrier to success. In my capacity as convenor, can I take this opportunity to invite you to Inverclyde to see the fantastic work undertaken by our school communities? Although we are one of the most deprived areas in the country, we continually achieve excellent results and outcomes for our young people.

I hope that you take our concerns into consideration and are able to visit us soon.

Yours sincerely



Councillor Jim Clocherty  
Convenor, Education and Communities Committee

Cabinet Secretary for Education and Skills  
Rùnaire a' Chaibineit airson Foghlam agus Sgilean  
Jenny Gilruth MSP/BPA



Scottish Government  
Riaghaltas na h-Alba  
gov.scot

T : 0300 244 4000  
E : scottish.ministers@gov.scot

Appendix 2

Councillor Jim Clocherty  
jim.clocherty@inverclyde.gov.uk

Our Reference: 202300353952  
Your Reference: JC/dr

10 May 2023

Dear Councillor Clocherty,

Thank you for your letter on 11 April, regarding the ask for councils to maintain teacher numbers as at the September 2022 census. Firstly, I would like to thank you for your kind words regarding my appointment as Cabinet Secretary for Education and Skills.

The Scottish Government is absolutely committed to closing the poverty related attainment gap, whilst raising attainment for all, using our investment in the Scottish Attainment Challenge to empower headteachers and local government to achieve their ambitions to improve outcomes for children and young people impacted by poverty.

Clearly, this agenda is a shared endeavour, and I very much welcome Inverclyde Council's ongoing commitment to this policy imperative. I also appreciate that, across thirty-two local authorities, there will be different contexts, demands, nuances, pressures and financial challenges. One of the strengths of the Scottish education system is the flexibility afforded to local authorities and schools to focus on local circumstances and needs.

I am, however, also clear that reducing teacher numbers will not support continuous improvement in education. The Scottish Government issued a letter on 9 February, to local authority Chief Executives, Directors of Education and Heads of Finance, detailing our plans to protect teacher numbers. Further to that, a letter was issued on 27 April confirming the arrangements to monitor the maintenance of teacher and support staff numbers in 2023-24. I understand that Sam Anson (Deputy Director within the Learning Directorate) has also since discussed the substance of that letter directly with Ruth Binks.

Scottish Ministers, special advisers and the Permanent Secretary are covered by the terms of the Lobbying (Scotland) Act 2016. See [www.lobbying.scot](http://www.lobbying.scot)

Tha Ministearanna h-Alba, an luchd-comhairleachaidh sònraichte agus Rùnaire Maireannach fo chumhachan Achd Coiteachaidh (Alba) 2016. Faicibh [www.lobbying.scot](http://www.lobbying.scot)

St Andrew's House, Regent Road, Edinburgh EH1  
3DG  
[www.gov.scot](http://www.gov.scot)



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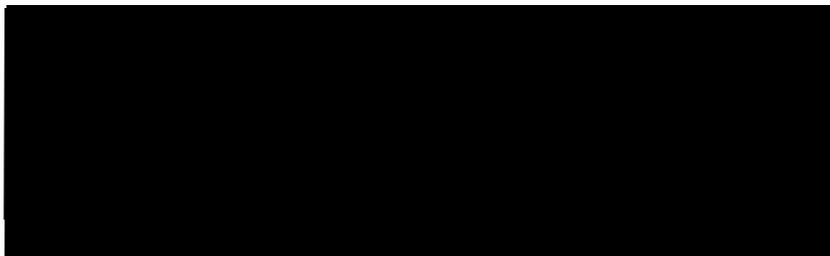
With regard to the Scottish Attainment Challenge, you will be aware that the new funding model was developed with councils and welcomed by COSLA and provides a fairer reflection of the numbers of children impacted by poverty than the previous model. I do, however, recognise that this change requires careful management by local authorities which were previously Challenge Authorities. That is why we have ensured that the redistribution of Scottish Attainment Challenge funding is taking place over four years, supporting authorities to transition to their equitable share over time.

For your information, as part of our record £1 billion investment in the Scottish Attainment Challenge, last year Inverclyde Council received over £5.4 million in funding from the Attainment Scotland Fund, which includes £2,748,713 in Strategic Equity Funding, £2,585,290 in Pupil Equity Funding going to schools to help close the attainment gap, and targeted additional investment of £163,080 to support the wellbeing and attainment of care experienced children and young people.

Thank you for your kind invitation to see the work undertaken by the school communities in Inverclyde, which I am pleased to accept. I would be grateful if your office could contact mine at [cabsefores@gov.scot](mailto:cabsefores@gov.scot) to make the necessary arrangements for me to visit.

I trust that you will find my reply helpful.

Yours sincerely,



**JENNY GILRUTH**

Scottish Ministers, special advisers and the Permanent Secretary are covered by the terms of the Lobbying (Scotland) Act 2016. See [www.lobbying.scot](http://www.lobbying.scot)

Tha Ministearanna h-Alba, an luchd-comhairleachaidh sònraichte agus Rùnaire Maireannach fo chumhachan Achd Coiteachaidh (Alba) 2016. Faicibh [www.lobbying.scot](http://www.lobbying.scot)

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3DG  
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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>5 September 2023</b>
<b>Report By:</b>	<b>Ruth Binks Corporate Director Education, Communities &amp; Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/38/23/MR</b>
<b>Contact Officer:</b>	<b>Michael Roach Head of Education</b>	<b>Contact No:</b>	<b>01475 712850</b>
<b>Subject:</b>	<b>Secondary Gaelic Education in Inverclyde – Consultation on Catchment Area for GME Provision at Inverclyde Academy</b>		

---

## 1.0 PURPOSE AND SUMMARY

- 1.1  For Decision  For Information/Noting
- 1.2 This report is a follow up to a committee report presented at a special Education and Communities Committee meeting on 27 March 2023 where approval was given to officers to develop a proposal for establishing an offer of Gaelic Secondary Education provision for the academic year beginning August 2024 within Inverclyde Academy.
- 1.3 As well as this it was agreed that the final proposal for statutory consultation be brought back to the Education and Communities Committee.

## 2.0 RECOMMENDATIONS

- 2.1 The Education and Communities Committee is asked to:
- approve the proposal for establishing an offer of Gaelic Secondary Education provision for the academic year beginning August 2024 within Inverclyde Academy, and;
  - approve the final proposal for statutory consultation back to the Education and Communities Committee.

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

### **3.0 BACKGROUND AND CONTEXT**

- 3.1 Whinhill Primary school has a very strong and well-respected Gaelic primary provision and nursery class. Pupils from the school wishing to continue Gaelic into secondary education currently put a placing request into Glasgow Gaelic school. Currently (as of June 2023) there are 12 children attending Glasgow Gaelic School from Inverclyde and there are 35 children attending Whinhill Primary School Gaelic provision.
- 3.2 Initially, for the academic year 2020/21 Glasgow Gaelic School turned down the placing requests from Inverclyde, although subsequently the council accepted them. For academic years 2021/22 and 2022/23 Glasgow Gaelic School accepted all placing requests. As Glasgow Gaelic school continues to expand it is highly likely that the school will not be able to accommodate placing requests in the future.
- 3.3 It is considered essential through the National Gaelic Language Plan that where Gaelic primary education is provided, that there will be the opportunity to continue onto secondary education. This could be in partnership with another authority, as has previously been the case albeit through placing requests with Glasgow. In the event that the Glasgow Gaelic School decline places, the expectation of the National Plan is that Inverclyde would identify alternative provision.
- 3.4 In November 2021 the Education and Communities Committee agreed that officers continue to explore options for Gaelic medium secondary education for pupils currently attending Whinhill Primary School in the immediate future, medium and longer term. This was in response to the Glasgow Gaelic school reaching capacity and being unlikely to accept pupils from Inverclyde in the future.
- 3.5 In January 2022 the Education and Communities Committee agreed that officers undertake a statutory consultation on the identification of a catchment area for primary Gaelic provision. The Committee also approved the immediate creation of a Gaelic Advisory Group in relation to considering options for medium and longer-term Gaelic provision but did not approve the option for secondary education in Inverclyde for the immediate term.
- 3.6 In March 2023 at a special meeting of the Education & Communities Committee, a report was tabled that outlined the outcome of an options appraisals process that had been carried out and the subsequent recommendations from the Advisory Group, which was to progress with a Secondary GME provision at Inverclyde Academy from 2024.
- 3.7 There has been no need to establish any GME provision from August 2023 as P7 pupils at Whinhill GME were granted placing requests to the Glasgow Gaelic School. No other requests or admission applications for secondary GME have been received for any other pupils at this stage.
- 3.8 There is no requirement to carry out a statutory consultation to establish a GME secondary provision within Inverclyde Academy, however there is a requirement to carry out a statutory consultation for the delineation of a catchment area for this provision.

### **4.0 PROPOSALS**

- 4.1 The formal consultation document at Appendix 1 outlines the process of the consultation as well as a summary of the proposed provision. The consultation 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 2<sup>nd</sup> October and will end on Friday 10<sup>th</sup> November 2023. Written representations must be received by this date in order to be taken into account.

- 4.2 The proposal is that a catchment area is established for Gaelic medium secondary education. The catchment area would cover the whole of the Inverclyde local authority area.
- 4.3 Any pupil who wishes to pursue Gaelic medium education at Inverclyde Academy would live in the catchment area if they live in Inverclyde. If they live over two miles from the school they will be entitled to transport in accordance with Inverclyde Council Transport Policy.
- 4.4 Inverclyde Academy is a non-denominational secondary school and pupils who attend will be deemed to have chosen a non-denominational education.

## 5.0 IMPLICATIONS

- 5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

<b>SUBJECT</b>	<b>YES</b>	<b>NO</b>
Financial	X	
Legal/Risk		X
Human Resources	X	
Strategic (Partnership Plan/Council Plan)	X	
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing	X	
Environmental & Sustainability		X
Data Protection		X

## 5.2 Finance

The cost of one class teacher has been factored into the current staffing model i.e. a post has been ringfenced.

If the catchment is delineated as above, then the council will incur transport costs for pupils who currently attend Whinhill GME and indicate they wish to continue to S1 GME at Inverclyde Academy. Given that this is an unknown number an approximate figure is added for the initial year but this will increase as more pupils enrol.

The Gaelic Specific Grant which we apply for annually is offered under the Gaelic Language Education (Scotland) Regulations 1986. Through the scheme, funding is available for up to 75% of the cost towards delivery of Gaelic education. If successful in our grant bid, it is expected that Inverclyde Education Services would plan for mainstreaming of these costs into central budgets no later than five years from commencement of funding.

### One off Costs

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

## Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
Teaching staff, admin costs	Various	Aug 24	£75,000		These are the initial costs of secondary Gaelic provision based on one teacher, resources and admin costs. This will be funded from within the Secondary Education budget i.e. a teaching post has been ringfenced for GME beginning in Aug 24 and potentially through grant income as above.
Transport	Approximate Transport Costs	Aug 24	£7K		

### 5.3 Legal/Risk

N/A.

### 5.4 Human Resources

As above a new teacher for the GME provision will need to be recruited for August 2024. Ongoing support for the Senior Leadership team to support this teacher into post as well as establishing the initial set up of the provision will be provided from the GME team at Whinhill as well as Education Scotland and Bord na Gaidhlig.

### 5.5 Strategic

This report helps deliver Council Plan Theme 1 Outcome: People – Our young people have the best start in life through high quality support and education. As well as this the provision outlined in the consultation documentation advances and support the council 22-27 Gaelic Plan.

### 5.6 Equalities, Fairer Scotland Duty & Children/Young People

#### (a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

X	YES – Assessed as relevant and an EqIA is required, a copy of which will be placed on the Council's website: <a href="https://www.inverclyde.gov.uk/council-and-government/equality-impact-assessments">https://www.inverclyde.gov.uk/council-and-government/equality-impact-assessments</a>
	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, assessed as not relevant and no EqIA is required.

#### (b) Fairer Scotland Duty

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

X	YES – A written statement showing how this report’s recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
	NO – Assessed as not relevant under the Fairer Scotland Duty.

(c) Children and Young People

Has a Children’s Rights and Wellbeing Impact Assessment been carried out?

X	YES – Assessed as relevant and a CRWIA is required.
	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children’s rights.

**5.7 Environmental/Sustainability**

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
X	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

**5.8 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 – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

**6.0 CONSULTATION**

6.1 As in Appendix 1 a formal consultation will be undertaken under the terms of the Schools (Consultation) (Scotland) Act 2010 as amended.

**7.0 BACKGROUND PAPERS**

7.1 N/A.

## Education Services

### *Seirbheis an Fhoghlaim*

#### **Establishment of a catchment area for secondary Gaelic provision in Inverclyde Academy 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 secondary Gaelic provision in Inverclyde. Currently primary Gaelic medium is offered at Whinhill Primary School, with a clearly defined catchment area. However as of yet there is no secondary GME provision with an established catchment area for Gaelic and pupils attend by means of a placing request.

The proposal is to establish a delineated catchment area that covers the whole of the Inverclyde Council area for Gaelic secondary provision in Inverclyde Academy due to open in August 2024. This means that every pupil who chooses Gaelic medium education for secondary school who lives within the Inverclyde boundary but further than two miles from Inverclyde Academy will be entitled to free transport. This proposal is only for secondary education. A catchment area and related transport policy already exists for primary GME provision at Whinhill Primary School but does not apply to early years 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 iartasan 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 Bun-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:**

**5pm on Friday 10<sup>th</sup> November 2023**

**There will be 2 public meetings held on:**

**Wednesday 25<sup>th</sup> October 2023 at Inverclyde Academy, 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.

**Wednesday 1<sup>st</sup> November 2023 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.

## **Contents**

- 1.0. Background on the consultation process**
- 2.0 Proposed Changes**
- 3.0 The consultation process**
- 4.0 Involvement of Education Scotland**
- 5.0 Consultation Report**
- 6.0 Inaccuracies or omissions**
- 7.0 Implementation date for the proposal**
- 8.0 Educational benefits – assessment of the likely effects of the proposal**

## **Appendices (Pgs 9 – 12)**

- 1. Consultation response form**

## **1.0 BACKGROUND TO THE PROPOSAL**

- 1.1 The Education and Communities Committee meeting of 27 March 2023 approved that officers develop a proposal for establishing an offer of Gaelic Secondary Education provision for the academic year beginning August 2024 within Inverclyde Academy and bring the final proposal for statutory consultation back to the Education and Communities Committee.

A statutory consultation is not required to establish a GME provision such as that being proposed at Inverclyde Academy however a statutory consultation is required to delineate the catchment area for this provision.

## **2.0 PROPOSED CHANGES**

- 2.1 The proposal is that a catchment area is established for Gaelic medium secondary 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 Inverclyde Academy would live in the catchment area if they live in Inverclyde. If they live over 2 miles from the school they will be entitled to transport in accordance with Inverclyde Council Transport Policy.
- 2.3 Inverclyde Academy is a non-denominational secondary school and pupils who attend will be deemed to have chosen a non-denominational education.

## **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 2<sup>nd</sup> October and will end on Friday 10<sup>th</sup> November 2023. Written representations must be received by this date in order to be taken into account.
- 3.2 All secondary schools will be affected by this proposal.
- 3.3 **Public Meeting**

There will be 2 public meetings held on:

Wednesday 25<sup>th</sup> October 2023 at Inverclyde Academy, 6:30 pm

Wednesday 1<sup>st</sup> November 2023 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. Interested parties are invited to respond to the proposal by making an online submission using the link:

[www.inverclyde.gov.uk/yoursay](http://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 10<sup>th</sup> November 2023.

### **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](http://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

Pupil consultation will take place through representatives of Pupil Councils.

## **4.0 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.

## **5.0 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.

## **6.0 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.

## **7.0 IMPLEMENTATION DATE FOR THE PROPOSAL**

- 7.1 It is expected that the proposal, if accepted, would be implemented from the start of term August 2024.

## **8.0 EDUCATIONAL BENEFITS – ASSESSMENT OF THE LIKELY EFFECTS OF THE PROPOSAL**

- 8.1 Inverclyde Council is firmly committed to delivering a high-quality education provision in learning environments fit for learning and teaching in the 21<sup>st</sup> 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.

- 8.2 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 2023/28. 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.

- 8.3 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 secondary 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.
- 8.4 Inverclyde Council has well established Gaelic Medium Education provision within Whinhill Primary. There is primary provision and a nursery class. Currently pupils who wish to continue Gaelic in secondary education make a placing request to the Glasgow Gaelic School. There is a high demand for places within the Glasgow Gaelic School, due to the expansion of Gaelic Medium provision within the city. As a result, placing requests may not be granted in the future, as was initially the case for the academic year 2020/21.
- 8.5 The Council undertook a statutory consultation in 2022 to establish the catchment area for the Primary Gaelic Medium provision in Whinhill Primary; this is now the whole of Inverclyde Council. Transport is provided in line with the Council's School Transport Policy for children, who are eligible. This ensures equality of access to Gaelic Medium Education for all children in Inverclyde. This may result in an increase in the number of children attending the Primary GME provision within Whinhill Primary as this option becomes more widely known and accessible to parents.
- 8.6 The approved Gaelic Plan for Inverclyde Council 2023-28 has the high-level aim of Increasing Learning in Gaelic; in relation to Secondary Gaelic Provision, it states: *Explore opportunities, in partnership with Bòrd na Gàidhlig and with neighbouring authorities, within the first 18 months of the plan and make appropriate recommendations and if necessary, take applicable steps to develop Gaelic Medium Education provision at secondary level within the Inverclyde Council area.*
- 8.7 The provision of secondary Gaelic Medium Education has been developed over time. GME provision within a secondary school is the most common provision of Gaelic Medium Education in the secondary sector in Central Scotland.
- 8.8 As is the case within other GME provisions located in a secondary school, only some subjects are delivered through the medium of Gaelic. Pupils will be able to progress and develop their Gaelic language skills. The Gaelic Medium provision will provide the opportunity to promote and develop the Gaelic Language across and out with the school.
- 8.9 Pupils will be able to progress and develop their Gaelic language skills, with the aim being to deliver a sufficient proportion of the curriculum through the medium of Gaelic at the secondary stages to enable young people to continue to develop their fluency in Gaelic through immersion. The exact curriculum delivery model will only be determined once a suitable teaching candidate has been appointed to post. This is due to not knowing if a suitable candidate will be able to teach Gaelic as

well as a second or even third subject. However, it has to be sufficiently substantial to impact on young people's fluency.

- 8.10 Establishing Secondary GME provision within Inverclyde Academy would provide opportunities for collaboration across and out with the West Partnership to develop the provision in the short, medium and long term. Provision of professional learning for staff, through a collaborative approach, would develop the knowledge and skills of staff, including senior leaders, to understand and fully develop an inclusive ethos to ensure that Gaelic has equal status with English in the school environment.
- 8.11 Establishing Secondary GME provision within Inverclyde Academy would comply with the legislative requirements, which places a duty on authorities to promote and support Gaelic Medium Education, as far as is reasonably practicable.

## **9.0 RESPONDING TO THE PROPOSAL**

- 9.1 Section 3 of this document provides details on how to access a copy of the proposal document.
- 9.2 Interested parties are invited to respond to the proposal by making an online submission using the link:  
[www.inverclyde.gov.uk/yoursay](http://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 10<sup>th</sup> November 2023.

## Education Services

### Establishment of catchment areas for 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 10<sup>th</sup> November 2023**.

**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 secondary Gaelic provision in Inverclyde. Currently primary Gaelic medium is offered at Whinhill Primary School, with a clearly defined catchment area. However as of yet there is no secondary GME provision with an established catchment area for Gaelic and pupils attend by means of a placing request.

The proposal is to establish a delineated catchment area that covers the whole of the Inverclyde Council area for Gaelic secondary provision in Inverclyde Academy due to open in August 2024. This means that every pupil who chooses Gaelic medium education for secondary school who lives within the Inverclyde boundary but further than 2 miles from Inverclyde Academy will be entitled to free transport. This proposal is only for secondary education. A catchment area and related transport policy already exists for primary GME provision at Whinhill Primary School but does not apply to early years education.

**Q1 Do you agree with the establishment of a catchment area for secondary 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 Inverclyde Academy 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 two miles 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:**

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<b>Report To:</b>	<b>Education &amp; Communities Committee</b>	<b>Date:</b>	<b>5 September 2023</b>
<b>Report By:</b>	<b>Corporate Director Education, Communities &amp; Organisational Development</b>	<b>Report No:</b>	<b>EDUCOM/35/23/RB</b>
<b>Contact Officer:</b>	<b>Ruth Binks</b>	<b>Contact No:</b>	<b>01475 712748</b>
<b>Subject:</b>	<b>Amendments to the Inverclyde Policy on Admissions and Pupil Placement in Mainstream Schools</b>		

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## **1.0 PURPOSE AND SUMMARY**

- 1.1  For Decision  For Information/Noting
- 1.2 The Inverclyde policy on admission and pupil placements in mainstream schools was revised in September 2020 after statutory public consultation. As the policy has been used over the last 3 years, officers have identified aspects of the policy that would benefit from further clarification, or where the policy has made no specific provision for circumstances.
- 1.3 The current policy is attached as Appendix 1 and the proposed policy is attached as Appendix 2. The proposed amendments are outlined in section 4 of this report. The proposed change for Gaelic primary is as a result of statutory consultation and the other amendments are seeking clarification.

## **2.0 RECOMMENDATIONS**

- 2.1 That the Education and Communities Committee approves the amendments to the Inverclyde policy on admissions and pupil placement in mainstream schools as outlined in section 4 of this report.

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

### **3.0 BACKGROUND AND CONTEXT**

- 3.1 The Inverclyde policy on admission and pupil placements in mainstream schools was revised and agreed by Committee in September 2020 after statutory public consultation, specifically in relation to transfer to secondary school arrangements for pupils attending village schools.
- 3.2 Since that time statutory consultation has taken place to allocate a catchment area for primary Gaelic provision and this was agreed by the Committee in June 2022. The wording of the admissions policy should be amended to reflect this.
- 3.3 As the policy has been used over the last 3 years, officers have identified aspects of the policy that would benefit from further clarification, or where the policy has made no specific provision for circumstances. On the back of this some amendments are suggested to provide clarification. The changes are viewed to be relatively minor and therefore would not be subject to statutory consultation.

### **4.0 PROPOSALS**

- 4.1 Section A paragraph 1.6 currently asks parents to register with the local school and make a placing request to Whinhill Primary School. It also still states that transport will be provided to Glasgow Gaelic School. This paragraph will be changed to the following:

*Parents living in Inverclyde wishing their child to be educated in primary Gaelic medium should register with Whinhill Primary School choosing the drop down menu for Gaelic Medium.*

- 4.2 Section A paragraph 1.5 identifies that a certificate of baptism into the Roman Catholic faith should be obtained before entry to primary school for village schools, however only refers to a certificate of baptism into the Roman Catholic faith in other instances. To provide consistency across the policy it is proposed that if a certificate of baptism into the Roman Catholic faith is required for allocating places in order of priority, then it should have been obtained before entry to primary school in all instances and that the policy be amended to reflect this.
- 4.3 Section C of the policy deals with oversubscription of catchment schools. The section primarily deals with circumstances where a school is oversubscribed for places at either the primary 1 or secondary 1 intake stage. Although section B paragraph 3 of the policy deals with arrangements for registering a pupil after the start of the school session, the policy is largely silent about allocation of places mid-year if a school is oversubscribed. Whilst previous custom and practice has been to follow Section C of the admission policy for mid-year placements, increasingly large numbers requesting places at schools during the school term has made the continuation of the practice impractical and potentially unfair. This is especially so in the denominational sector.

The current practice is that if a place is not available in a denominational school, then a child will automatically be transported to the nearest denominational school until a place becomes available, this is regardless of whether or not the pupil has a certificate of baptism into the Roman Catholic faith. This practice is becoming increasingly costly for the authority and could end up with the oversubscription of some schools. It is therefore proposed to add a paragraph to section B paragraph 3 (Arrangements for registering a pupil after the start of the school session) which will read:

*3.4 If a catchment school does not have space to accommodate pupils, then a space will be found at an appropriate alternative school and transport, if necessary, will be provided until such times as a space becomes available.*

This paragraph allows the authority to consider all of the contextualised circumstances when allocating a school place mid-year.

- 4.4 Section C paragraph 1 second paragraph states that applications for all other stages other than primary 1 and secondary 1 should be dealt with by head teachers. Because of the complexity of allocating places, all places are now allocated centrally by the education office in consultation with schools. The proposal is to remove the second paragraph from Section C paragraph 1.
- 4.5 Appendix 1 to this report contains the current policy and Appendix 2 contains the proposed amendments.

## 5.0 IMPLICATIONS

- 5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO	N/A
Financial		X	
Legal/Risk	X		
Human Resources		X	
Strategic (LOIP/Corporate Plan)	X		
Equalities & Fairer Scotland Duty	X		
Children & Young People's Rights & Wellbeing		X	
Environmental & Sustainability		X	
Data Protection		X	

## 5.2 Finance

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					

## 5.3 Legal/Risk

The change to Gaelic primary admission arrangements has been the subject of statutory consultation. The other amendments to the policy are to provide consistency and clarification of procedures.

## 5.4 Human Resources

N/A.

## 5.5 Strategic

N/A.

## 5.6 Equalities and Fairer Scotland Duty

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required. (Included in Gaelic
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, assessed as not relevant and no EqIA is required

(b) Fairer Scotland Duty

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 – Assessed as not relevant under the Fairer Scotland Duty.

5.7 **Children and Young People**

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
X	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

5.8 **Environmental/Sustainability**

Has a Strategic Environmental Assessment been carried out? N/A

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
X	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

## 5.9 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 – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

## 6.0 CONSULTATION

6.1 Statutory consultation was undertaken for the change to the Gaelic Primary catchment area.

## 7.0 BACKGROUND PAPERS

7.1 N/A.

## Education Services

Inverclyde policy on admissions and  
pupil placement in mainstream schools

Revised September 2020





# Contents

## **Section A Core principles of the policy - page 3**

- 1.0 The admissions and pupil placement policy is applicable to all mainstream schools in Inverclyde.

## **Section B - admissions procedures - page 5**

- 1.0 Arrangements for registering a pupil in P1
- 2.0 Arrangement for transferring from primary to secondary school
- 3.0 Arrangements for registering a pupil into primary and secondary school after the start of the school session in August

## **Section C - oversubscription of catchment area schools and the capping of schools - page 7**

- 1.0 Oversubscription of schools
- 2.0 Capping of schools

## **Section D - making a placing request - page 9**

- 1.0 Arrangements for making a placing request at the beginning of an academic year
- 2.0 Arrangements for making a placing request out with the normal enrolment timescale
- 3.0 Families who move to a new address
- 4.0 School transport
- 5.0 Appeal procedures

## **Appendices - page 13**

- Glossary of terms
- Reasons for refusing a request at a school
- Associated school groups by catchment area



## Section A - core principles of the policy

- 1.0 The Admissions and Pupil Placement Policy is applicable to all mainstream schools in Inverclyde.
- 1.1 The Admissions and Pupil Placement Policy recognises the right of parents to make a placing request to have their child educated in a school of their choice. Parents in turn should recognise that they do not have an automatic right to have their placing request granted.
- 1.2 For the purposes of determining which school a pupil should attend the authority is divided into defined geographical catchment areas. Each address in Inverclyde is assigned to a non-denominational and a denominational primary and secondary school.
- 1.3 At the point of entry to primary school parents may choose the primary school of either educational sector, (non-denominational or denominational) assigned to their home address, which they wish their child to attend. This policy is premised on the assumption that having made a choice about the educational sector (denominational or non-denominational) at primary stage, a pupil will remain in that sector for the duration of their education in Inverclyde.
- 1.4 All of the denominational schools in Inverclyde are Roman Catholic. Roman Catholic schools are open to all children regardless of faith. Where a denominational school is oversubscribed, either for within the catchment area pupils or through placing requests then priority will be given to pupils who can demonstrate or have declared an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Roman Catholic faith and a supporting letter from the Church. (see sections C and D)
- 1.5 There are no denominational primary schools within the areas of Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:
  - Only those children who have a certificate of baptism into the Roman Catholic faith before entry to primary school whose parents have selected to send their child to the non-denominational school serving the defined catchment area assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at Primary 7 of seeking admission to the denominational school assigned to their address. The Council's policy in respect of school transport will apply.
- 1.6 Inverclyde has a Gaelic nursery and primary unit attached to Whinhill Primary School. It is the right of parents to make a request to the Authority for Gaelic medium education. Parents wishing their child to be educated in Gaelic medium should register with their local school and make a placing request. Gaelic Secondary education is accessed in Glasgow. Transport is provided.



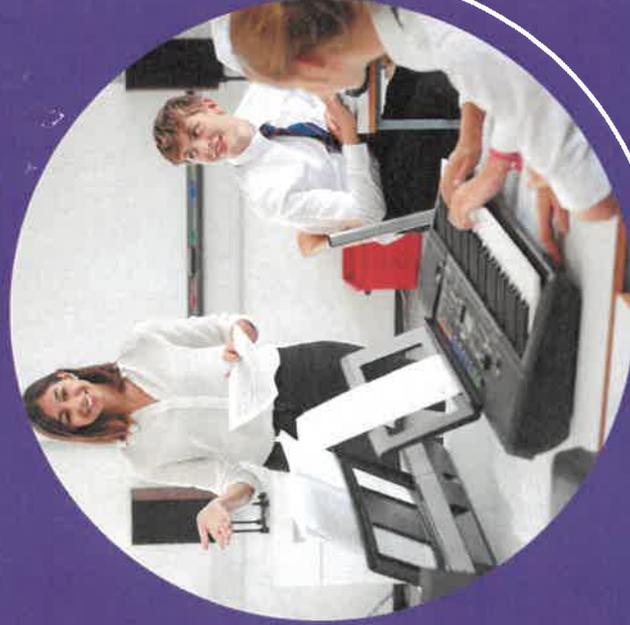


- 1.7 Each secondary school has a list of associated primary schools. This means that pupils who live within the geographical catchment area and of the chosen sector (denominational or non-denominational) would normally transfer to the secondary school without the need for a placing request.
- 1.8 Attendance at an associated primary school, either through a placing request or the submission of a request to remain if a family have moved house does not guarantee a place at the associated secondary school and a placing request should be submitted.
- 1.9 A Pupil Placement Panel will be convened by the Corporate Director of Education, Communities and Organisational Development if the situation arises where the number of pupils in a defined catchment area who are eligible to enter a school in primary or secondary is greater than the number of places available in the school.  
The Pupil Placement Panel will also scrutinise recommendations on entry made by the appropriate Head of Service in Education Services to ensure the criteria has been applied appropriately and to determine which placing request applications should be granted and which should be refused.
- 1.10 The Pupil Placement Panel will comprise the Corporate Director of Education, Communities and Organisational Development, the Head of Legal and Property Services and a Head of Service from another council service selected from a rota.
- 1.11 Where documentation such as proof of residence, a qualifying letter or baptism into a faith are requested, then the applicant will be given 4 weeks to produce original copies of any documentation requested. A Council Tax notice, plus a recent utility bill or other acceptable evidence will be accepted as proof of residence. Where there is doubt about any of the documentation, the Authority reserves the right to verify this information by cross checking with Council Tax records or undertaking spot checks.



## Section B - admissions procedures

- 1.0 **Arrangements for registering a pupil in primary 1.**
- 1.1 The Education (Scotland) Act 1980, as amended by the 1981 Act, requires education authorities to secure the adequate and efficient provision of school education including arrangements for the admission of children to schools.
- 1.2 The process of registration records a child as eligible for education to be provided by the authority. The procedure of enrolment commits the authority to providing that education in a particular school.
- 1.3 The process for enrolling is as follows:  
On a date or dates in January each year intimated and publicly advertised by Education Services, parents/carers should register their children with their catchment area school of their chosen denomination if their children:
  1. Have attained the age of 5 years before that date
  2. Will attain the age of 5 years on or before the last day of February of the following year
- 1.4 Birth Certificates and proof of residence (Council Tax letter, plus a recent utility bill or other acceptable evidence) must be produced.
- 1.5 At the point of registration parents will have access to the handbook containing information about the school. Parents will also receive information about how to make a placing request should they decide not to send their child to their catchment school.
- 1.6 If a parent wishes to defer entry to primary school they still must register at the appropriate school to be advised of the Council's deferred entry procedures.
- 1.7 If a child has not reached the age of 5 years by the last day in February they would not be eligible to register at this time. In exceptional circumstances, a formal request for early entry should be submitted to Education Services for consideration.
- 2.0 **Arrangements for transferring from primary to secondary school.**
- 2.1 On completion of their primary education, pupils will normally transfer to the secondary school within their geographical catchment area and of their chosen denomination unless they have been granted a placing request to another secondary school.
- 2.2 Pupils will transfer from primary school to secondary school once per year on the date of the start of the new session for pupils. Transfer will normally take place at the end of primary 7.





- 2.3 The Head Teacher of the primary school will advise parents/carers in December each year that their children are due to transfer to secondary school in the following August. Intimation will be made of the name of the secondary school to which the child should transfer and details of liaison meetings with parents will be provided.
- 2.4 There are no denominational primary schools within Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:
- Only those children who have a certificate of baptism into the Roman Catholic faith before entry to primary school whose parents have selected to send their child to the non-denominational school serving the defined catchment area assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at Primary 7 of seeking admission to the denominational school assigned to their address. The Council's policy in respect of school transport will apply.
- 3.0 Arrangements for registering a pupil into primary and secondary school after the start of the school session in August.**
- 3.1 This applies to pupils moving into the catchment area of their chosen denomination after the start of a school session. In the first instance parents should make contact with the school directly to enquire if they have space for their child in the relevant stage or year group. Parents should provide proof of the address and the child's date of birth.
- 3.2 In addition, for secondary school placements, parents will need to provide details of the subjects that the child has studied, particularly at stages S4 and above. It may not be possible to match all subjects previously studied and children may need to choose new subjects to make a full timetable.
- 3.3 During school holidays, parents should contact Education Services to discuss the arrangements for registering their child into their preferred primary or secondary school.



## Section C - oversubscription of catchment area schools and the capping of schools

### 1.0 Oversubscription of schools.

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

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

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

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

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





- 1.1 If within catchment area places for the chosen denomination have had to be declined then a waiting list will be held by Education Services reflecting the above criteria. Parents will be informed if places become available. If the parent subsequently chooses that their child remain at the school outwith the catchment area or chosen denomination the following should be borne in mind:
- Transport will only be made available for that academic year
  - The pupil may have to submit a placing request to their chosen secondary school
- 1.2 If Inverclyde Council refuses an application to one of its schools it must explain the reasons why to parents in writing. The grounds for refusal of a place are listed in Appendix 2. Parents have the right to appeal this decision through the appeals process.
- 2.0 Capping of schools.**
- 2.1 Inverclyde Council is permitted to limit the overall roll of a school (the term commonly used is "capping"). It can limit not just the overall roll but also the intake of pupils into specific year groups. Where there are schools whose rolls will exceed their capacity or by the granting of placing requests will exceed their capacity in the future, there is a need to restrict access to these schools so that the roll can remain within the agreed capacity of the school.
- 2.2 The Council is allowed to reserve places within primary and secondary schools, based on the assumption that the places will be required for children and young people who are likely to move into the delineated areas of the schools during the session (Section 28A of the Education (Scotland) Act 1980 as amended).
- 2.3 For the purpose of secondary schools which are approaching capacity, Inverclyde Council may keep two places for S1 for pupils who move into the catchment area and one place for pupils in other years.
- For primary schools who are approaching capacity, Inverclyde Council will keep one space per year group for pupils who move into the catchment area.
- Inverclyde Council will not employ an extra teacher or create another class due to placing requests.



## Section D - making a placing request

- 1.0 Arrangements for making a placing request at the beginning of an academic year.
- 1.1 Parents who wish their child to attend a school other than their defined catchment school are entitled to make a placing request for the school of their choice.
- 1.2 Information on how to make a placing request is distributed to parents/carers by head teachers at the point of enrolment in January in the case of pupils who are starting primary 1. When pupils transfer from primary to secondary school the information will be given out as part of the information pack in December.
- 1.3 Parents/carers may make only one placing request at a time for a pupil. If the initial request is refused the opportunity will be available to parents to make another request should they so wish.
- 1.4 Where applications are being made for the start of a new session these should be submitted to Education Services no earlier than 1 January and no later than 1 February prior to the start of the session in August. Applications received for P1 or S1 after the 1 February will only be considered after the applications received on time have been processed.
- 1.5 Applications will be acknowledged within 5 working days of receipt of each application.
- 1.6 Parents/carers will be advised in writing of the decision made in respect of their application no later than 30 April.
- 1.7 Late applications may be considered at the discretion of the Head of Education.
- 1.8 If a placing request is submitted then the catchment area place that the pupil is entitled to will be kept until the outcome of the placing request application has been confirmed.
- 1.9 While every effort is made to grant placing requests, circumstances can arise whereby there are more applications than places available. In such cases the priorities for admission will be as follows:
  - 1 A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.
  - 2 Those cases where a brother or sister attends the school and will continue in this school during the next session.
  - 3 In secondary schools: children who attend a primary school associated with the secondary school as a result of a placing request or a request to remain according to the length of time at the associated primary school. This means that pupils who have attended for the longest time will have the highest priority. Appendix 3 shows the list of associated school groups.





- 4 In the case of denominational schools: pupils within the catchment area who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Roman Catholic faith.
  - 5 All other children of school age residing in the defined catchment area of the school according to distance of home address from chosen school.
  - 6 All other children of school age residing in Inverclyde according to distance of home address from chosen school.
  - 7 Children of school age residing outwith Inverclyde whose additional support need is supported by significant input by education and another appropriate agency and who are requesting a place within a school which has specialist provision to meet the child's needs.
  - 8 Children of school age residing outwith Inverclyde according to distance of home address from chosen school.
- 1.10 When a placing request is granted the previously allocated place at the catchment school will be withdrawn. The newly allocated place will not be withdrawn unless the place was obtained on the basis of false information.
- 1.11 The Pupil Placement Panel should convene to determine the allocation of places. It will be the role of the Pupil Placement Panel to scrutinise recommendations on placing request applications made by the appropriate Head of Service in Education Services to ensure the criteria have been applied appropriately and to determine which applications should be granted and which should be refused. Where a placing request application is refused parents will be advised in writing of the grounds for refusal.
- 2.0 Arrangements for transferring from primary to secondary school.**
- 2.1 Parents who wish to make a placing request during the school year or school holidays should contact the school of their choice or Education Services to obtain an application form.
- 2.2 Placing request applications which are submitted to Education Services during the school year or school holidays will be acknowledged within 5 working days of receipt. Parents/Carers will be notified of the decision made in respect of their application within 8 weeks (exclusive of school holidays).



- 2.3 Such applications will be referred to the Head Teacher of the school concerned who will advise if there are places available in the school. Where the Authority declines an application for reasons other than there being no places available in the school the application will be referred to the Pupil Placement Panel for decision. If a placing request application is refused parents will be advised in writing of the reasons for refusal.
- 3.0 Families who move to a new address.**
- 3.1 Where a family moves to a new address which is outwith the catchment area of the school their child currently attends, they have two options:
- Enrol their child in the school serving their new defined catchment area for their chosen denomination.
  - Complete a form requesting that their child remains in the school they currently attend. If this option is selected Inverclyde Council will not provide school transport. In the case of primary pupils, parents should check the secondary school assigned to their new home address. It is likely that a placing request may be required for their child to attend the secondary school assigned to their previous home address.
- 4.0 School transport.**
- 4.1 Inverclyde Council provides school transport for pupils who live more than one mile from their local primary school or two miles from their local secondary school by the shortest safe walking route.
- 4.2 Children who attend a school as a result of a placing request are not entitled to school transport. If, in exceptional circumstances, a pupil is unable to attend the catchment area school of their chosen denomination because it will pose a risk to the safety of the pupil or there is a legal reason why they cannot attend that school then the Authority may consider providing transport at the discretion of the Head of Education.
- 5.0 Appeal procedures if a placing request is refused.**
- 5.1 If Inverclyde Council refuses an application to one of its schools it must explain the reasons why to parents in writing. The grounds for refusal of a place are listed in Appendix 2.
- 5.2 If parents/carers are aggrieved by a decision of the Education Authority to refuse a placing request then the parent/carer may refer the decision to the Education Appeal Committee set up by Inverclyde Council.



- 5.3 The Education Appeal Committee hearing an appeal shall have a membership of three; one Councillor and two other members. The Councillor shall not be a member of the Council's Education & Communities Committee. The other members will not be members of the Authority or its Education Committee and will be in one of the following three categories:
- Parents of children of school age.
  - Persons who in the opinion of the Authority have experience in education.
  - Persons who in the opinion of the Authority are acquainted with the educational conditions in the area of the Authority.
- Neither the Councillor nor the other members shall be a member of the Parent Forum of the school affected by the appeal.
- 5.4 The Education Appeal Committee shall be administered by the Council's Head of Legal and Property Services from whom details of the appeals procedure may be obtained. Appeals should be submitted in writing to the Head of Legal and Property Services.
- 5.5 The Head of Legal & Property Services shall maintain a rota to be used in selecting members to sit in hearings of the Committee.
- 6.0 Policy Review.**
- 6.1 This policy will be reviewed on a 5-yearly basis, or earlier if required.



# Appendix 1 - glossary of terms

## **Catchment areas**

The catchment areas for a school are geographical. Every address in Inverclyde is in the geographical catchment area of a denominational and non-denominational school.

## **Mainstream school**

A mainstream school is any school that is not classed as a special school. The definition of a special school is any school where the sole or main purpose of the school (or stand-alone unit) is to provide education specifically suited to the additional support needs of children and young persons selected for attendance at the school (or unit) by reason of those needs

## **Denominational school**

The majority of denominational schools in Scotland are Roman Catholic and all of the denominational schools in Inverclyde are Roman Catholic. A Roman Catholic denominational school is one which promotes the ethos and values of the Roman Catholic faith. Denominational schools are run in the same way as other Local Authority schools. Every state pupil is open to pupils of all denominations.

## **Non-denominational schools**

A non-denominational school is one that does not cater for a specific faith.

## **Placing request**

This is a request for a pupil to be educated at a school other than that allocated by the Education Authority. A placing request should be submitted if a pupil wants to attend a school outwith their geographical catchment area or if a change of denominational sector is required.

## **Associated school (either primary or secondary)**

A group of schools that traditionally work together because they share the same geographical catchment area and denomination. Each associated group of schools has one secondary and feeder primary schools. Whilst most joint working takes place in the associated school group, attendance at an associated primary school does not automatically ensure a place at the secondary school.





### **Pupil placement panel**

The Pupil Placement Panel comprises the Corporate Director of Education, Communities and Organisational Development, the Head of Legal and Property Services and a Head of Service from another council service selected from a rota. The role of the panel is to scrutinise recommendations on entry made by the appropriate Head of Service in Education Services to ensure the criteria has been applied appropriately and to determine which placing request applications should be granted and which should be refused.

### **Proof of residence**

Proof of residence should be a Council Tax notice and another formal letter e.g. a utility bill, a tax credit award notice.

### **Deferred entry**

All children who are 4 years of age by 28/29 February start primary school in the August of the same year. Children with January/February birthdays can automatically defer school entry for one year. Deferred entry for children born outwith January / February is discretionary.

### **Appeals process**

This is the right of the parent to appeal the decision made by the Authority to decline a place at their requested school.

### **Education appeal committee**

The Education Appeal Committee is administered by the Council's Head of Legal and Property Services and has a membership of three: one Councillor and two lay members.

### **Parent forum**

A school's parent forum automatically includes every parent/carer with a child enrolled at the school. This is not the same as a Parent Council who act as a representative group for the parent forum.



## Appendix 2 - reasons for refusal of a place at a school

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

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

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



# Appendix 3 - associated school groups and catchment areas



Education Services  
Inverclyde policy on admissions and  
pupil placement in mainstream schools

Revised September 2020

Pupils who live in the catchment area for:  
**Ardgowan Primary School**  
**Gourock Primary School**  
**Moorfoot Primary School**  
**TRANSFER TO Clydeview Academy**

Pupils who live in the catchment area for:  
**Newark Primary School**  
**TRANSFER TO Port Glasgow High School**

Pupils who live in the catchment area for:  
**Aileymill Primary School**  
**Kings Oak Primary School**  
**Lady Alice Primary School**  
**Whinhill Primary School**  
**TRANSFER TO Inverclyde Academy**

Pupils who live in the catchment area for:  
**Kilmacolm Primary School**  
**TRANSFER TO Port Glasgow High School**  
**OR St Stephen's High School**  
(subject to policy)

Pupils who live in the catchment area for:  
**St Andrew's Primary School**  
**St Joseph's Primary School**  
**St Ninian's Primary School**  
**TRANSFER TO St Columba's High School**

Pupils who live in the catchment area for:  
**Inverkip Primary School**  
**Wemyss Bay Primary School**  
**TRANSFER TO Inverclyde Academy**  
**OR St Columba's High School**  
(subject to policy)

Pupils who live in the catchment area for:  
**St Francis' Primary School**  
**St John's Primary School**  
**St Michael's Primary School**  
**TRANSFER TO St Stephen's High School**

Pupils who live in the catchment area for:  
**All Saints Primary School**  
**St Mary's Primary School**  
**St Patrick's Primary School**  
**TRANSFER TO Notre Dame High School**

## Education Services

Inverclyde policy on admissions and  
pupil placement in mainstream schools

Revised September 2023





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

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- Glossary of terms
- Reasons for refusing a request at a school
- Associated school groups by catchment area



## Section A - core principles of the policy

- 1.0 **The Admissions and Pupil Placement Policy is applicable to all mainstream schools in Inverclyde.**
- 1.1 The Admissions and Pupil Placement Policy recognises the right of parents to make a placing request to have their child educated in a school of their choice. Parents in turn should recognise that they do not have an automatic right to have their placing request granted.
- 1.2 For the purposes of determining which school a pupil should attend the authority is divided into defined geographical catchment areas. Each address in Inverclyde is assigned to a non-denominational and a denominational primary and secondary school.
- 1.3 At the point of entry to primary school parents may choose the primary school of either educational sector, (non-denominational or denominational) assigned to their home address, which they wish their child to attend. This policy is premised on the assumption that having made a choice about the educational sector (denominational or non-denominational) at primary stage, a pupil will remain in that sector for the duration of their education in Inverclyde.
- 1.4 All of the denominational schools in Inverclyde are Roman Catholic. Roman Catholic schools are open to all children regardless of faith. Where a denominational school is oversubscribed, either for within the catchment area pupils or through placing requests then priority will be given to pupils who can demonstrate or have declared an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Roman Catholic faith before entry into primary school and a supporting letter from the Church. (see sections C and D)
- 1.5 There are no denominational primary schools within the areas of Quarriers Village, Kilmacollm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:
  - Only those children who have a certificate of baptism into the Roman Catholic faith before entry to primary school whose parents have selected to send their child to the non-denominational school serving the defined catchment area assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at Primary 7 of seeking admission to the denominational school assigned to their address. The Council's policy in respect of school transport will apply.
- 1.6 Inverclyde has a Gaelic nursery and primary unit attached to Whinhill Primary School. It is the right of parents to make a request to the Authority for Gaelic medium education. Parents wishing their child to be educated in primary Gaelic medium should register with Whinhill Primary School choosing the drop down menu for Gaelic medium.





- 1.7 Each secondary school has a list of associated primary schools. This means that pupils who live within the geographical catchment area and of the chosen sector (denominational or non-denominational) would normally transfer to the secondary school without the need for a placing request.
- 1.8 Attendance at an associated primary school, either through a placing request or the submission of a request to remain if a family have moved house does not guarantee a place at the associated secondary school and a placing request should be submitted.
- 1.9 A Pupil Placement Panel will be convened by the Corporate Director of Education, Communities and Organisational Development if the situation arises where the number of pupils in a defined catchment area who are eligible to enter a school in primary or secondary is greater than the number of places available in the school.  
  
The Pupil Placement Panel will also scrutinise recommendations on entry made by the appropriate Head of Service in Education Services to ensure the criteria has been applied appropriately and to determine which placing request applications should be granted and which should be refused.
- 1.10 The Pupil Placement Panel will comprise the Corporate Director of Education, Communities and Organisational Development, the Head of Legal and Property Services and a Head of Service from another council service selected from a rota.
- 1.11 Where documentation such as proof of residence, a qualifying letter or baptism into a faith are requested, then the applicant will be given 4 weeks to produce original copies of any documentation requested. A Council Tax notice, plus a recent utility bill or other acceptable evidence will be accepted as proof of residence. Where there is doubt about any of the documentation, the Authority reserves the right to verify this information by cross checking with Council Tax records or undertaking spot checks.



## Section B - admissions procedures

- 1.0 Arrangements for registering a pupil in primary 1.**
- 1.1 The Education (Scotland) Act 1980, as amended by the 1981 Act, requires education authorities to secure the adequate and efficient provision of school education including arrangements for the admission of children to schools.
- 1.2 The process of registration records a child as eligible for education to be provided by the authority. The procedure of enrolment commits the authority to providing that education in a particular school.
- 1.3 The process for enrolling is as follows:  
On a date or dates in January each year intimated and publicly advertised by Education Services, parents/carers should register their children with their catchment area school of their chosen denomination if their children:
  1. Have attained the age of 5 years before that date
  2. Will attain the age of 5 years on or before the last day of February of the following year
- 1.4 Birth Certificates and proof of residence (Council Tax letter, plus a recent utility bill or other acceptable evidence) must be produced.
- 1.5 At the point of registration parents will have access to the handbook containing information about the school. Parents will also receive information about how to make a placing request should they decide not to send their child to their catchment school.
- 1.6 If a parent wishes to defer entry to primary school they still must register at the appropriate school to be advised of the Council's deferred entry procedures.
- 1.7 If a child has not reached the age of 5 years by the last day in February they would not be eligible to register at this time. In exceptional circumstances, a formal request for early entry should be submitted to Education Services for consideration.
- 2.0 Arrangements for transferring from primary to secondary school.**
- 2.1 On completion of their primary education, pupils will normally transfer to the secondary school within their geographical catchment area and of their chosen denomination unless they have been granted a placing request to another secondary school.
- 2.2 Pupils will transfer from primary school to secondary school once per year on the date of the start of the new session for pupils. Transfer will normally take place at the end of primary 7.





- 2.3 The Head Teacher of the primary school will advise parents/carers in December each year that their children are due to transfer to secondary school in the following August. Intimation will be made of the name of the secondary school to which the child should transfer and details of liaison meetings with parents will be provided.
- 2.4 There are no denominational primary schools within Quarriers Village, Kilmacolm, Inverkip and Wemyss Bay. Parents often choose to send their children to the local non-denominational primary school because of the travelling distance to their nearest denominational primary school. In such circumstances the following admission arrangements will apply:
- Only those children who have a certificate of baptism into the Roman Catholic faith before entry to primary school whose parents have selected to send their child to the non-denominational school serving the defined catchment area assigned to their address rather than to their assigned denominational primary school because of travelling distance, will have the choice at Primary 7 of seeking admission to the denominational school assigned to their address. The Council's policy in respect of school transport will apply.
- 3.0 Arrangements for registering a pupil into primary and secondary school after the start of the school session in August.**
- 3.1 This applies to pupils moving into the catchment area of their chosen denomination after the start of a school session. In the first instance parents should make contact with the school directly to enquire if they have space for their child in the relevant stage or year group. Parents should provide proof of the address and the child's date of birth.
- 3.2 In addition, for secondary school placements, parents will need to provide details of the subjects that the child has studied, particularly at stages S4 and above. It may not be possible to match all subjects previously studied and children may need to choose new subjects to make a full timetable.
- 3.3 During school holidays, parents should contact Education Services to discuss the arrangements for registering their child into their preferred primary or secondary school.
- 3.4 If a catchment school does not have space to accommodate pupils, then a space will be found at an appropriate alternative school and transport, if necessary, will be provided until such times as a space becomes available.



# Section C - oversubscription of catchment area schools and the capping of schools

## 1.0 Oversubscription of schools.

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

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

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

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





- 1.1 If within catchment area places for the chosen denomination have had to be declined then a waiting list will be held by Education Services reflecting the above criteria. Parents will be informed if places become available. If the parent subsequently chooses that their child remain at the school outwith the catchment area or chosen denomination the following should be borne in mind:
  - Transport will only be made available for that academic year
  - The pupil may have to submit a placing request to their chosen secondary school
- 1.2 If Inverclyde Council refuses an application to one of its schools it must explain the reasons why to parents in writing. The grounds for refusal of a place are listed in Appendix 2. Parents have the right to appeal this decision through the appeals process.

## 2.0 Capping of schools.

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



## Section D - making a placing request

- 1.0 Arrangements for making a placing request at the beginning of an academic year.**
- 1.1 Parents who wish their child to attend a school other than their defined catchment school are entitled to make a placing request for the school of their choice.
- 1.2 Information on how to make a placing request is distributed to parents/carers by head teachers at the point of enrolment in January in the case of pupils who are starting primary 1. When pupils transfer from primary to secondary school the information will be given out as part of the information pack in December.
- 1.3 Parents/carers may make only one placing request at a time for a pupil. If the initial request is refused the opportunity will be available to parents to make another request should they so wish.
- 1.4 Where applications are being made for the start of a new session these should be submitted to Education Services no earlier than 1 January and no later than 1 February prior to the start of the session in August. Applications received for P1 or S1 after the 1 February will only be considered after the applications received on time have been processed.
- 1.5 Applications will be acknowledged within 5 working days of receipt of each application.
- 1.6 Parents/carers will be advised in writing of the decision made in respect of their application no later than 30 April.
- 1.7 Late applications may be considered at the discretion of the Head of Education.
- 1.8 If a placing request is submitted then the catchment area place that the pupil is entitled to will be kept until the outcome of the placing request application has been confirmed.
- 1.9 While every effort is made to grant placing requests, circumstances can arise whereby there are more applications than places available. In such cases the priorities for admission will be as follows:
  - 1 A child who has a medical condition or additional support needs, who requires facilities or support only available in the requested school.
  - 2 Those cases where a brother or sister attends the school and will continue in this school during the next session.
  - 3 In secondary schools: children who attend a primary school associated with the secondary school as a result of a placing request or a request to remain according to the length of time at the associated primary school. This means that pupils who have attended for the longest time will have the highest priority. Appendix 3 shows the list of associated school groups.





- 4 In the case of denominational schools: pupils within the catchment area who can demonstrate an affinity with the religious ethos of the school and can provide documentary evidence of this in the form of a certificate of baptism into the Roman Catholic faith obtained prior to entry to school.
  - 5 All other children of school age residing in the defined catchment area of the school according to distance of home address from chosen school.
  - 6 All other children of school age residing in Inverclyde according to distance of home address from chosen school.
  - 7 Children of school age residing outwith Inverclyde whose additional support need is supported by significant input by education and another appropriate agency and who are requesting a place within a school which has specialist provision to meet the child's needs.
  - 8 Children of school age residing outwith Inverclyde according to distance of home address from chosen school.
- 1.10 When a placing request is granted the previously allocated place at the catchment school will be withdrawn. The newly allocated place will not be withdrawn unless the place was obtained on the basis of false information.
- 1.11 The Pupil Placement Panel should convene to determine the allocation of places. It will be the role of the Pupil Placement Panel to scrutinise recommendations on placing request applications made by the appropriate Head of Service in Education Services to ensure the criteria have been applied appropriately and to determine which applications should be granted and which should be refused. Where a placing request application is refused parents will be advised in writing of the grounds for refusal.
- 2.0 Arrangements for transferring from primary to secondary school.**
- 2.1 Parents who wish to make a placing request during the school year or school holidays should contact the school of their choice or Education Services to obtain an application form.
- 2.2 Placing request applications which are submitted to Education Services during the school year or school holidays will be acknowledged within 5 working days of receipt. Parents/Carers will be notified of the decision made in respect of their application within 8 weeks (exclusive of school holidays).



- 2.3 Such applications will be referred to the Head Teacher of the school concerned who will advise if there are places available in the school. Where the Authority declines an application for reasons other than there being no places available in the school the application will be referred to the Pupil Placement Panel for decision. If a placing request application is refused parents will be advised in writing of the reasons for refusal.
- 3.0 Families who move to a new address.**
- 3.1 Where a family moves to a new address which is outwith the catchment area of the school their child currently attends, they have two options:
- Enrol their child in the school serving their new defined catchment area for their chosen denomination.
  - Complete a form requesting that their child remains in the school they currently attend. If this option is selected Inverclyde Council will not provide school transport. In the case of primary pupils, parents should check the secondary school assigned to their new home address. It is likely that a placing request may be required for their child to attend the secondary school assigned to their previous home address.
- 4.0 School transport.**
- 4.1 Inverclyde Council provides school transport for pupils who live more than one mile from their local primary school or two miles from their local secondary school by the shortest safe walking route.
- 4.2 Children who attend a school as a result of a placing request are not entitled to school transport. If, in exceptional circumstances, a pupil is unable to attend the catchment area school of their chosen denomination because it will pose a risk to the safety of the pupil or there is a legal reason why they cannot attend that school then the Authority may consider providing transport at the discretion of the Head of Education.
- 5.0 Appeal procedures if a placing request is refused.**
- 5.1 If Inverclyde Council refuses an application to one of its schools it must explain the reasons why to parents in writing. The grounds for refusal of a place are listed in Appendix 2.
- 5.2 If parents/carers are aggrieved by a decision of the Education Authority to refuse a placing request then the parent/carer may refer the decision to the Education Appeal Committee set up by Inverclyde Council.





- 5.3 The Education Appeal Committee hearing an appeal shall have a membership of three; one Councillor and two other members. The Councillor shall not be a member of the Council's Education & Communities Committee. The other members will not be members of the Authority or its Education Committee and will be in one of the following three categories:
- Parents of children of school age.
  - Persons who in the opinion of the Authority have experience in education.
  - Persons who in the opinion of the Authority are acquainted with the educational conditions in the area of the Authority.
- Neither the Councillor nor the other members shall be a member of the Parent Forum of the school affected by the appeal.
- 5.4 The Education Appeal Committee shall be administered by the Council's Head of Legal and Property Services from whom details of the appeals procedure may be obtained. Appeals should be submitted in writing to the Head of Legal and Property Services.
- 5.5 The Head of Legal & Property Services shall maintain a rota to be used in selecting members to sit in hearings of the Committee.
- 6.0 Policy Review.**
- 6.1 This policy will be reviewed on a 5-yearly basis, or earlier if required.



# Appendix 1 - glossary of terms

## **Catchment areas**

The catchment areas for a school are geographical. Every address in Inverclyde is in the geographical catchment area of a denominational and non-denominational school.

## **Mainstream school**

A mainstream school is any school that is not classed as a special school. The definition of a special school is any school where the sole or main purpose of the school (or stand-alone unit) is to provide education specifically suited to the additional support needs of children and young persons selected for attendance at the school (or unit) by reason of those needs

## **Denominational school**

The majority of denominational schools in Scotland are Roman Catholic and all of the denominational schools in Inverclyde are Roman Catholic. A Roman Catholic denominational school is one which promotes the ethos and values of the Roman Catholic faith. Denominational schools are run in the same way as other local Authority schools. Every state pupil is open to pupils of all denominations.

## **Non-denominational schools**

A non-denominational school is one that does not cater for a specific faith.

## **Placing request**

This is a request for a pupil to be educated at a school other than that allocated by the Education Authority. A placing request should be submitted if a pupil wants to attend a school outwith their geographical catchment area or if a change of denominational sector is required.

## **Associated school (either primary or secondary)**

A group of schools that traditionally work together because they share the same geographical catchment area and denomination. Each associated group of schools has one secondary and feeder primary schools. Whilst most joint working takes place in the associated school group, attendance at an associated primary school does not automatically ensure a place at the secondary school.





### **Pupil placement panel**

The Pupil Placement Panel comprises the Corporate Director of Education, Communities and Organisational Development, the Head of Legal and Property Services and a Head of Service from another council service selected from a rota. The role of the panel is to scrutinise recommendations on entry made by the appropriate Head of Service in Education Services to ensure the criteria has been applied appropriately and to determine which placing request applications should be granted and which should be refused.

### **Proof of residence**

Proof of residence should be a Council Tax notice and another formal letter e.g. a utility bill, a tax credit award notice.

### **Deferred entry**

All children who are 4 years of age by 28/29 February start primary school in the August of the same year. Children with January/February birthdays can automatically defer school entry for one year. Deferred entry for children born outwith January / February is discretionary.

### **Appeals process**

This is the right of the parent to appeal the decision made by the Authority to decline a place at their requested school.

### **Education appeal committee**

The Education Appeal Committee is administered by the Council's Head of Legal and Property Services and has a membership of three: one Councillor and two lay members.

### **Parent forum**

A school's parent forum automatically includes every parent/carer with a child enrolled at the school. This is not the same as a Parent Council who act as a representative group for the parent forum.



## Appendix 2 - reasons for refusal of a place at a school

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

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

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





# Appendix 3 - associated school groups and catchment areas

Pupils who live in the catchment area for:  
**Ardgowan Primary School**  
**Gourock Primary School**  
**Moorfoot Primary School**  
**TRANSFER TO Clydeview Academy**

Pupils who live in the catchment area for:  
**Aileymill Primary School**  
**Kings Oak Primary School**  
**Lady Alice Primary School**  
**Whinhill Primary School**  
**TRANSFER TO Inverclyde Academy**

Pupils who live in the catchment area for:  
**Inverkip Primary School**  
**Wemyss Bay Primary School**  
**TRANSFER TO Inverclyde Academy**  
**OR St Columba's High School**  
(subject to policy)

Pupils who live in the catchment area for:  
**All Saints Primary School**  
**St Mary's Primary School**  
**St Patrick's Primary School**  
**TRANSFER TO Notre Dame High School**

Pupils who live in the catchment area for:  
**Newark Primary School**  
**TRANSFER TO Port Glasgow High School**

Pupils who live in the catchment area for:  
**Kilmacolm Primary School**  
**TRANSFER TO Port Glasgow High School**  
**OR St Stephen's High School**  
(subject to policy)

Pupils who live in the catchment area for:  
**St Andrew's Primary School**  
**St Joseph's Primary School**  
**St Ninian's Primary School**  
**TRANSFER TO St Columba's High School**

Pupils who live in the catchment area for:  
**St Francis' Primary School**  
**St John's Primary School**  
**St Michael's Primary School**  
**TRANSFER TO St Stephen's High School**