

PLEASE NOTE TIMES OF MEETING

A meeting of the Education & Communities Committee will be held on Tuesday 23 January 2024.

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 22 January 2024 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

BUSINESS

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NEW BUSINESS		
10.	Education Update Report – Overview of Local and National Initiatives Report by Corporate Director Education, Communities & Organisational Development	p
11.	Secondary Gaelic Education in Inverclyde – Establishment of a Catchment Area for GME Provision at Inverclyde Academy Report by Corporate Director Education, Communities & Organisational Development	p
<p>The documentation relative to the following item has been treated as exempt information in terms of the Local Government (Scotland) Act 1973 as amended, the nature of the exempt information being that set out in paragraph 6 of Part I of Schedule 7(A) of the Act.</p>		
<u>COMMUNITIES</u>		
NEW BUSINESS		
12.	Service Level Agreement for Inverclyde Leisure Report by Corporate Director Education, Communities & Organisational Development providing detail on the Service Level Agreement between Inverclyde Council and Inverclyde Leisure	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.

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

Report To:	Education & Communities Committee	Date:	23 January 2024
Report By:	Chief Financial Officer and Corporate Director Education, Communities & Organisational Development	Report No:	FIN/84/23/AP/IC
Contact Officer:	Iain Cameron	Contact No:	01475 712832
Subject:	Communities Revenue Budget Report - 2023/24 Projected Outturn at 31 October 2023		

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 To advise Committee of the 2023/24 Revenue Budget position at 31 October 2023.
- 1.3 The total Communities Revenue Budget for 2023/24, excluding Earmarked Reserves, is currently £5.892m. The latest projection is an underspend of £210,000, an increase in expenditure of £8,000 since last Committee. The projected underspend includes £157,000 for Inverclyde Leisure utilities and is due to the predicted utility costs at the time that budget was finalised. The over provision of budget will be returned to the non-pay inflation contingency from 2024/25.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Committee note the current projected underspend for 2023/24 of £210,000 as at 31 October 2023.
- 2.2 It is recommended that the Committee notes that £157,000 of the projected underspend relates to Inverclyde Leisure utility costs. This budget over provision will be returned to the non-pay inflation contingency from 2024/25, in line with the treatment of windfall savings.
- 2.3 It is recommended that the Committee approves virement outlined in Section 3.5 and Appendix 5.

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 and to highlight the main variances contributing to the £210,000 projected underspend as at 31 October 2023.

3.2 The current Communities Revenue Budget for 2023/24 is £5.892m which is an increase of £248,000 from the Approved Budget. Appendix 1 provides more details of the budget movement.

3.3 2023/24 Projected Outturn (£210,000 underspend 3.6%)

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

- (a) Projected underspend of £50,000 for Community Safety Employee Costs due to vacant posts.
- (b) A projected overspend of £50,000 for Community Halls Employee Costs was reported to the last Committee. Following approval of the virement requested in paragraph 3.5 and Appendix 5, the latest projection is an overspend of £7,000.
- (c) A projected over recovery in Income of £45,000 for School Lets was reported to the last Committee. Following approval of the virement requested in paragraph 3.5 and Appendix 5, the latest projection is an over recovery of £14,000.
- (d) Projected underspend on utilities for Inverclyde Leisure properties of £157,000. The excess budget will be adjusted from 2024/25 onwards.

3.4 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. It should be noted that £400,000 was approved for write back to General reserves by the Policy & Resources Committee on 21 November 2023.

3.5 Virements

Committee are asked to approve the virement of £31,000 from School Lets Income to Letting Officers Employee Costs budget as per Appendix 5. The additional income received for lets is being used to fund additional overtime required to support the lets.

3.6 PROPOSALS

That Committee note the current projected underspend for 2023/24 of £210,000 as at 31 October 2023.

4.0 IMPLICATIONS

4.1 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

4.2 Finance

The financial implications arising from the report relate to the virement outlined in Paragraph 3.5 and Appendix 5.

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

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.

4.4 Human Resources

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

4.5 Strategic

There are no specific strategic implications arising from this report.

5.0 CONSULTATION

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

6.0 BACKGROUND PAPERS

6.1 There are no background papers for this report.

Communities Budget Movement - 2023/24**Period 7 - 1st April 2023 to 31st October 2023**

Service	Approved Budget	Movements			Revised Budget 2023/24 £000
	2023/24 £000	Inflation £000	Virement £000	Supplementary Budgets £000	
Libraries & Museum	1,804	8	120		1,932
Sport & Leisure	2,117				2,117
Community Safety	477				477
Community Halls	877		145		1,022
Community Grants Fund	369		(25)		344
Totals	5,644	8	240	0	5,892

Movement Details

£000

External Resources**Inflation**

NDR

8

8

Virement7 1/2 John Wood Street (from E&R)
School Libraries to Public Libraries

120

120

240

Supplementary Budget

0

248

COMMUNITIES**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****Period 7 - 1st April 2023 to 31st October 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	2,010	1,978	(32)	(1.6%)
668	Property Costs	2,245	2,257	2,096	(161)	(7.1%)
1,041	Supplies & Services	712	729	724	(5)	(0.7%)
8	Transport Costs	3	3	5	2	66.7%
68	Administration Costs	75	75	75	0	-
1,183	Other Expenditure	995	1,108	1,108	0	-
(462)	Income	(239)	(290)	(304)	(14)	4.8%
4,537	TOTAL NET EXPENDITURE	5,644	5,892	5,682	(210)	(3.6%)
0	Earmarked Reserves	0	0	0	0	
4,537	TOTAL NET EXPENDITURE EXCLUDING EARMARKED RESERVES	5,644	5,892	5,682	(210)	(3.6%)

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	1,932	1,943	11	0.6%
804	Sports & Leisure	2,117	2,117	1,953	(164)	(7.7%)
496	Community Safety	477	477	427	(50)	(10.5%)
1,009	Community Halls	877	1,022	1,015	(7)	(0.7%)
393	Community Grants Fund	369	344	344	0	-
4,537	TOTAL COMMUNITIES	5,644	5,892	5,682	(210)	(3.6%)
0	Earmarked Reserves	0	0	0	0	
4,537	TOTAL NET EXPENDITURE EXCLUDING EARMARKED RESERVES	5,644	5,892	5,682	(210)	(3.6%)

COMMUNITIES

REVENUE BUDGET MONITORING REPORT

MATERIAL VARIANCES

Period 7 -1st April 2023 to 31st October 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>31-Oct-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>
	Sports & Leisure						
0	Gas	982	327	165	598	(384)	(39.1%)
0	Electricity	580	242	327	807	227	39.1%
	Community Safety						
458	Employee Costs	440	165	146	390	(50)	(11.4%)
Total Material Variances						(207)	

EARMARKED RESERVES POSITION STATEMENT

COMMITTEE: Communities

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>c/f 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 7 2023/24</u> £000	<u>Actual Period 7 2023/24</u> £000	<u>Projected Spend 2023/24</u> £000	<u>Amount to be Earmarked for 2024/25 & 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 was expected to be completed by Sept 2023, now delayed until Dec 2023.
Covid Recovery - Lighting Gourock Amphitheatre	Tony McEwan	29			29	0	0	19	10	Funding for additional work to be carried out by Roads. Work expected to be completed 2023/24 for £19k leaving £10k to be written back to General Reserves
IL Smoothing Reserve	Tony McEwan	400			400	0	0	0	400	No longer required - £400k written back to General Reserves, approved by P&R Committee November 2023.
Total		451	0	0	451	0	0	41	410	

COMMUNITIES COMMITTEE

VIREMENT REQUESTS

Budget Heading	Increase Budget £	(Decrease) Budget £
Community Halls Employee Costs School Lets Income	1 31,000	(31,000)
	31,000	(31,000)

Note

1 - Virement of £31,000 between School Lets Income and Employee Costs - additional O/T being required to support additional lets.

Report To:	Education & Communities Committee	Date:	23 January 2024
Report By:	Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	Report No:	EDUCOM/05/24/HS
Contact Officer:	Hugh Scott, Service Manager	Contact No:	01475 715459
Subject:	Communities Capital Programme Progress and Asset Related Items		

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 grants 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 £3.600m with total projected spend on budget. The Committee is projecting to spend £1.176m in 2023/24 after net slippage of £0.200m (14.53%) 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 2nd 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 £3.600m. The budget for 2023/24 is £1.376m, with spend to date of £0.885m equating to 63.66% of the approved budget (74.49% of the revised projection). The current projection is £3.600m which means total projected spend is on budget.
- 3.4 The Committee is projecting to spend £1.176m in 2023/24 with £0.200m (14.53%) slippage being reported in connection with the prolongation of the Community Hub King George VI project. 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.
- 3.6 **Waterfront Leisure Centre Training Pool Moveable Floor:** Works were completed in early November with re-opening of the pool on 7th November. The final account is currently being agreed for the project, the Committee is requested to note that a number of minor variations were accommodated given the rare opportunity presented by the temporary draining and shut down of the pool. A new stainless-steel ladder and cage has been installed within the poolside undercroft plant room which will significantly improve accessibility and safety for authorised users; a new lightweight waterproof access hatch has also been provided; surface cracks in the structural concrete floor slab were identified and permanently repaired; decayed ceramic floor tiles have also been replaced; new submersible light fixtures have been provided; and the cofferdams separating the training and leisure pools have been refurbished to prolong their useable life. This has required some additional funding beyond the existing contingency sums in the contract which is being allocated from the Environment & Regeneration Minor Works budget to augment the existing project funding.
- 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. The project has experienced delays due to poor ground conditions and below ground drainage complexities during the groundworks stage of the works as previously reported. Works are progressing with the final render coat to the external insulation of the new stairwell extension to be applied on completion of the render to the Main Hall building. Internal framing with Smart Ply airtightness board now complete. Airtightness membrane to underside of roof to commence between Christmas and New Year. First floor insulation ongoing with underfloor heating installation planned for mid-January. As previously reported, a formal extension of time has been awarded extending the contract period to May 2024. The progress on site is being monitored closely with the overall cost position subject to completion on site and update report to a future Committee.

Communities External Partner Projects

- 3.8 **Bank Street Community Hub (32nd Scouts):** Inverclyde Council submitted in June a stage 1 application to the SG regeneration capital fund in partnership with above community organisation. The application was successful and has now progressed to stage 2 and an update will be provided in relation to progress on stage 2 application at the next committee.
- 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
The Coppermine: The Scouts who lease the asset have previously made contact to enquire about moving forward with a CAT. After meeting with Council officers, the Scouts have decided to continue with agreed lease agreement and apply for funding to support running costs.
Land at Wateryetts Drive, Kilmacolm: The Developer’s proposal is that part of the land be used to form an access road to the development, and that a community orchard (or similar) with relaxation space be formed on the remainder of the land. Planning permission in principle has been granted for the development. The community consultation closed on the 17 th October 2023, awaiting further report to the Environment & Regeneration Committee.
Walled Garden Gourock: A full CAT request has been made by the Inverclyde Shed in relation to a piece of land located within Gourock Park. Formal process has begun, communication with Council Officers and representatives from the Inverclyde Shed is ongoing.
Crawfurdsburn Centre: Inverclyde Leisure and the Greenock Boxing Club have agreed a 1 year lease with an option to extend for an additional 1 year. This will start in January 2024.
Wellington Allotments: The group are keen to enter a formal long term lease agreement for the asset.
Gourock YAC: Positive progress has been made in relation to the terms of the lease, awaiting to be finalised.
Future/Potential CAT: Phoenix Car Club are currently exploring the opportunity of a CAT as opposed to a lease.

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 including the updates from the Asset Transfer Working Group, 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:

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

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

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 05/12/23</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>	
Communities								
Leisure Pitches AMP - Lifecycle Fund	1,216	594	21	38	38	33	50	501
WLC - Moveable Pool Floor	400	60	280	340	340	0	0	0
PG New Community Hub (King George VI Building)	1,734	449	1075	798	498	487	0	0
Parklea Branching Out	250	0	0	0	0	250	0	0
TOTAL	3,600	1,103	1,376	1,176	876	770	50	501

Report To:	Education & Communities Committee	Date:	23 January 2024
Report By:	Corporate Director, Education, Communities and Organisational Development	Report No:	EDUCOM/03/24/TM
Contact Officer:	Head of Culture, Communities and Educational Resources	Contact No:	01475 712828
Subject:	Communities Update Report - Overview of Local and National Initiatives		

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.
- 1.3 A number of updates are provided relating to community safety; community learning and development and cultural services.

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 Fire Skills Course

Inverclyde Council is providing funding and support to the Scottish Fire & Rescue Service (SFRS) to run a 5-day Fire Skills Course for ten young people in Port Glasgow during March 2024. The aims of the project are for the young people to learn important life skills which includes safety, discipline, respect, CPR, communication and teamwork. This follows on from SFRS delivering a successful course in East Renfrewshire Council during November 2023. The course was delivered by the East Renfrewshire, Renfrewshire and Inverclyde (ERRI) Community Action Team with support from Police Scotland and the Scottish Ambulance Service.

3.2 Battery Park lighting

Following a successful bid to the UK Government's Shared Prosperity Fund (SPF) ground works have commenced on the installation of energy-efficient street lighting around the Battery Park. Tracking and ducting works began in November and lighting columns are expected to be delivered early in the new year. The bid to the SPF was made with the intention of improving the safety perception of using the park in the darker evenings and mornings in response to issues raised within Inverclyde Council's 'Public space, activity and women's safety survey'.

3.3 16 days of Activism

The '16 Days of Activism Against Gender-Based Violence' campaign concluded on 10 December 2023. Members of the local Violence Against Women and Girls Partnership collaborated to raise awareness about gender-based violence (GBV) throughout the campaign. The Beacon Arts Centre and Shipbuilders Sculptures in Port Glasgow were lit up in purple, symbolising the campaign's message. Inverclyde Council shared social media posts, changed its Microsoft Teams backgrounds, and displayed 16 Days banners to show its support. Police Scotland promoted GBV prevention messages and shared information on resources for abuse victims.

Inverclyde Women's Aid staff attended West College Scotland to provide information on its services. The Municipal Buildings in Greenock flew a purple flag on the UN International Day of Persons with Disabilities. Inverclyde Alliance discussed the theme "Imagine a Scotland without GBV" using the poem "Imagine" by Myra Ross.

A candlelit service at St Mary's Church honoured those who have been impacted by GBV. Inverclyde Women's Aid staff attended the Homelessness Centre to offer drop-in support. Inverclyde Council created a Women's Safety Charter and received an accreditation award for Equally Safe at Work. The 'Red Shoe Display' at the Beacon Arts Centre and Gourock train station commemorated the 62 women who lost their lives to GBV in Scotland over the past 10 years. Inverclyde Women's Aid hosted a coffee morning to raise awareness about its services. The Lyle Fountain was lit purple for Scottish Women's Aid on Human Rights Day, which marked the end of the campaign. The range of partnership activity was promoted on a campaign page on the Council's website. <https://www.inverclyde.gov.uk/16-days>

3.4 Inverpride Network

The Inverpride network is now fully constituted with office bearers, coproduced code of conduct, grievance process and logo. Now known as the Inverpride Network, the network is now planning and hosting their own meetings without the support from CLD. The network is currently linking in with LEAP Sports Scotland with regards to exploring the opportunity to have an LGBTQ+ friendly activity session in Inverclyde. The network is also linking in with local organisations such as the Inverclyde Shed and Beacon to help host their monthly meetings. In 2024 the network is planning on applying for funding support the development of the network.

3.5 Period Poverty Products

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. Inverclyde Council is allocated £89,000 per annum to provide free sanitary products to the community through the following methods.

In addition, Scottish Government has opened an opportunity for Local Authorities to apply for additional funding through a “Bid In” fund to ensure continued delivery of access to free period products until 31 March 2024. Inverclyde Council has applied for a further £14,000 from the Bid In fund to further engage young people and the wider school community in learning, training, and development on period poverty and learning around reusable products including menstrual cups.

This learning has been requested through various engagement opportunities across the community. Schools will then receive a stock of reusable period products including pants and menstrual cups to encourage uptake from both an environmental perspective and from a period poverty and wellbeing perspective. The funding will also be used to establish Period Ambassadors in the secondary schools who will provide buddy support on menstruation, periods, and wellbeing. To purchase and deliver “My First Period Pack” to schools which will provide an introduction range of products, education, and information to 777 young people in Primary 6 and Primary 7.

3.6 Scottish Government Announces Independent Review of Community Learning and Development (CLD) in Scotland

Recognising community learning and development’s role in the Scottish education and learning system, the Scottish Government has announced an independent review of Community Learning and Development (CLD) in Scotland. The review, which will be led by Kate Still, aims to assess current CLD provision across the country and identify areas for improvement. It will also consider the role of CLD in supporting the Scottish Government’s wider education and skills ambitions.

CLD covers a wide range of activities, including literacy and numeracy skills; language learning; health and wellbeing; social inclusion; and employability.

The review will focus on the following key areas:

- The skills and training of CLD practitioners;
- The impact of CLD practice on marginalised learners; and
- The effectiveness of CLD in supporting the Scottish Government's education and skills priorities

The review will also consider the role of technology in CLD and the challenges and opportunities of delivering CLD in a digital age. The independent reviewer will be supported by a steering group, which will include representatives from the CLD sector, education providers, and learners. The steering group will help to shape the review’s scope and methodology and provide feedback on the findings later in 2024.

3.7 Inverclyde Libraries Highly Commended at SLIC Awards 2023

Inverclyde Libraries Service was Highly Commended in the Library Service Excellence Award category at the Scottish Library and Information Council (SLIC) Awards 2023 in November. The

service was recognised in particular for its efforts in delivering the Collective Force for Health and Wellbeing initiative, supporting individuals in communities across Inverclyde to access health literature; self-manage health concerns; and prevent ill health.

3.8 MGS – successful funding bid

An award of £50,000 has been made to the Watt Institution by Museums Galleries Scotland (MGS) following a successful funding application to its Museum Development Fund. This award will enable the team at the Watt Institution to extend recent digital engagement activity, with a particular focus on the Natural Sciences collection as one of the museum's founding collections. With many specimens collected locally in the nineteenth century, the Natural Sciences collection tells a unique story of the impact of climate change in Inverclyde. Using digital technologies, the collection will be made more accessible; overall collections care and management will be improved; and activities will be delivered to engage existing and new audiences in learning opportunities that explore the collection and develop digital skills.

3.9 Connecting Scotland – successful funding bid

An award of £5,000 has been made to Inverclyde Libraries Service by the Connecting Scotland digital inclusion programme following a successful funding application. Connecting Scotland is a Scottish Government initiative, managed by the Scottish Council for Voluntary Organisations (SCVO). It supports organisations, individuals and communities with improved access to devices and skills support. The funding received will be used to expand Inverclyde Libraries non-traditional lending collections held in branch through the purchase of mifis, tablets and chromebooks. These devices will be used by the service to further develop their learning offer in ways that are responsive to the needs of Inverclyde's residents, supporting digital inclusion.

3.10 NLHF – successful funding bid

An award of £249,830 has been made to Inverclyde Council's Cultural Services team by the National Lottery Heritage Fund (NLHF) following a successful funding application to its Grants for Heritage programme. This award will be used to deliver the Inverclyde Heritage Strategy, launched in 2019. The Covid 19 pandemic impacted the timelines associated with delivery of this strategy and this funding will allow the service to revisit the strategy priorities in a post-pandemic context. Recruitment will take place early in 2024 for a Heritage Coordinator to lead this project. Direct engagement with the communities of Inverclyde will be a key focus of this project to ensure that the stories and places most important to them are told and celebrated, and that opportunities to build and develop new heritage-focused projects are explored and supported.

3.11 Watt Institution – Museum Accreditation

The Watt Institution has achieved renewal of its Accredited Museum status. Museum Accreditation is the UK-wide nationally agreed standard of good practice for museums. In Scotland, the scheme is administered by Museums Galleries Scotland (MGS). As an Accredited Museum, the Watt Institution is recognised for its accountable collections management and collections care, as well as the work it does to engage with new and existing audiences. Museum Accreditation provides a framework for driving performance within organisations; raising the profile of collections; increasing access; and strengthening applications for external funding (key sources of which are conditional on Accreditation). Over the coming year, the Watt team will continue to work with MGS to demonstrate continuous improvement across its museum operation, to the benefit of the audiences it serves.

3.12 IMS Christmas Concert

The Inverclyde Music Service Christmas concert took place in Greenock Town Hall in December, with a record number of young people performing across various groups, ensembles, and bands. Highlights included the expansive Voice choir, with over 100 participants; the debut of the Inverclyde guitar group, with nearly 50 players; a confident first performance by the junior training band; and an accomplished closing performance by the senior band. The progress of the IMS piping and drumming groups was also showcased – this element of the Inverclyde music tuition offer continues to be funded by the Scottish Schools Pipes and Drums Trust, alongside the Beatrice Foundation. The team was delighted to welcome David White – the Chair of the Beatrice Foundation – as part of a near sell-out audience on the night. The team now have ten rehearsal sessions programmed in before they return for the Spring concert in 2024.

3.13 The Early Adopter Community for Affordable Childcare

A funding proposal has been submitted to Scottish Government to expand and develop the affordable childcare service to a further two localities (Greenock Central/East and Greenock Southwest). This will progress the good practice that has been implemented in Port Glasgow Affordable childcare which includes after school and holiday childcare. The service will continue to take a whole family approach to supporting families living in poverty to improve their household outcomes. If the bid is successful, a full report will be submitted to a future meeting of the Education and Communities Committee.

3.14 The Warm Hand of Friendship

In December 2023, Inverclyde Council awarded a total of £100k to local community groups and organisations to create warm spaces, food, companionship and entertainment during the Winter of 2023/24. This is the second year of the Warm Hand of Friendship Initiative and 52 local groups were successful in their applications for funding.

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**

N/A.

4.4 **Human Resources**

N/A.

4.5 **Strategic**

N/A.

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.
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.

4.7 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.

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.
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.

5.0 CONSULTATION

5.1 N/A.

6.0 BACKGROUND PAPERS

6.1 N/A.

Report To:	Education & Communities Committee	Date:	23 January 2024
Report By:	Head of Legal, Democratic, Digital & Customer Services	Report No:	LS/172/2023
Contact Officer:	Emma Peacock	Contact No:	01475 712115
Subject:	Management Rules for Museums and Libraries in Inverclyde		

1.0 PURPOSE AND SUMMARY

1.1 For Decision For Information/Noting

- 1.2 As local authority, the Council has power to make management rules regulating the (i) use of and (ii) conduct of persons while on or in, any land or premises owned, occupied, managed or controlled by the Council to which the public have access. This is in terms Section 112 of the Civic Government (Scotland) Act 1982 (the Act).
- 1.3 Prior to making management rules, the Council is required to conduct a statutory consultation on the proposed management rules. The Committee approved draft Libraries Management Rules and Museum Management Rules on 7 November 2023 and authorised officers to conduct the necessary statutory consultation in this connection.
- 1.4 The purpose of this report is to advise the Committee that no objections or representations were received in respect of the proposed management rules during the statutory consultation period, and to request the Committee approve the Libraries Management Rules and Museum Management Rules 2024-2034, as appended to this report, and remit them to the next meeting of the Inverclyde Council.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Committee approve the Libraries Management Rules and Museum Management Rules as appended to this report, and refer them to the next meeting of the Inverclyde Council recommending that it formally approve the said Management Rules and authorise Officers to formally make the rules in accordance with the statutory procedure.

Iain Strachan
Head of Legal, Democratic, Digital & Customer Services

3.0 BACKGROUND AND CONTEXT

- 3.1 Management Rules for Libraries and Management Rules for Museums came into force on 18 March 2014. However, management rules expire after a period of 10 years.
- 3.2 The draft proposed Management Rules for Libraries and draft proposed Management Rules for Museums for the period of 2024 – 2034 are appended to this report.
- 3.3 A local authority may, but is not required to, set management rules to regulate (i) the use of and (ii) the conduct of persons while on or in, any land or premises which is owned, occupied or managed by the authority or is otherwise under their control and to which the public have access, whether on payment or not.
- 3.4 Prior to making any management rules, the Council must conduct a statutory public consultation in terms of which the Council is required to:
- Advertise that it intends to make such rules;
 - Make copies of the proposed rules available for public inspection throughout that period;
 - Allow a period of at least one month from the date of first advertisement for objections to be lodged; and
 - Before the management rules are made, take into account any objection received and give any objector the opportunity to be heard by the Council.
- 3.5 At least one month before making management rules, the Council is required to give notice (by advertising in a newspaper or newspapers circulating in the Council's area) of –
- their intention to do so;
 - the general purpose of the proposed rules;
 - the place where a copy of the proposed rules may be inspected;
 - the fact that and time within which objections may be made; and
 - the address to which objections may be sent.
- 3.6 The Council also must make copies of the proposed rules available for public inspection without payment at their offices and so far as the authority considers practicable at the land or premises to which the rules are to apply. Any person may, within one month after notice has first been advertised by the Council, notify in writing their objection and the ground of their objection to the Council. Before making management rules, the Council is required to take into consideration any objections timeously received by them and give any objector an opportunity to be heard by them.
- 3.7 The Committee approved the said draft Management Rules for Libraries and Museums, 2024-2034 at its meeting of 7 November 2023 and authorised officers to carry out the statutory consultation. The statutory consultation took place from 10 November 2023 until 10 December 2023. No objections or representations were received during the statutory consultation period.
- 3.8 Officers now therefore recommend approval of the said Management Rules by this Committee and that this matter be remitted to the next meeting of the Inverclyde Council for approval in order for the said Management Rules to be formally made.
- 3.9 Management Rules made by the Council must, together with a notice stating where copies of the rules may be obtained, be displayed at the entrance to the land or premises to which they apply or elsewhere so that they may be seen by members of the public intending to have access to the land or premises.

3.10 Copies of Management Rules shall be open to public inspection without payment and a copy of them shall on application be furnished to any person on payment of such reasonable charge as the local authority may determine.

4.0 PROPOSALS

4.1 The Committee is asked to note that no objections or representations have been received following the end of the statutory consultation period and to therefore approve the Management Rules attached to this report as Appendix 1 and to refer same to the next meeting of the Inverclyde Council recommending that it formally approve the said Management Rules and authorise Officers to formally make the rules in accordance with the statutory procedure.

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

There will be minor costs associated with the publication of notices and signage which will be contained within existing budgets.

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 legal implications are summarised in this report. The making of new Management Rules will help mitigate the risk of inappropriate behaviour at the Council's libraries and museums and support the use and enjoyment of them by the public, as well as helping to support Council staff in undertaking their duties.

5.4 Human Resources

There are no Human Resources implications directly associated with the proposal.

5.5 Strategic

N/A

5.6 Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing

(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 has been carried out and can be accessed via the following link https://www.inverclyde.gov.uk/council-and-government/equality-impact-assessments/equality-impact-assessments-2023 .
	NO

(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.

6.0 CONSULTATION

6.1 A statutory public consultation has been carried out.

7.0 BACKGROUND PAPERS

7.1 N/A



Library Management Rules

THE INVERCLYDE COUNCIL

MANAGEMENT RULES FOR PUBLIC LIBRARIES

2024

The Inverclyde Council as the library authority for Inverclyde in terms of Schedule 13, Section 5 of the Local Government etc. (Scotland) Act, 1994 hereby make the following Management Rules in exercise of the powers conferred on them by Section 112 of the Civic Government (Scotland) Act 1982, to regulate the use of, and the conduct of persons using, any of Inverclyde Council's Library Premises.

DEFINITIONS

In these Management Rules:

“Acceptable Usage Policy” means such policy or policies as the Council has in force from time to time regulating the use by the members of the public of publically accessible computers and other public ICT resources in public libraries.

“Assistance Dog” means an assistance dog as defined in Section 173 of the Equality Act 2010.

“Borrower” means any person who has a current registration as a borrower in terms of Clause 1 of these Management Rules.

“Council” means the Inverclyde Council and shall when used within these Management Rules in reference to any decision or determination include such Committee, Sub-Committee or Officers of the Inverclyde Council as are authorised by them to make such a determination.

“Committee” means the committee to which the Council has referred the function of the management of public libraries within Inverclyde.

“Inverclyde” shall mean the administrative area for which the Council is responsible in terms of the Local Government etc (Scotland) Act 1994.

“Library Material” means printed material and other media or articles.

“Library Premises” means

(a) the , various premises listed in the Schedule to these Rules, declaring that should the Council cease to use once or more of the individual premises for the provision of Library Services, then the premises in respect of which such use has ceased shall cease to be Library Premises for the purposes of these Rules then, and

(b) such other such premises as may be used from time to time by the Council for the provision of Library Services, and shall for the purposes of these Management Rules, include all doorways, footpaths, roads, grounds and car parks in the ownership of the Council and used in connection with or forming part of the curtilage of such premises, or other office or reception area within Council buildings as is used in connection with any such premises.

“Library Services” means the public lending library and reference library and online services provided by Inverclyde Council through the Culture, Communities and Educational Resources service of the Education, Communities and Organisational Development directorate, and for the purposes of these Management Rules includes such ancillary services (eg. outreach activities) as are provided from time to time.

“Library User” means any person using Library Premises.

“Officer in charge of Library Services” means the Cultural Services Manager or such other Officer as may be from time to time appointed by and/or authorised by the Council with responsibility for the overall management of library services throughout Inverclyde.

“Staff Member” means any person employed by the Council wholly or partly in connection with the provision of library services in Inverclyde, be that at the Library premises or elsewhere in pursuance of their duties.

“the Act” means the Civic Government (Scotland) Act 1982.

1. Borrowers

1.1 Membership

Any person who is resident in, employed in, at school in, or visiting Inverclyde, may apply to register as a Borrower through the Library Services at any of the Library Premises or online. All persons wishing to become Borrowers must complete an application form and provide two forms of current identification (one of which must show the applicant's home address). The acceptability or otherwise of the identification shown is at the discretion of the Officer in Charge of Library Services (e-membership doesn't require identification). Once accepted as a Borrower, such a person will be required, on the request of a Staff Member, to confirm the details provided with their application. Such requests shall not be more often than is reasonably required for conducting the Library Services.

1.2 Children's Membership

Children aged 11 years and under may become Borrowers on completion of a registration form signed by a parent or other adult with parental responsibility (as guarantor for the child) and on providing acceptable proof of identity. Proof of age may also be requested. Borrowers aged 11 years and under are eligible to borrow books from the Children's section of the library with Parental permission they can also borrow from the Young Adult section. Borrowers aged from 12 to 15 years are registered as 'Young Adult' borrowers and they will be eligible to borrow books from both the Childrens, Young Adult and Adult sections of the library. Any certificated video or multi-media materials will only be issued by branches in accordance with age categories marked on the materials.

There are no restrictions on electronic materials accessed through Borrowbox. Parental guidance is advised.

1.3 Lapsed Membership

Registration as a Borrower in all categories will lapse after a period of two years from last use of the service. Thereafter, re-registration will be required in accordance with this Rule 1.

1.4 Membership Cards

Cards issued for borrowing items from the libraries shall not be transferable. Borrowers are personally responsible for the safekeeping of cards and for items borrowed on their card. Borrowers shall immediately notify any change of address or the loss of a card. A charge may be made for the replacement of lost cards, to be determined from time to time by the Council.

2. Borrowing

2.1 Loan Period

The maximum permitted loan periods for Library Materials will be as determined by the Council from time to time and displayed at all Library Premises. On receipt by the Library service of a request from a Borrower in person, by email, telephone, or online, the loan period may be extended for any item on loan to that Borrower, other than when the item concerned has been requested by another Borrower. No loan shall be extended more than four times. The Officer in charge of Library Services may, at their discretion, reduce the maximum loan period for any item if it is in heavy demand, or for any other appropriate reason.

2.2 Number of items

The maximum number of items which can be borrowed by a Borrower will be as determined by the Council from time to time and displayed all Library Premises.

2.3 Charges for certain materials

Borrowers may borrow audio, DVDs, multi-media and other materials or suggest items for stock according to borrowing entitlements as referred to above and on payment of any charges determined by the Council from time to time and as published at all Library Premises.

2.4 Overdue Items

Borrowers aged 18-59 years of age who retain Library Materials beyond the maximum permitted loan period will be charged for such items at such a rate or rates as shall be determined from time to time by the Council. Borrowers will be notified of any Library Materials retained beyond the maximum permitted loan period, but failure to give such notification shall not relieve the Borrower of the charges.

2.5 Payment for Loss or Damage

Borrowers or guarantors of Borrowers shall be responsible for loss of or damage to Library Materials, and a sum not greater than the total of a) the retail cost of the lost or damaged item and b) such administrative charge or charges in respect of dealing with such loss or damage as may from time to time be determined by the Council as appropriate in such circumstances, will be charged. Damage or defect

to an item which is discovered before borrowing should be brought to the attention of a Staff Member.

3. Conduct

All persons shall behave at all times in the Library Premises in a manner which is consistent with standards of good conduct in public libraries, which standards will for the avoidance of doubt include not causing undue noise or disturbance. It shall be a matter in the discretion of individual Staff Members (acting reasonably) as to what shall constitute such standards of good conduct in public libraries. Staff Members shall be entitled to refuse admission to or to expel from the Library Premises any persons who, in the reasonable opinion of those Staff Members, are not conducting themselves in accordance with these standards.

3.1 Dogs, other Animals and Wheeled Conveyances Prohibited

Except with the consent of a Staff Member, no person shall cause or allow any dog (other than an Assistance Dog accompanying a disabled person) or other animal belonging to them or under their control to enter or remain in the library, or bring in any wheeled conveyance other than wheelchairs, mobility scooters, pushchairs, or prams.

3.2 Behaviour in the Library

3.2.1 Any member of the public may refer to materials held in the library, whether lending or reference stock, but no materials may be removed from the library unless duly authorised.

3.2.2 Library users must comply with all directions given to them by Staff Members in the course of their duties.

3.2.3 Smoking / Vaping or consumption of alcohol taking of illegal drugs is not permitted in Library Premises.

3.2.4 Food or drink not purchased in the Library Premises must not be consumed upon Library Premises.

3.2.5 Mobile telephones must be switched to silent and their use must not disturb other library users.

3.2.6 Any person causing offence through personal hygiene or under the influence of alcohol or drugs will be removed and excluded from the Library Premises. Disorderly, violent or insulting behaviour including the use of indecent or offensive language towards other Library Users or Staff Members by any person will result in that person being removed and excluded from the Library Premises

3.2.7 No member of the public shall enter or remain in any part of Library Premises identified for staff or private use.

3.2.8 Parents and carers are responsible for the supervision and behaviour of their children at all times within the Library Premises. Children aged eight years and under must be accompanied by a parent or adult with parental responsibility when visiting the Library Premises. Children between the ages of eight and twelve must not be left unaccompanied by a parent or carer unless part of an organised activity, and with prior agreement. Parents and adults with parental responsibility must undertake to ensure that if their children are left in the care of Staff Members for an organised activity such children behave in a manner considered reasonable and appropriate by Staff Members. The Museum staff reserve the right to ask parents and carers to remove a child from an organised activity if their behaviour is disruptive to other participants.

3.2.9 It is prohibited to undertake sound recording, photography or filming, including filming by the use of mobile phones with cameras, without the prior consent of library staff.

3.2.10 The use of portable audio players (such as mobile phones, iPads/ tablets etc.) within Library Premises is permitted only with the use of headphones, and should not disturb other Library Users.

3.2.11 No trading or sale of goods is permitted in any of the Library Premises, without the consent of the Officer in charge of Library Services.

3.2.12 In the event of the structure, furniture, fittings or other contents of the any of the Library Premises being damaged or destroyed, the person responsible shall be liable for the cost of making good the damage or for replacing the articles destroyed.

3.2.13 The designated opening hours for the Library Premises will be displayed at the premises and no person, other than Staff Members carrying out their duties, shall remain in the Library Premises outwith these hours.

4. Use of Public Access Computers

Any person may use public access computers within the Library Premises, provided however that:

- if they are aged 8 or under, they must be accompanied by a parent or other adult with parental responsibility;
- if they are aged from 9 to 11, they must have written parental consent, as contained within the membership form; and

- if they are not Borrower in terms of Clause 1 of these rules, they must provide acceptable personal identification before they can use the public access computers; and
- they must only do so in accordance with the Acceptable Usage Policy.

The Acceptable Usage Policy is available from all the Library Premises and on all public access computers.

5. General Rules

5.1

Bills, notices or leaflets may be displayed or distributed in any part of the Library Premises only with the consent of the Officer in charge of Library Services.

5.2

The Council shall have no liability in respect of the loss or theft of any item belonging to a Library User.

5.3

At the discretion of the Officer in charge of Library Services, appropriate areas of the Library Premises may be used for community, cultural, educational or social purposes. Such uses shall be controlled by means of a written agreement between the user and the Council.

5.4

Library Users are reminded that the provisions of the general law apply at all times. Any action which would contravene the Copyright, Designs and Patents Act 1988 is strictly prohibited on Library Premises.

5.5

Any person who contravenes these Management Rules may be subject to suspension of their registration as a Borrower and the use of Library Services, at the discretion of the Officer in charge of Library Services.

5.6

A Staff Member may, under Section 116 of the Act:

- i. where he or she has reasonable grounds for believing a person has contravened or is contravening a management rule, expel that person from the Library Premises; and

- ii. where he or she has reasonable grounds for believing that a person is about to contravene a management rule, exclude that person from the Library Premises.

5.7

A person who persistently contravenes or attempts to contravene these management rules and is, in the opinion of the Council, likely to contravene them again, may be subject to an Exclusion Order by the Council under Section 117 of the Act for a period not exceeding one year.

5.8

Any person who:

- i. on being required to leave any Library Premises by an authorised officer of the Council who has reasonable grounds for believing that the person has contravened, is contravening or is about to contravene any of these Management Rules applying to the Library Premises, fails to leave;
- ii. on being informed by an authorised officer who has reasonable grounds for believing that the person is about to contravene any management rule applying to Library Premises that he or she is excluded from the land or premises, enters or attempts to enter the land or premises; or
- iii. being a person subject to an exclusion order under section 117 of the Act, enters or attempts to enter the land or premises to which the exclusion order relates shall be guilty of an offence and liable, on summary conviction, to a fine not exceeding level 1 on the standard scale

These Management Rules are, together with the Schedule forming part thereof, executed by being sealed with the Common Seal of Inverclyde Council and signed by ##### Proper Officer of Inverclyde Council at Greenock on the ### day of ### Two thousand and ###

Management Rules – Version Control Statement

Strategy / Policy Name: Management Rules

Written by: Cultural Services Manager and Inverclyde Council Legal Services

Approved by: Tony McEwan- Head of Culture, Communities & Educational Resources

Version No: 1.1

Date: ### 2024

EqIA Required: Y

EqIA Completed Date: ### 2018

Distributed to: All Inverclyde Libraries' Staff

Distribution Date: ##### 2024

Review Date: ### 2034

Schedule

Premises

- 1. Greenock Central Library**, Wallace Place, Greenock PA15 1JB
- 2. Gourock Library**, Kempock Place, Gourock, PA19 1QU
- 3. Inverkip and Wemyss Bay Library**, Inverkip Community Hub, Main Street, Inverkip, PA16 0FZ
- 4. Kilmacolm Library**, Lochwinnoch Road, Kilmacolm, PA13 4LE
- 5. Port Glasgow Library**, Fore Street, Port Glasgow, PA14 5EQ
- 6. Greenock South West Library**, Barr's Cottage, Greenock, PA16 9HG
- 7. The Watt Institution**, 15 Kelly Street, Greenock, PA16 8JX

McLean

MUSEUM & ART GALLERY

Museum Management Rules

2024

INVERCLYDE COUNCIL

MANAGEMENT RULES FOR ART GALLERIES AND MUSEUMS

The Inverclyde Council as the museum authority for Inverclyde in terms of Schedule 13, Section 5 of the Local Government etc. (Scotland) Act, 1994 hereby make the following Management Rules in exercise of the powers conferred on them by Section 112 of the Civic Government (Scotland) Act 1982, which shall apply to the provision of Museum Services by the Council in Museum Premises in Inverclyde.

Definitions and Interpretation

In these Management Rules

“Acceptable Usage Policy” means such policy or policies as the Council has in force from time to time regulating the use by the members of the public of publicly accessible computers and other public ICT resources in public libraries.

“Act” means the Civic Government (Scotland) Act 1982

“Assistance Dog” means an assistance dog as defined in Section 173 of the Equality Act 2010.

“Committee” means the committee which has been appointed by the Council for the management of art galleries and museums within Inverclyde.

“Council” means Inverclyde Council constituted under the Local Government etc (Scotland) Act 1994.

‘Museum/Museum premises’ shall be taken to mean any public Art Gallery and Museum and shall include The McLean Museum and Art Gallery, Greenock, grounds and such other premises as may be used from time to time by the Council for the provision of Museums Services and includes any land surrounding or used in connection therewith.

“Museum user” means any person having the right, under these rules, to the use of Museums within Inverclyde.

“Officer in charge of the museum service” means the Cultural Services Manager or such other authorised member of staff.

The provisions of the Interpretation Act 1978 shall apply to the interpretation of these Management Rules as they apply to an Act of Parliament.

1. Access to Museums

a. The Museum shall be open to the public on such days and during such hours as the Council or Committee may from time to time determine and the Council or Committee may close the Museum wholly or partially during such times as they may think fit.

b. No person shall enter or remain in any part of the Museum which a reasonable person would or should know is prohibited to the public or remain in the Museum after the time fixed for its closing.

- c. No person shall remain in the Museum after an emergency situation has been made known to them.
- d. No member of the public shall enter or remain in any part of the Museum identified for staff or private use unless authorised by the Officer in charge of the museum service.
- e. Any member of the public may view the displays held in the Museum but no materials may be removed from the Museum unless duly authorised.
- f. The Officer in charge of the museum service shall have discretion as to the conditions under which members of the public may consult rare, valuable or fragile museum artefacts which are deemed unsuitable or too delicate for general display.

2. Conduct in the Museum

The normal standards of good conduct in public places will apply in Museums and Art Galleries. The Council reserves the right to refuse admission or to expel any persons from the premises for any valid reason.

- a. Any person who in the reasonable opinion of museum staff is under the influence of alcohol or drugs will be expelled or excluded in terms of Rule 2.
- b. No person shall take, sell or distribute drugs in the Museum except in a case requiring first aid treatment where the administering of drugs is necessary and performed by an appropriately qualified medical practitioner or where the drugs are taken as part of a prescribed course of medication.
- c. Except with the consent of the Officer in charge of the museum service, no person shall cause or allow any dog (other than an Assistance Dog accompanying a disabled person) or other animal belonging to them or under their control to enter or remain in the Museum. No person will be permitted to bring in any wheeled vehicle or conveyance other than wheelchairs, mobility scooters, pushchairs or prams.
- d. Disorderly, violent or insulting behaviour including the use of indecent or offensive language towards other museum users or staff by any person will result in that person being removed and excluded from the Museum. If the person is aged under 16, their parent or carer will be informed.
- e. Parents and carers are responsible for the supervision and behaviour of their children at all times within the Museum premises. Children aged eight years and under must be accompanied by a parent or carer when visiting the Museum. Children between the ages of eight and twelve must not be left unaccompanied by a parent or carer unless part of an organised activity, and with prior agreement.
- f. Parents and carers must undertake to ensure that their children behave in an appropriate manner if attending an organised activity. The Museum staff reserve the right to ask parents and carers to remove a child from an organised activity if their behaviour is disruptive to other participants.
- g. Parents and carers of children must ensure that they do not climb on railings or objects, or breach barriers on Museum premises.
- h. Museum users must comply with all directions given to them by Museum staff in the course of their duties.

i. At the discretion of the Officer in charge of the museum service, appropriate areas of Museum premises may be used for community, cultural, educational or social purposes. Such uses shall be controlled by means of a written agreement between the user and the Council.

j. Food or drink must not be taken into and consumed in the Museum premises with the exception of food or drink provided by the Museum at an event authorised by the Officer in charge of the museum service.

k. The consumption of alcohol is not permitted in Museum premises except as may be specifically authorised in connection with use as defined in Rule 2(j).

l. It is prohibited to undertake sound recording, photography or filming, including filming by the use of mobile phones with cameras, without the prior consent of library staff. However the use of digital cameras/mobile devices for informal social shots is permitted. All professional photography, video or sound recording intended for broadcasting or use on the internet must be approved of in advance by the Officer in charge of the museum service.

m. The use of equipment such as mobile devices including phones and tablets should not cause inconvenience or disturbance to others in the reasonable opinion of museum staff.

n. Bills, notices or leaflets may be displayed or distributed in any part of the Museum only with the consent of the Officer in charge of the museum service.

o. The Officer in charge of the museum service may from time to time regulate the use of accommodation, resources and equipment in great demand in order to ensure equal opportunity of use.

p. In the event of the structure, furniture, fittings or other contents of the Museum being damaged or destroyed, the person responsible shall be liable for the cost of making good the damage or for replacing the articles destroyed.

q. The Council shall have no liability in respect of the loss or theft of any item belonging to a museum user.

r. No trading or sale of goods shall take place in any part of any Museum except with the consent of the Officer in charge of the museum service.

s. Goods must not be removed from the Museum shop prior to payment.

t. Smoking and/or vaping is strictly forbidden in the Hall, foyer and all parts of the Museum and Gallery building.

3. Use of Public Access Computers in the James Watt Library

Any person may use public access computers within the Library Premises, provided however that:

- if they are aged 11 or under, they must be accompanied by a parent or other adult with parental responsibility;
- they provide acceptable personal identification before they can use the public access computers; and
- they must only do so in accordance with the Acceptable Usage Policy.

The Acceptable Usage Policy is available from all the Library Premises and on all public access computers.

4. Use of Venue

Museum premises may be available for hire, at the discretion of the Officer in charge of the museum service, by appropriate organisations throughout the year subject to the nature of the hire not impeding the provision of public service or the safety and security of the museum and exhibits. The Watt Hall is also licenced for wedding ceremonies subject to availability. All hires are agreed at the discretion of the Officer in charge of the museum service.

- a. The hire charge in force at the time shall be made to hirers. Inverclyde Council reserves the right to refuse any applicant the use of premises or part thereof without giving any reason. The premises shall not be sub-let.
- b. Museum premises are not normally available for hire during the hours of public opening.
- c. Smoking and/or vaping is strictly forbidden in the Hall, foyer and all parts of the Museum and Gallery building.
- d. Hirers must abide by the regulations governing the use of the Watt Hall in force at the time of hire.
- e. The layout of seating and equipment in the Watt Hall will be organised by museum staff in accordance with the requirements of the hirer. The maximum permitted numbers indicated by Officer in charge of the museum service must be strictly adhered to.
- f. Access to the Watt Hall will be provided to hirers according to the hours booked and not outwith these times. If events exceed the agreed hours by more than 10 minutes hirers will incur a half hour's extra charge.
- g. Bookings will not be accepted for events which finish later than 10.00 p.m.
- h. Hirers wishing to use a public address system or audio-visual equipment should discuss this with museum staff before the event to determine whether their requirements can be met. Hirers must operate their own equipment.
- i. The hirer will be responsible for ensuring that all items of electrical equipment brought into the Museum or Watt Hall meet the current health and safety standards, for example by PAT testing, and that any persons operating the electrical or mechanical equipment are competent to do so with full regard to health and safety matters.
- j. Fire precautions must be observed with regard to equipment used. No oil, candles or other highly flammable materials shall be allowed in any part of the premises.
- k. The hirer shall be responsible for maintaining order in connection with the occupation of the premises and shall arrange that effective control is provided at all doorways which may be necessary so as to allow free access and exit.
- i. Hirers using the Watt Hall or Museum for events other than lectures or weddings must complete and return a Risk Management checklist with the booking application before a booking can be confirmed.
- j. The hirer shall be responsible for any damage done to the premises or the fittings or furniture therein during the time of occupation and shall be bound to meet the cost of the same.

k. Nothing shall be done in the premises and nothing shall be taken into the premises which will involve extra risk to the premises or property of Inverclyde Council unless specially sanctioned and then only upon such conditions as to safety precautions and other matters as shall be stipulated

l. Any erections required in connection with the occupation of the premises by the hirer, including all outside erections, signboards and the like, shall be subject to the written approval of Inverclyde Council and shall be erected, taken down and removed all at the cost of the hirer.

m. No livestock will be permitted anywhere on the premises without the express permission of the Officer in charge of the Museum service.

5. Museum Grounds

a. No person shall throw down, deposit or leave any rubbish, refuse, litter or paper of whatever description in the museum grounds, other than that in a receptacle/location provided for that purpose.

b. No person shall wilfully, carelessly or negligently damage, injure, displace or remove any part of a wall, fence, barrier, railing or any other fixture situated in or on or adjacent and ancillary to the Museum, or deface or destroy the same by cutting, writing or otherwise. Any person so doing will be held responsible for the cost of any replacement or repair.

c. Except with the express consent of the Officer in charge of the museum service, no person shall remove any plant in the museum grounds.

d. No person shall enter or stand, sit or walk in or upon any flower bed, border or shrubbery within any park or in or upon any part of the museum grounds where prohibitive notices are displayed.

e. No wheeled vehicle (with the exception of wheelchairs, mobility scooters, pushchairs or prams), whether mechanically propelled or otherwise, shall be permitted or allowed to enter the Museum grounds without the prior written consent of the Officer in charge of the museum service. This shall not apply to the use in the Museum grounds of any ambulance, fire engine, police vehicle and/or attendant vehicles as may be permitted by the Officer in charge of the museum service.

f. No person shall cause or permit a dog or any other animal belonging to them or otherwise under their control to enter or remain in the Museum grounds unless such a dog or other animal is under the full control of that person and effectively restrained from causing annoyance to any person, or from worrying or disturbing any wild birds or animals or from damaging any flower, plant, tree or shrub in the grounds.

g. No person shall cause or permit any dog or other animal belonging to them or otherwise under their control to foul in the Museum grounds or any part thereof.

h. No person shall light a fire, burn or do any action which might cause to be set on fire or burned in the Museum grounds any paper, rubbish, refuse, fuel or other substance.

i. No person shall, without prior written consent of the Officer in charge of the museum service, erect, occupy or use any tent or other structure in the Museum grounds.

6 Contraventions of Management Rules

A museum staff member may, where he or she has reasonable grounds for believing that a person has contravened, is contravening or is about to contravene any of the foregoing Management Rules, exclude that person from the Museum Premises.

A person who persistently contravenes or attempts to contravene the foregoing Management Rules and is, in the opinion of the Council, likely to contravene them again shall be liable to be made the subject of an Exclusion Order by the Council for a period not exceeding one year, in terms of Section 117 of the Act.

Any person who

(i) on being required to leave the Museum Premises by an authorised officer who has reasonable grounds for believing that the person has contravened, is contravening or is about to contravene any Management Rules, fails to leave;

(ii) on being informed by an authorised officer who has reasonable grounds for believing that the person is about to contravene any Management Rule, that he or she is excluded from the Museum Premises, enters or attempts to enter the Museum Premises;

(iii) being a person subject to an Exclusion Order under section 117 of the Act enters or attempts to enter the Museum Premises to which the Exclusion Order relates

Shall be guilty of an offence and liable on summary conviction to a fine not exceeding Level 1 on the Standard Scale of Fines (the current maximum fine at the time of making these rules being £200) or such other amount as may from time to time be fixed by statute in terms of section 118 of the Act.

These Management Rules are executed by being sealed with the Common Seal of Inverclyde Council and signed by ##### Proper Officer of Inverclyde Council at Greenock on the ##### day of ### Two thousand and ###.

Management Rules – Version Control Statement

Strategy / Policy Name: Management Rules

Written by: Cultural Services Manager and Inverclyde Council Legal Services

Approved by: Tony McEwan- Head of Culture, Communities & Educational Resources

Version No: 1.1

Date: 2024

EqIA Required: Y

EqIA Completed Date: 2018

Distributed to: All Inverclyde Museums Staff

Distribution Date: 2024

Review Date: 2034

Report To:	Education & Communities Committee	Date:	23 January 2024
Report By:	Ruth Binks, Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/08/24/TM
Contact Officer:	Tony McEwan, Head of Culture, Communities and Educational Resources	Contact No:	01475 712828
Subject:	Outstanding Remits Report - Communities		

1.0 PURPOSE AND SUMMARY

1.1 For Decision For Information/Noting

1.2 This report provides an update on several outstanding remits from the Education and Communities Committee. Updates have been provided on:

- U16s free gym membership project;
- Broomhill 3G pitch; and
- Boglestone Activity Centre refurbishment impact.

2.0 RECOMMENDATIONS

2.1 It is recommended that the Education and Communities Committee notes the update on the outstanding remits from the Committee.

Ruth Binks
Corporate Director
Education, Communities and Organisational Development

3.0 Updates to Outstanding Remits

3.1 U16s gym access

Inverclyde Council worked in partnership with Inverclyde Leisure and funded gym access for under 16s as part of the Covid-19 community recovery programme in 2022. The scheme was a great success and allowed young people from Inverclyde's schools to use the 8 fitness gyms located throughout the Inverclyde community area.

The gym sessions gave senior school children the opportunity to use our gyms safely under the supervision of Inverclyde Leisure's qualified gym team. The scheme was very popular, and Inverclyde Leisure reported an increase in overall gym usage when the scheme was in place. Due to the success of the initiative, IL then launched a new 21/10 membership for young people as part of its contribution towards an Active Inverclyde and credits the free gym usage programme as a significant contributor to an increase in membership.

3.2 Broomhill Pitch

Several years ago, the 3G pitch at Broomhill was underutilised which led to considerations around whether it should remain as part of the Council's overall leisure estate. However, in recent years, use of the pitch has increased and it is now well utilised by clubs in the area. Therefore, it remains part of the Council's leisure estate and now forms part of the Council's overall pitch maintenance and replacement programme.

3.3 Boglestone Activity Centre – Spend to Save

The refurbishment project at Boglestone was a 12-week programme with the facility re-opening June 2019. The improvements that were made on site included the extension of the fitness for less gym, which utilised the old kitchen space to a usable fitness gym area. The main hall and stage area was transformed into a large soft-play area which also houses a 'Proud to Serve Costa Coffee' Café. This redevelopment has been a great asset and facility to the local community.

The project costs were around £830k. The vision and aims of the project were to remodel areas that were previously underutilised within the facility and to maximise services and encourage more activity within the local community.

The facility and Boglestone now has a large 'fitness for less' gym. This helps promote activity, health, and wellbeing with the area. The centre is also a very popular destination for adults and young children through activity within the soft-play facility.

Following the redevelopment, IL also promotes the centre through themed events such as Breakfast with Santa, Halloween Discos, and other themed events. This brings the local community together offering activities for children and parents to enjoy simultaneously.

IL also offers vitality classes and live active sessions at the facility following the refurbishment. This caters for ageing populations but also individuals being referred to exercise by GPs. The developments have been a great addition to the community and the centre is now a popular attraction for neighbouring residents. With the additional increase in operating hours and added services to this centre this had also led to increased employment within the local area.

The table below provides before (2017/18) and after (2022/23) annual data in respect of the redevelopment works at Boglestone Activity centre which highlights an increase in usage of 131%. The facility is a real focal point of the community, catering for the needs of the local area.

Boglestone Refurbishment Usage Comparison 2017/18, 2022/23

	Pre-development	Post-development	Differential	Percentage Increase
Usage	59,398	137,045	77,647	131%

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

None

4.4 Human Resources

None

4.5 Strategic

None

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.
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.

4.7 Environmental/Sustainability

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

N/A

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.

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.
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.

5.0 CONSULTATION

5.1 N/A

6.0 BACKGROUND PAPERS

6.1 None

Report To:	Education & Communities Committee	Date:	23 January 2024
Report By:	Ruth Binks Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/07/24/EMcL
Contact Officer:	Elaine McLoughlin	Contact No:	
Subject:	Update on Parental Representative for Education Part of the Education & Communities Committee		

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 This report is to update the Committee on the election of a parent representative on the Education part of the Education and Communities Committee.
- 1.3 When the previous parental representative resigned, the post was advertised but at the time there was no interest.
- 1.4 At the September 2023 meeting of the Chairs of Parent Councils there was potential interest in the post but given the time that has passed since the previous request for nominations, the service re-established the election process in accordance with the approved scheme of delegation.
- 1.5 One nomination for the Parent Representative to serve on the Education and Communities Committee was received from Fiona MacDonald, Ardgowan Primary Parent Council Chair.
- 1.6 Since there was only one nomination received for the Parent Representative, a ballot was not required.

2.0 RECOMMENDATIONS

- 2.1 The Committee is asked to approve the appointment of Fiona MacDonald as Parent Representative to serve on the Education and Communities Committee in accordance with the Scheme of Arrangements.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

- 3.1 Following the resignation of the parental representative on the Education part of the Education and Communities Committee, the service advertised for a new representative but with no success. This was reported to the Education and Communities Committee on the 14 June 2022.
- 3.2 Since the resignation, officers have been in communication with chairs of parent councils to try to get a volunteer to stand as a parent representative on the Education Committee.
- 3.3 At the September meeting of the Chairs of Parent Councils, the Corporate Director once again asked for potential volunteers for the post and this time there has been some interest.

4.0 IMPLICATIONS

- 4.1 The table below shows whether risks and implications apply if the recommendation is 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

Advice has been sought from Legal Services for this paper.

4.4 Human Resources

N/A

4.5 Strategic

N/A

5.0 CONSULTATION

- 5.1 N/A

6.0 BACKGROUND PAPERS

- 6.1 N/A

Report To:	Education & Communities Committee	Date:	23 January 2024
Report By:	Chief Financial Officer and Corporate Director Education, Communities & Organisational Development	Report No:	FIN/85/23/AP/IC
Contact Officer:	Iain Cameron	Contact No:	01475 712832
Subject:	Education Revenue Budget Report - 2023/24 Projected Outturn at 31 October 2023		

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 The purpose of this report is to advise Committee of the 2023/24 Revenue Budget position at 31 October 2023 and to highlight a projected overspend of £302,000.
- 1.3 The total Education Revenue Budget for 2023/24, excluding Earmarked Reserves, is currently £102.79m. The latest projection is an overspend of £302,000, a decrease of £411,000 since last Committee. More details are provided in section 3.3 of the report and the appendices.
- 1.4 The Corporate Director Education, Communities and Organisational Development and Heads of Service are reviewing areas where non-essential spend can be reduced in order to bring the Education Budget back on target. A one-off budget pressure of £600,000 in relation to ASN Transport was approved by the Policy & Resources Committee at its meeting on 21 November to cover 2023/25, of which £100,000 will be utilised in 2023/24 to reduce the ASN Transport pressure.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Committee note the current projected overspend for 2023/24 of £302,000, at 31 October 2023.
- 2.2 It is recommended that the Committee note that the projected overspend has reduced since last Committee mainly due to a credit within Employee Costs of £127,000 for strike days in schools, £247,000 of additional funding for the Teachers' Induction Programme and £100,000 of the ASN Smoothing Reserve to offset ASN Transport costs.
- 2.3 It is recommended that the Committee note that the Communities part of the Committee is currently projecting an underspend of £210,000 which partially offsets the projected overspend for the Education part of the 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 and to highlight the main variances contributing to the projected overspend of £302,000 for 2023/24.
- 3.2 The current Education Revenue Budget for 2023/24 is £102.79m which is an increase of £7.672m from the Approved Budget, largely due to allocations from the Inflation Contingency. Appendix 1 provides more details of the budget movement.
- 3.3 **2023/24 Projected Outturn (£302,000 overspend 0.3%)**

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

- (a) Employee Costs are projected to underspend by £443,000, a reduction in expenditure of £479,000 since last Committee. Additional funding of £247,000 has been received for the Teachers Induction Programme and a saving of £127,000 was achieved due to Non-Teachers strike days in schools.
- (b) Water projected to underspend by £42,000, a decrease in expenditure of £1,000 since last Committee.
- (c) Biomass fuel projected to underspend by £84,000, as previously reported. This is partly offset by reduced income (see below). 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 the remainder of 2023/24.
- (d) Education Janitors projected to underspend by £30,000 due to additional turnover savings within Facilities Management, as previously reported.
- (e) Education Cleaning contract projected to overspend by £63,000, an increase in spend of £28,000 since last Committee, mainly due to the use of agency staff to cover vacancies up to August 2023.
- (f) Within Facilities Management Catering, Cleaning Materials used in kitchens are projected to overspend by £41,000, as previously reported.
- (g) Facilities Management Catering Provisions are projected to overspend by £33,000, an increase in expenditure of £1,000 since last Committee.
- (h) ASN Transport is projected to overspend by £250,000 after £100,000 is funded from the ASN Smoothing Reserve, a net reduction of £80,000 since last Committee.
- (i) SPT School Buses are projected to overspend by £12,000, a decrease in expenditure of £48,000 since last Committee. Gaelic Transport is projected to overspend by £62,000, an increase of £4,000 from Period 5. These revised projections are based on updated information received from SPT. Pupil Vocational Transport is projected to overspend by £50,000, in line with Period 5.
- (j) Internal Transport Drivers projected to overspend by £25,000.
- (k) Secondary Schools telephones projected to underspend by £29,000. An increase in the Council's internet capacity is being progressed to allow for additional requirement in schools. This is likely to cost in the region of £5,000. When the final figure is known, this underspend will be used to fund the increased capacity, with the remaining budget being vired to address other pressures in the Service. This will be included in a future Committee report.

- (l) Legal Fees of £30,000, for which there is no designated budget, have been incurred since the Period 5 report.
- (m) ASN Placements are projected to overspend by £106,000 and Headquarters ASN Support budget is projected to overspend by £27,000. This is the same position as was reported to the last Committee.
- (n) School Meal Income is projected to under recover by £109,000. This is £9,000 more income than previously reported to Committee. An action plan to increase demand is being progressed by the service.
- (o) Breakfast Club Income is projected to under recover by £32,000, the same as previously reported to Committee. Demand for the service continues to be lower than budgeted.
- (p) Renewable Heat Incentive (RHI) Income is projected to under recover by £45,000. This is due to the Biomass system being switched off and is more than offset by reduced biomass fuel costs.
- (q) Income from Other Local Authorities for ASN Placements is projected to over recover by £60,000, the same as previously reported to Committee.
- (r) Facilities Management Income is projected to under recover by £77,000, this is offset by underspends, mainly in Employee Costs.

3.4 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 107% of phased spend and 63% of the projected expenditure for 2023/24.

4.0 PROPOSALS

- 4.1 The Corporate Director will continue to ensure that steps are taken to reduce expenditure where this will not have a direct impact on service delivery.
- 4.2 It should be noted that the Communities part of the Committee is currently projecting an underspend of £210,000 which partially offsets the projected overspend for the Education part of the Committee.

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 £302,000 is being reviewed and the Corporate Director will ensure that steps continue to be taken to reduce expenditure where this will not have a direct impact on service delivery. An update on actions taken will be reported to the next meeting of the Committee.

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 7 - 1st April 2023 to 31st October 2023

Service	Approved Budget	Movements			Revised Budget 2023/24 £000	
	2023/24 £000	Inflation £000	Virement £000	Supplementary Budgets £000		Transferred to EMR £000
Corporate Director	159				159	
Education	77,969	6,517	(416)	842	(300)	84,612
Inclusive Education	16,874	676	301	52		17,903
Facilities Management	113					113
Totals	95,115	7,193	(115)	894	(300)	102,787

Movement Detail

External Resources

Probationer Teachers	842
Psychologist Probationer	17
Music Grant	35
	£000

Virements

School Libraries to Public Libraries	894
	(115)
	(115)

Inflation

SEMP Unitary Charge	799
Teachers Pay Award	5,847
Catering Provisions	100
NDR Inflation	447
	7,193
	7,972

EDUCATION**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION****Period 7 - 1st April 2023 to 31st October 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	57,915	57,579	(336)	(0.6%)
32,482	Employee Costs - Non Teachers	30,509	31,043	30,936	(107)	(0.3%)
19,328	Property Costs	21,105	22,400	22,335	(65)	(0.3%)
6,795	Supplies & Services	6,118	6,281	6,409	128	2.0%
2,552	Transport Costs	2,331	2,358	2,767	409	17.3%
693	Administration Costs	672	660	664	4	0.6%
6,613	Other Expenditure	5,409	6,343	6,503	160	2.5%
(25,131)	Income	(20,172)	(23,913)	(23,804)	109	(0.5%)
96,527	TOTAL NET EXPENDITURE	95,115	103,087	103,389	302	0.3%
0	Earmarked Reserves	0	0	0	0	
0	Loan Charges / DMR	0	(300)	(300)	0	
96,527	TOTAL NET EXPENDITURE EXCLUDING EARMARKED	95,115	102,787	103,089	302	0.3%

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)
173	Corporate Director	159	159	171	12	7.5%
68,420	Education	66,917	73,071	72,888	(183)	(0.3%)
114	Facilities Management	113	113	107	(6)	(5.3%)
10,799	School Estate Management Plan	11,052	11,841	11,841	0	-
79,333	TOTAL EDUCATION SERVICES	78,082	85,025	84,836	(189)	(0.2%)
12,766	ASN	12,225	13,116	13,625	509	3.9%
2,028	Community Learning & Development	2,602	2,597	2,468	(129)	(5.0%)
2,227	Other Inclusive Education	2,047	2,190	2,289	99	4.5%
17,021	TOTAL INCLUSIVE EDUCATION	16,874	17,903	18,382	479	2.7%
96,527	TOTAL EDUCATION COMMITTEE	95,115	103,087	103,389	302	0.3%
0	Earmarked Reserves	0	0	0	0	
0	Loan Charges / DMR	0	(300)	(300)	0	
96,527	TOTAL EDUCATION COMMITTEE EXCLUDING EARMARKED RESERVES	95,115	102,787	103,089	302	0.3%

EDUCATION**REVENUE BUDGET MONITORING REPORT****MATERIAL VARIANCES****Period 7 - 1st April 2023 to 31st October 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>31-Oct-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>
53,538	Employee Costs - Teachers	57,915	33,012	32,398	57,579	(336)	(0.6%)
32,482	Employee Costs - Non Teachers	31,043	16,715	16,908	30,936	(107)	(0.3%)
252	Water	289	145	116	247	(42)	(14.5%)
6	Biomass	84	49	0	0	(84)	(100.0%)
1,199	ED Janitors	1,177	589	489	1,147	(30)	(2.5%)
1,531	ED Cleaning Contract	1,344	672	610	1,407	63	4.7%
87	FM Catering - Cleaning Materials	46	27	62	87	41	89.1%
1,096	FM Catering - Provisions	1,160	580	655	1,193	33	2.8%
477	Internal Transport - Drivers	477	278	270	502	25	5.2%
96	Gaelic Transport	13	7	37	75	62	476.9%
646	ASN Transport	455	265	391	705	250	54.9%
25	Pupil Vocational Transport	13	7	49	63	50	384.6%
0	Telephones (Secondary)	29	17	0	0	(29)	(100.0%)
0	Legal Costs - Employment Tribunal	0	0	6	30	30	N/A
73	ASN HQ Support	54	32	27	81	27	50.0%
541	ASN Placements	371	186	172	477	106	28.6%
(613)	School Meal Income	(608)	(304)	(243)	(499)	109	(17.9%)
(18)	Breakfast Club Income	(50)	(25)	(8)	(18)	32	(64.0%)
(57)	Renewable Heat Incentive Income	(55)	(32)	(6)	(10)	45	(81.8%)
(481)	Income from Other Local Authorities	(434)	(217)	(100)	(494)	(60)	13.8%
(7,672)	FM Income	(7,597)	(3,799)	(3,228)	(7,520)	77	(1.0%)
Total Material Variances						262	

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 7 2023/24</u> £000	<u>Actual To Period 7 2023/24</u> £000	<u>Projected Spend 2023/24</u> £000	<u>Amount to be Earmarked for 2024/25 & Beyond</u> £000	<u>Lead Officer Update</u>
Beacon Arts Early Years 1140	Tony McEwan Michael Roach	60 635	0 364	0 396	0 572	60 63	Contingency Balance currently unallocated. Funded staff up to Aug 23, balance has been allocated as follows, Resources £120k, CFCR £20k, Pay Award £8k, Barnardos £7k, Training £15k. £63k is currently unallocated and can be w/b General Reserves.
Covid Recovery - Extra Duke of Edinburgh Opportunities - 2 years	Ruth Binks	62	51	33	62	0	Funding for 2 fte posts up to November 2023, balance funding equipment
New Scots Funding	Michael Roach	287	51	69	156	131	Funding 1.6fte EAL Teachers from Apr 23 to Jul 24 and 1fte EAL Teacher from Aug 23 to Jul 24. Additional 1fte Teacher currently being advertised.- £78k of the c/f balance- currently uncommitted.
Total		1,044	466	498	790	254	

Report To:	Education & Communities Committee	Date:	23 January 2024
Report By:	Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	Report No:	EDUCOM/06/24/EM
Contact Officer:	Eddie Montgomery	Contact No:	01475 712472
Subject:	Education Capital Programme 2023/26 – Progress		

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 £1.449m in 2023/24 after net advancement of £0.212m (15.86%) 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 2nd 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 current projection is £10.597m which means total projected spend is on budget. The budget for 2023/24 is £1.337m, with spend to date of £1.300m equating to 97.23%. The current projection is £1.549m with net advancement of £0.212m (15.86%) 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 with a formal acceptance for the current phase anticipated mid-December with installation programme to be agreed for 1st Quarter 2024. 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 on-going, 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.

Universal Free School Meals (UFSM)

- 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. A programme of works was delivered during June 2023 and over the summer holiday period addressing alteration works in fourteen primary school kitchens. Officers continue to engage with the Scottish Government / Scottish Futures Trust in respect of the on-going information gathering / data collection exercises in relation to the UFSM expansion.

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:

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

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 05/12/23	Est 2024/25	Est 2025/26	Est Future Years	
£000	£000	£000	£000	£000	£000	£000	£000	
Education Capital Projects								
Balance of Life Cycle Fund	9,640	0	1,317	1,350	1,112	3,289	5,001	0
CO2 Monitors In Schools	183	122	0	27	27	34	0	0
Free School Meals	350	55	0	80	69	215	0	0
Complete on site	424	0	20	92	92	332	0	0
TOTAL ALL PROJECTS	10,597	177	1,337	1,549	1,300	3,870	5,001	0

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.
Gourcock Primary School	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>						Corridor matting. Kitchen equipment replacement. Playground resurfacing. Circulation flooring.
Inverkip Primary School			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		Pump to increase WC water pressure. P6/7 whb replacement. Boiler seal renewal. LED lighting to AV room. Nursery external door replacement.
Kilmacollm 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 internal and external area works. Blind replacement. Dining furniture replacement.
Lady Alice Primary School				<input checked="" type="checkbox"/>								Actuators and opening windows to reception. Kitchen equipment replacement.
Moorfoot Primary School												
Newark Primary School		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>								Teaching wing décor. Public display equipment replacement.
St Andrew's Primary School	<input checked="" type="checkbox"/>											Classroom floor coverings. Support spaces flooring.
St Francis' 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"/>		Classroom floor coverings and décor. Senior WC refurbishment. Nursery office and library/ICT reconfiguration. Nursery external area works. Emergency lighting upgrade to LED. Internal doors.
St John's Primary School			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>			Kitchen alterations. Emergency lighting upgrade to LED. Reception 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"/>				<input checked="" type="checkbox"/>							Miscellaneous areas floor coverings. RAAC priority remedials and monitoring.
St Ninian's Primary School												
St Patrick's Primary School			<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>			Actuator replacement. Zip tap replacement.
Wemyss Bay Primary School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								<input checked="" type="checkbox"/>		Internal alterations phase 2. Nursery flooring and décor. Staffroom refurbishment. Circulation flooring.
Whinhill Primary School	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>	Wall and ceiling linings. Kitchen gas and ventilation works. Circulation flooring. External facade works.

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			
Education - Secondary												
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"/>						<input checked="" type="checkbox"/>		Dining hall and science room décor. MUGA carpet replacement. Kitchen equipment 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"/>	<input checked="" type="checkbox"/>	PE corridor & changing room flooring, décor and ceilings. Craigmearloch flooring, décor and room repurposing works. 3G pitch carpet replacement. Public display equipment replacement.
St Columba's High School		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							<input checked="" type="checkbox"/>		Circulation space décor. 3G pitch carpet replacement. Emergency lighting upgrade to LED.
Education - Standalone Early Years Establishments												
Binnie Street Children's Centre	<input checked="" type="checkbox"/>	<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"/>	<input checked="" type="checkbox"/>								Playroom flooring and décor. New external lighting. WC door replacement.
Gibshill Children's Centre					<input checked="" type="checkbox"/>							
Glenbrae Children's Centre					<input checked="" type="checkbox"/>							Re-roofing incl. PV panels (now scheduled for summer 2024).
Glenpark Early Learning Centre												Main entrance door upgrade to sliding door.
Hillend Children's Centre			<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>			Annexe block kitchen alterations, WC works. Services for school funded projector installation. Fire alarm upgrade.
Larkfield Early Learning Centre							<input checked="" type="checkbox"/>					Fencing.
Rainbow Family Centre	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							<input checked="" type="checkbox"/>	Toilet refurbishment 3-5, WC door replacement. External lighting column replacement. Part flooring replacement. Baby room refurb.
Wellpark Children's Centre				<input checked="" type="checkbox"/>							<input checked="" type="checkbox"/>	
Education - ASN												
Lomond View Academy	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>							<input checked="" type="checkbox"/>		Flood damage reinstatement - flooring throughout ground floor including gym timber floor. New water tank and fire alarm & detection system.

Noted within August/November 23 reports

Added at January 24 report

Report To:	Education & Communities Committee	Date:	23 January 2024
Report By:	Ruth Binks Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/02/24/MR
Contact Officer:	Michael Roach Head of Education	Contact No:	01475 712891
Subject:	Education Update Report – Overview of Local and National Initiatives		

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
- Education Bill – consultation response
- ACEL data – publication of national outcomes
- Stretch Aims / Scottish Attainment Challenge
- National Improvement Framework
- Education Act (2016)
- Getting it right for every child
- Scottish Languages Bill
- Teacher numbers update

2.0 RECOMMENDATIONS

2.1 The Education and Communities Committee is asked to:

- note the content of the update report

Ruth Binks
Corporate Director, Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 **Care Inspectorate inspection outcomes**

Inverkip Primary School Nursery Class was inspected in November 2023. The full report can be found here: [Find care \(careinspectorate.com\)](https://www.careinspectorate.com)

The provision was found to be very good in one aspect and good in all others 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?	Very Good

3.2 **Play for All after school provision** based at Craigmarloch was inspected in November 2023.

The full report can be found here: [Find care \(careinspectorate.com\)](https://www.careinspectorate.com)

The provision was found to be very good in one aspect and good in all others as below:

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

3.3 **Independent Review of Qualifications and assessment**

The Scottish Government is considering Professor Hayward's recommendations. Professor Hayward's recommendations, if implemented, would represent very significant change, and must be considered carefully and as part of the broader suite of reform to education and skills.

The Cabinet Secretary for Education & Skills and Scottish Government officials have been engaging with a range of stakeholders to discuss the recommendations. This process included a survey seeking the views of teachers which closed on the 31st of October. Over 2,100 respondents submitted their views. A range of impact assessments have been drafted which will help ensure decisions are taken with an understanding of likely effect. Decisions on the future of qualifications and assessment will not be taken lightly and the Scottish Government will respond in due course.

The Cabinet Secretary Skills made a statement to Parliament on reform on Tuesday the 7th of November. In this statement she reiterated her commitment, subject to parliamentary approval, to return to the chamber to debate the proposals in the new year.

3.4 **Education Reform**

On the 7th of November, the Cabinet Secretary updated Parliament on Education and Skills reform, setting out the Scottish Government's holistic approach to reform. A consultation on legislation on the Education Bill, which runs until December 18th, was also announced. The consultation sets out proposals to establish a new qualifications body, addressing the need for greater involvement of pupils, teachers, and wider stakeholders in decision-making, as well as ways to maximise the positive impact of education inspection.

The Cabinet Secretary has also announced the establishment of a Centre for Teaching Excellence, a priority for improving support to the profession. It will be co-designed with teachers and professional associations, drawing on the wider expertise of local government and national bodies. Scottish Government are engaging with the Council of Deans and the General Teaching Council for Scotland.

Funding for Regional Improvement Collaboratives will also be tapered to instead reprioritise spending on supporting our teachers in classrooms.

A new governance structure for the reform programme has also been announced, and teachers and educators will be directly involved. The ministerial group will provide a forum to hear a range of perspectives and advice and will include local government, experts on inspection, education support, qualifications and teaching. The group will also draw on other experts as required.

A new Education and Skills Reform Chief Executive Forum is also being established, ensuring the leadership of all bodies impacted by reform can engage collectively, and directly with Government, recognising their skills and expertise in their respective areas. These mechanisms will help ensure we deliver systematic cultural change which secures improved outcomes for young people and adult learners, and better support professionals delivering excellent learning and teaching.

Reform will be further supported by regular engagement with people from across education and skills to ensure that a wide range of views on reform are routinely gathered to embed challenge and objectivity.

It is also planned that Mr Dey will return to parliament before the end of the year to provide an update on the Government's response to the Withers review. The Cabinet Secretary will return to Parliament early next year to debate the Hayward proposals.

3.5 **Education Bill – consultation response**

In relation to the above consultation the Education Service drafted a response in consultation with Heads of Establishment – see Appendix 1.

Given the deadline for the consultation being the 18th of December 2023, i.e. in between the November and January Education committee meetings, Emergency Powers in terms of the Council's Scheme of Delegation (Officers) were sought to approve the submission of the Education Service's response to the Scottish Government's Consultation.

Authorisation was received from Councillors McCabe (in the absence of Councillor Clocherty), Brennan and Robertson, the Chief Financial Officer, Head of Legal, Democratic, Digital & Customer Services and the Chief Executive, agreeing to the action proposed in the report (attached) regarding the use of delegated powers to submit the Education Services response to the Education Bill.

3.6 **Achievement of Curriculum for Excellence (CfE) levels: 2022/23**

The annual publication of the national Achievement of Curriculum for Excellence (CfE) levels: 2022/23 took place on the 12th of December 2023. This data provides information on national performance in literacy and numeracy, based on all pupils in publicly funded Primary 1, Primary 4, Primary 7 and Secondary 3 classes, and for all pupils based in special schools/units.

The full results can be found here:

[Achievement of Curriculum for Excellence \(CfE\) levels: 2022/23 - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/consultation-papers/cfe-achievement-2022-23/)

3.7 **Scottish Attainment Challenge - Local stretch Aims: 2023/24 to 2025/26**

A summary of local authority stretch aims for raising attainment and closing the poverty related attainment gap 2023/24 - 2025/26 have been published here:

[Scottish Attainment Challenge - Local stretch Aims: 2023/24 to 2025/26 - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/consultation-papers/scottish-attainment-challenge-local-stretch-aims-2023-24-to-2025-26/)

3.8 **Statutory review of the National Improvement Framework**

The Scottish Government has a statutory duty under the Education (Scotland) Act 2016 to review the NIF and publish a plan on an annual basis. An important part of the review is providing education authorities, teachers, pupils, and parents/carers with the opportunity to express their views.

Some of the issues that stakeholders might like to consider are:

- What more can be done to provide challenge where improvement activity is not having the desired impact, and to support meaningful improvement at all levels?
- How can we make better use of the Insight tool to support the learner journey and ensure that we are using the best data to drive improvement?
- Is there more we can do to secure greater visibility of the NIF drivers in local and regional improvement planning, to help to ensure a national line of sight on local ambitions and practices?
- What additional improvement activity should be included in the 2024 NIF and Improvement Plan?

This is not an exhaustive list of questions, and if there is anything that stakeholders think the NIF team need to consider as part of the review please let them know. Please send comments to nationalimprovementframework@gov.scot

3.9 **Education (Scotland) Act 2016 - Statutory Guidance Working Group**

A working group has been established to consider proposals to revise the Education (Scotland) Act 2016 statutory guidance in light of changes to the NIF vision, priorities and drivers of improvement, as well as the refreshed Scottish Attainment Challenge framework. The group includes membership from ADES, COSLA, Professional Associations, SOLACE, National Parent Forum Scotland, and Education Scotland. It met again on 20 November and will continue to meet to discuss revisions around statutory guidance throughout the duration of this year, with the aim of updating the guidance for 2024.

3.10 **Getting it right for every child**

The GIRFEC child's plan practice statement was published 25 October to clarify the roles and responsibilities of practitioners supporting children and young people, and their families, through the child's plan. Following the GIRFEC Learning Network introductory meeting in September, the network met on 16 November to discuss the recent publication of the GIRFEC child's plan practice statement and to explore examples of locally developed GIRFEC resources.

The network provides an opportunity for local authority and Health Board GIRFEC leads to share examples of good practice and discuss common challenges with GIRFEC implementation, and will next meet in early 2024. Details of a consultation on a proposed Care Leaver Payment were sent to elected officials and local authority officers on 3 November. The consultation will close on 26 January 2024. A draft response from the Education Service led by the Virtual School will be drafted and shared with conveners.

3.11 **Scottish Languages Bill**

The **Scottish Languages Bill** has been introduced in the Scottish Parliament and published at the start of December.

The introduction of the Bill delivers on the Programme for Government commitment to introduce a Bill in this parliamentary term to provide legal recognition for Gaelic and Scots, strengthen

requirements for provision of Gaelic medium education, introduce measures to provide further protection for Gaelic within communities, and introduce provision to strengthen support for Scots.

You can access the full news release here - [Enshrining Gaelic and Scots in Scotland's future - gov.scot \(www.gov.scot\)](https://www.gov.scot)

You can access the Bill and supporting documents via the Scottish Parliament website - <https://www.parliament.scot/bills-and-laws/bills/scottish-languages-bill>

3.12 **Teacher numbers update**

Further to reports to Committee relating to the need to maintain teacher numbers in the 2023 census in comparison to the 2022 census, the Council received communication in December 2023 from the Scottish Government relating to the final position for Inverclyde i.e. that there is a 9 FTE teacher less difference between the 2023 census and 2022.

The service was asked to respond to the letter with any mitigations as to why this difference existed. A response was shared by the 19th of December 2023 and at this stage we await feedback. The key factors shared with the Scottish Government are the ongoing tapering down of the Scottish Attainment Challenge funding the authority receives year on year and the spending of the 1140 / Early Years budget which it was agreed we could keep within an EMR and fund projects agreed to by the Scottish Government.

If the mitigations are not accepted this could mean that 9FTE worth of funding will be withheld from the Council in the next budget settlement.

4.0 PROPOSALS

4.1 N/A.

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

N/A.

Annual recurring costs (savings)

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

5.3 Legal/Risk

N/A.

5.4 Human Resources

N/A.

5.5 Strategic

N/A.

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.
N	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.
N	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.
N	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.
N	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.
N	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.

Education Bill consultation response – Inverclyde Education Service

Question 1: What changes should we consider in terms of how qualifications are developed and delivered that you think would improve outcomes for Scotland's pupils and students?

There is currently a large range of qualifications available in the existing portfolio. Staff find this complex and are not all aware of what is available and what they can deliver from the portfolio. Going forward, any framework for qualifications needs to be simplified so staff are clearer on what could be delivered. This should sit within the current SCQF in order to use an established and recognised framework and use of language, building on the emerging success of this model.

Staff should be able to easily build a course that meets the needs of learners' pathways, both in terms of content and method of assessment, which should provide a degree of flexibility. The result of which should provide access to further study or employment which is recognised and accepted by employers, training providers, Further and Higher Education Institutes. It is essential that these organisations are fully onboard with the changes required to qualifications and do not place unnecessary barriers in place to dictate the direction of travel. To this extent there should be more collaboration with industry in terms of development and make use of Local Market Intelligence (LMI) information to ensure that resources are directed appropriately, and that assessment is fit for purpose and measures both knowledge and skills in a meaningful way which all stakeholders (including employers) understand.

Consistency is required across all qualification departments within the qualification body to ensure that all courses/subject areas have the same flexibility and opportunity eg in flexibility of assessment or use of industry work placement. A subject area should not have the ability to restrict an assessment method that is possible in another area. A more consistent framework should bring into alignment SCQF levels and BGE levels as well as ensuring that all CfE levels, broader qualifications and SQA qualifications are benchmarked against the same consistent and progressive framework.

Use of technology to support delivery and assessment needs to be built into any changes from the start. These need to be consistent across Scotland, so all young people have the same access and opportunity and also the ability to move seamlessly should they relocate.

Question 2: How best can we ensure that the views of our teaching professionals are taken into account appropriately within the new qualifications body, and do these proposals enable this?

There has already been a significant amount of consultation led through numerous reviews e.g. Muir and Hayward being the most significant; the recommendations for change are already clear from these reviews and need to be acted on. There needs to be an understanding that our school staff are heavily engaged with teaching students in front of them and have limited time to engage with further consultation, especially when these are not planned well in advance.

Any future consultation should be led by an independent party to seek views. For example, SQA are currently conducting visits to establishments by senior SQA staff to seek views on the future qualification body. This should be led by a more independent body or organisation. Consultation with establishments or groups of staff within Local Authorities would be

welcomed, which are led by staff solely focused on the consultation and reform. Too often establishment and Local Authority staff are being asked to lead sessions with their staff to collect views and they do not necessarily have the knowledge or capacity to effectively lead this type of consultation.

The proposal for one teacher to be on the board does not appear to be the best way of representing the views of thousands of teachers across Scotland. It may be more appropriate to establish local area boards who can then feed a chair from each defined area to appear at the board to represent the views of the teaching profession to increase representation proportionately.

Question 3: How best can we ensure that the views of pupils, students and other learners are appropriately represented within the new qualifications body, and do these proposals enable this?

Pupils, students and other learners were encouraged to participate in the previous consultations which influenced the recommendations from the various review reports. Should further engagement be needed to provide, then as in Q2, this should be led by an independent group who are focused on the consultation and reform agenda who can lead these discussions.

Scotland has an elected Youth Parliament and this would seem to be a good mechanism in seeking views and involving young people in decision making around the new qualification body going forward.

However, we must ensure that the widest possible demographic of learner is being represented and listened to, including those who are currently in the education system as well as those who have recently moved on to employment, to gauge what worked and more importantly what could have been improved for them. Supported input from pupils with complex ASN and or SEBN would also be essential. Planned and coordinated 'Education Reform consultation days' could be considered with appropriate preparation and stimulus materials produced by central government for schools to enable high quality and informed discussion.

Question 4: How can we ensure qualifications being offered in Scotland are reliable, of a high standard and fit for purpose?

Listening to the voice of industry and their requirements for the workforce of the future would be essential to ensure that the courses young people are studying are relevant to the needs of the labour market. This can be achieved by allowing establishments to build courses in partnership with local employers and Further and Higher Education Institutes that build a qualification that meets the local and national needs at the time and provides appropriate progression.

Existing models, where subject/course areas meet with FE/HE/Industry representatives along with teaching staff who currently deliver these qualifications will allow discussion on practices and the future of the qualification framework for these areas. Within this work with universities is also crucial. Some schools are finding that traditional university entry requirements act as a barrier to progress in terms of their school-based curriculum and the range of learner pathways and qualifications they are able to provide.

With an increase in flexibility of assessment methods, which may not as easily lend themselves to traditional quality assurance methods currently in place, mean that local and regional models of QA will need to be developed that allow ongoing QA to take place on an

ongoing basis. This will mean additional time will need to be built into staff working time arrangements to allow this. This would mean visits away from school to see the practice in person which needs to be carefully managed and planned and will have an impact on school capacity on the current class contact time requirements.

There should be range of assessment approaches with internal assessment of skills development and opportunities to “resit” exams at a later stage instead of repeating a full year of study.

Question 5: How do you think the qualifications body can best work with others across the education and skills system to deliver better outcomes for all?

It is essential that recommendations from the Withers report are also factored into Reform – this report is not expressly mentioned in the consultation prompts. This report identifies the need for roles to be clarified and responsibilities for the skills system to be driven by local and national need, rather than be fragmented by being delivered by multiple organisations. Having a clear vision and direction locally and nationally for what is needed will help direct the new qualification body and its priorities which need to deliver for both local and national priorities.

As in question 1 there needs to be greater clarity and consistency in the framework for qualifications to resist too much emphasis on indicators measuring quantity rather than quality of qualifications, resulting in the credibility of some achievements being questioned by Higher Education, employers and parents; party of esteem is critical. There is a need to move away from use of ‘SQA A-C passes towards using ‘All SCQF’ measures.

Question 6: Do you agree or disagree with the purposes set out? Is there anything in addition you would like to see included?

We have no significant disagreement with the overarching principles as laid out.

One of the key purposes of inspection should be to build capacity to improve across the system and at the current time it isn’t clear how well the inspection process alone does this e.g. how well do we really share the good practice seen on inspection and how well are the current approaches to this having any impact? To this end it would be helpful to clarify what is meant by “support services to improve and inform the development of education policy”.

Question 7: Do you agree or disagree with the range of establishments to be inspected by HM Inspectors of Education? Is there anything you would change?

Overall, we would agree with the range of establishments as listed in the question.

There remains a difference of approach with nursery schools / ELC where there can be two forms of inspection. Where the Care Inspectorate can direct HMI to undertake an inspection it would be useful to revisit the purposes of such requests. The consultation on a joint framework between CI and ES will go some way to address this.

It would also be useful at this time to examine why it is proposed that Gaelic Medium Education (GME) provision be kept separate from the first bullet point (“Primary and secondary schools (this includes public, grant-aided, and independent schools, and both mainstream and special or Additional Support Needs services, with or without residential provision)” as it is suggested that there are a number of groups of “vulnerable” learners that could be taken into consideration.

Question 8: Do you have any specific comments on the role of the inspectorate of education in the inspection of publicly funded colleges, initial teacher education, early learning and childcare and / or modern apprenticeships?

There is a view that these should be included in the list. There is a need for ITE to be significant review prior to inspections being addressed as there is a clear disconnect in the system between ITE and current practice in school. This would seem even more essential given the recent announcement about a Centre of Teaching Excellence.

Question 9: Do you agree or disagree with the priorities set out? Is there anything in addition that you would like to see inspection cover?

We would agree with the priorities as outlined.

For **Priority 1**, it would be useful to explore in more detail what “confidence” looks like for the stakeholders listed which could, in turn, provide more clarity around the purposes of inspection.

There is a need to instil further confidence in the inspection process by ensuring a greater level of consistency of approach.

Allowing education officers within central teams to be part of the inspection process in the same way as they were during the recovery visits prior to full inspection being resumed, would possibly support this. This approach gave a much greater sense of collaboration and clarity around judgements / evaluations and the process. As well as this it would be helpful to review the criteria for who can be an Associate Assessor i.e. not just serving HTs. This isn't clear and currently seems to preclude central Education Officers from being part of this process. Allowing officers at the very least to join Associate Assessor training would go some way towards this openness and transparency.

Reintroducing the role of the Area Lead Officer (ALO) would also rebuild trusting and collaborative relationships with the new body as this is sorely missed since being removed.

This role could then be developed to support some form of validation or review of LA systems to quality assuring school performance alongside inspection sampling.

Priority 2: it is agreed that we should seek to further involve teachers in the inspection processes. Children and young people should also have their voices heard, although it should be recognised that an inspection captures a snapshot in time, including the views and opinions of any learners involved in the process.

Priority 3: we suggest that the third function (“(b) drive improvement and build capacity”) is moved to the start of this list as we believe that this function has the greatest capacity to support the teaching profession and in turn, drive forward more improved outcomes for all learners.

Given the timescales between inspections it is clear that more time and thought needs to be given into not only the immediate impact the process as on the improvement journey of the school but what else happens in the intervening approx. 12 – 15 years between inspections. Given this, much more emphasis needs to be given to how the new bodies will support and evolve a truly informed collaborative improvement system over time and, within this, review how well we identify and share highly effective practice.

Question 10: Do you have a view on these options for establishing the new approach to inspection?

whatever the inspection model is, the framework for inspection needs to be looked at i.e. HGIOS 5. Whilst much remains relevant, there perhaps needs to be a revised version to better articulate and exemplify what the inspectorate has learned about what “very good” looks like and take into account the contextual changes that schools are now facing since HGIOS 4 was published. Training from HMIE reveals a great deal around expectations not articulated in HGIOS.

If there are two organisations working in the areas of inspection and education improvement, there needs to be certainty among key stakeholders that there is a shared purpose and shared set of priorities.

Question 11: Do you have a view on how governance arrangements for the inspectorate could be developed to better involve providers, including teachers and other practitioners, pupils and students and parents / carers in inspection?

Overall, there should be processes created to make it easier for stakeholder involvement and that these should be fair and transparent. In addition, it may be useful to consider how wider partners of educational establishments can also be involved or represented (such as business links, employers, community groups).

As stated above closer working with local authorities on inspection would ensure a more consistent and shared understanding of standards and remove some of the variability and unpredictability around the inspection process for schools. Currently other than attending the initial school presentation and being in attendance for the feedback the local authority is not part of the process.

Question 12: Do you have a view on how we make sure evidence from inspections is being used as fully as possible to drive improvement and inform policy and on who the inspectorate should report to?

We fully endorse the approach where evidence taken from inspections should drive improvement. How this is done needs careful consideration. Despite various mechanisms that currently exist e.g. the national improvement hub, how much this is actually being used and impacting on schools and at classroom level is not clear.

Report To:	Education & Communities Committee	Date:	23 January 2024
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/01/24/MR
Contact Officer:	Michael Roach Head of Education	Contact No:	01475 712828
Subject:	Secondary Gaelic Education in Inverclyde – Establishment of a Catchment Area for GME Provision at Inverclyde Academy		

1.0 PURPOSE AND SUMMARY

1.1 For Decision For Information/Noting

1.2 The purpose of this report is to provide the education and Communities Committee with the outcome of the statutory consultation to establish a catchment area for secondary Gaelic provision at Inverclyde Academy for the academic year beginning August 2024.

2.0 RECOMMENDATIONS

- 2.1 The Education and Communities Committee is asked to:
- approve that a secondary catchment area is established for Gaelic education at Inverclyde Academy for the academic year beginning August 2024.

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.
- 3.2 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.
- 3.3 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.
- 3.4 Whilst there is no statutory requirement for a local authority to provide secondary Gaelic, Inverclyde Education services are keen for the pupils to continue their education in Gaelic and to continue that provision in Inverclyde.
- 3.5 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.
- 3.6 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.
- 3.7 In March 2023 at a special meeting of the Education 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.
- 3.8 There has been no need to establish any GME provision from August 2023 as both 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.
- 3.9 The Education and Communities Committee, at their meeting on 5 September 2023 agreed that officers undertake a statutory consultation to establish a catchment area for secondary Gaelic provision in Inverclyde Academy

4.0 PROPOSALS

- 4.1 The consultation in terms of the Schools Consultation (Scotland) Act 2010 was carried out over the period Tuesday 2 October to Friday 10 November 2023 during which time all interested parties were invited to submit written representations and two public meetings were held. The outcome document is attached as Appendix 1.

- 4.2 When the consultation period closed in November 2023 Education Scotland was provided with a summary of all relevant written responses and oral representations made during the consultation period. Most the respondents were in favour of the proposal and more detailed analysis of the answers is attached as part of the appended outcome paper.
- 4.3 The report written by Education Scotland is also in the outcome paper and summarised as follows:
HM Inspectors have evaluated Inverclyde Council’s proposal to establish a council-wide catchment area for Gaelic Medium Education at Inverclyde Academy. HM Inspectors agree that the proposal has potential to result in educational benefits. The proposal is well-received for its potential to strengthen the Gaelic community within the Inverclyde area further.
- 4.4 After the consultation period, and in accordance with the Schools Consultation (Scotland) Act 2010 the outcome document has been published three weeks prior to the decision being taken with the recommendation that a catchment area is established for secondary Gaelic provision at Inverclyde Academy.
- 4.5 If an Inverclyde wide catchment area is created then all secondary pupils within Inverclyde will be entitled to transport if they live further than two miles from the secondary school in accordance with Inverclyde Council Transport Policy.
- 4.6 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:

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 cost of one class teacher has been factored into the current staffing model ie 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 and doesn’t account for any pupils who apply to take up a GME secondary place who are not currently attending Whinhill, the figures below are based on current pupils attending Whinhill when the transport policy is applied to their current home addresses.

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

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
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 Y1	Transport Costs	Aug 24	£3,990		Less than 5 pupils
Transport Y2	Transport Costs	Aug 25	£7,980		Less than 5 pupils
Transport Y3	Transport Costs	Aug 26	£15,960		Less than 5 pupils

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. Equality Impact Assessments - Inverclyde Council
	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, a copy of which will be made available on the Council's website: Equality Impact Assessments - Inverclyde Council
	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, a copy of which will be made available on the Council's website: Equality Impact Assessments - Inverclyde Council
	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 has been 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 àrd-sgoile tro mheadhan na
Gàidhlig aig Acadamaidh Inbhir Chluaidh ann an Inbhir Chluaidh.***

Consultation Outcome Document

Sgrìobhainn co-chomhairleachaidh

January 2024

This report has been published by Inverclyde Council in response to the statutory consultation undertaken under the terms of the Schools (Consultation) (Scotland) Act 2010. This report will be presented to the Education and Communities Committee of Inverclyde Council for consideration on 23 January 2024.

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

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2. Background on the consultation process
3. Summary of written responses
4. Summary of response by Education Scotland
5. Review of proposals by Education Services (Inverclyde Council)
6. Resource, risk and policy implementation

Appendices

Report 1. Initial proposal paper with consultation response form

Report 2. Comments from consultation response form submissions

Report 3. Comments from public meetings

Report 4. Report from Education Scotland

1. Purpose of the report

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

2. Background on the consultation process

2.1 A consultation proposal document was issued as a result of a decision taken by the Education and Communities Committee on 5 September 2023 to consult on the proposal below to establish a catchment area for secondary Gaelic provision in Inverclyde Academy in Inverclyde.

2.1.2 The proposal is to create a catchment area that covers the whole of the Inverclyde Council area for Gaelic secondary provision in Inverclyde Academy. 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 in accordance with the Inverclyde Council Transport Policy.

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

2.3 A copy of the proposal document was made available from 02 October 2023 to statutory and other consultees. In addition, further communications were made with parents, pupils, parent councils and Church representatives.

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

2.5 The consultation, in terms of the Schools Consultation (Scotland) Act 2010 was carried out over the period 02 October – 10 November 2023 during which time all interested parties were invited to submit written representations. A copy of the consultation response form and the collated feedback received from the consultation response forms is shown in Appendix 2.

2.6 As part of the consultation process there were also 2 public meetings. They were held on 25 October 2024 in Inverclyde Academy and 1 November in Notre Dame High School. A summary of the oral representations made at the meetings is in Appendix 3a and b of this paper.

2.7 As required, in November 2023 Education Scotland was provided with a summary of all relevant written responses and oral representations made during the consultation period.

2.8 Inverclyde Council received a copy of Education Scotland's report in December 2023. A summary of this report is included in section 4 of this report and a copy of the full report is included in Appendix 4.

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

2.10 It should be noted that this consultation outcome report is published at least 3 weeks before it is formally considered by the Education and Communities Committee on 23 January 2024.

3. Summary of written responses

3.1 The total number of responses received on the official consultation response form (via the online survey or hard copy) was 8. Below is a summary of the responses to the questions posed:

- Most (87.5%) agreed with the proposal to establish a catchment area for secondary Gaelic Medium Education provision in Inverclyde.
- Most (87.5%) agreed that the whole of the local authority should be the catchment area for Gaelic Medium Education in Inverclyde Academy.
- Most (75%) agreed that children should be provided with free transport if they reside further than two miles by an acceptable walking route.

4. Summary of response by Education Scotland

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

4.2 The full report can be found in Appendix 4.

Summary:

HM Inspectors have evaluated Inverclyde Council's proposal to establish a council-wide catchment area for Gaelic Medium Education at Inverclyde Academy. HM Inspectors agree that the proposal has potential to result in educational benefits. The proposal is well-received for its potential to strengthen the Gaelic community within the Inverclyde area further.

4.3 Council response

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

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

5.1 Education Services Senior Management Team has considered the original proposal and reflected upon the responses received.

5.2 It is recommended that a secondary catchment area is established for Gaelic education at Inverclyde Academy. The catchment area will cover the whole of Inverclyde.

6. Resource, risk and policy implementation

6.1 Resource implications

If the proposal is approved, education services will arrange for appropriate school transport to be in place from the beginning of the academic year 2024/25.

6.2 Risk implications

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

6.3 Policy Implications

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

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 àrd-sgoile tro mheadhan na Gàidhlig aig Acadamaidh Inbhir Chluaidh 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 àrd-sgoile tro mheadhan na Gàidhlig ann an Inbhir Chluaidh. An-dràsta tha sinn a' tabhann foghlam bun-sgoile tro mheadhan na Gàidhlig aig Bun-sgoil Chnoc a' Chonaisg, far a bheil sinn air sgìre-sgoile a stèidheachadh mar tha. Chan eil sinn a' tabhann foghlam àrd-sgoile tro mheadhan na Gàidhlig fhathast, agus chan eil sinn air sgìre-sgoile a stèidheachadh airson seo nas motha. Bidh sgoilearan a' frithealadh foghlam àrd-sgoile tro mheadhan na Gàidhlig a-rèir iartasan sgoile.

Tha sinn a' moladh sgìre-sgoile a ghabhas a-steach sgìre Inbhir Chluaidh air fad airson foghlam àrd-sgoile tro mheadhan na Gàidhlig aig Acadamaidh Inbhir Chluaidh, a thòisicheas san Lùnastal 2024. Tha seo a' ciallachadh gum faigh a h-uile sgoilear a thaghas foghlam àrd-sgoile tro Mheadhan na Gàidhlig, a tha a' fuireach còir is dà mhìle air falbh bho Acadamaidh Inbhir Chluaidh, còmh-dail saor an-asgaidh. 'S ann airson foghlam àrd-sgoile a tha seo a-mhàin. Tha sgìre-sgoile agus poileasaidh còmh-dail stèidhichte mar tha airson foghlam bun-sgoile tro mheadhan na Gàidhlig aig Bun-sgoil Chnoc a' Chonaisg, chan eil seo a' buntainn idir dha foghlam aig ìre nan tràth-bhliadhnaichean.

Closing date for responses on this consultation will be:

5pm on Friday 10th November 2023

There will be 2 public meetings held on:

Wednesday 25th 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 1st 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 Monday 2nd October and will end on Friday 10th 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 25th October 2023 at Inverclyde Academy, 6:30 pm

Wednesday 1st 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
- Bòrd na Gàidhlig
- Community Councils

Other stakeholders who will be contacted:

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

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

www.inverclyde.gov.uk/yoursay

Alternatively, written submissions should be made using the form attached at the end of this document no later than Friday 10th 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
- 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 21st century. Environments that nurture ambition and aspirations, improve attainment and achievement, and create and widen opportunities for all children and young people to achieve their full potential and move into positive and sustained destinations when they leave school. Inverclyde Council also demonstrates its strong belief in the value of education through financial investment to allow full implementation of Curriculum for Excellence and Getting it Right for Every Child (GIRFEC) and supporting programmes and activities that focus on removing barriers to learning and closing the attainment gap.

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

Alternatively, written submissions should be made using the form attached at the end of this document no later than Friday 10th 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 10th 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"/> |
| Bòrd na Gàidhlig | <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:

Appendix 2

Gaelic Medium Education - Secondary Gaelic Provision

2. Page 2

1. Do you agree with the establishment of a catchment area for secondary Gaelic provision in Inverclyde?				
Answer Choices			Response Percent	Response Total
1	Yes		87.50%	7
2	No		12.50%	1
3	Undecided		0.00%	0
			answered	8
			skipped	0
This box gives an opportunity to explain the reason for your response: (6)				
1	02/10/2023 18:26 PM ID: 227940658	There are other priorities within our area that could be put to better use. For instance the further education of the stigma attached to young adults with mental health issues and the lack of services that are available to them. I also think that more emphasis needs to be put on the dangers of drugs withing out community and teach our children about the real dangers of drugs. This is the type of priorities that should be getting set up. Not an agenda made from the Scottish government who are clearly trying to implement their priority over the needs of our young people.		
2	03/10/2023 11:18 AM ID: 227978384	The whole of Inverclyde should have access to the language.		
3	03/10/2023 18:14 PM ID: 228025192	I believe it is a great opportunity for Inverclyde to show case the need for secondary Gaelic education as part of our Scottish culture		
4	04/10/2023 17:35 PM ID: 228127720	There is provision for GME delivered at nursery in primary level within Inverclyde so it makes sense for children to continue this education within Inverclyde.		
5	05/10/2023 09:52 AM ID: 228167859	Gaelic language has been developed so well in primary school by Whinhill Primary School and is something that children should be allowed to continue to develop as they move to secondary school. This establishment of this catchment area will allow for this, without children having to travel to and from Glasgow on a daily basis. Parent and families should be supported with this in terms of transport if they meet the criteria.		
6	21/10/2023 10:08 AM ID: 229600528	A great opportunity to make GME in the secondary school more accessible to pupils.		

2. Do you agree that the catchment area for Gaelic medium for Inverclyde Academy should be the whole of the local authority area?				
Answer Choices			Response Percent	Response Total
1	Yes		87.50%	7
2	No		12.50%	1
3	Undecided		0.00%	0
			answered	8
			skipped	0
This box gives an opportunity to explain the reason for your response: (2)				

2. Do you agree that the catchment area for Gaelic medium for Inverclyde Academy should be the whole of the local authority area?

1	03/10/2023 11:18 AM ID: 227978384	It's is a large central school and is the feeder school for Whinhill Primary who provide Gaelic medium education from nursery upwards.
2	05/10/2023 09:52 AM ID: 228167859	As Whinhill is a feeder school for Inverclyde Academy it would be the perfect location to provide Gaelic Medium Education as it will allow for working between establishments and the children will be able to maintain relationships from primary school.

3. 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?

Answer Choices			Response Percent	Response Total
1	Yes		75.00%	6
2	No		25.00%	2
3	Undecided		0.00%	0
			answered	8
			skipped	0

This box gives an opportunity to explain the reason for your response: (4)

1	02/10/2023 18:26 PM ID: 227940658	All those who attend Inverclyde Academy area should be entitled to free bus travel to and from school regardless of how far away from the school you are.
2	03/10/2023 18:14 PM ID: 228025192	As this would help to give all children the opportunity to have Gaelic as part of their education and not just fir children who's parents can afford to drive them there
3	04/10/2023 17:35 PM ID: 228127720	Transport is currently provided for those travelling to Glasgow gaelic school so the council will still be making a saving.
4	04/10/2023 19:30 PM ID: 228136212	I think with the current burden on local authority funds exploration into alternative routes for transport provision - funded by Scottish Government (this should be of interest in terms of preserving and promoting the language in my opinion) or facilitated through the already free bus travel for under 18s should be explored if parents aren't able to facilitate the transport themselves. I feel this should be applicable to all schools (with exception to SEN schools) though and not just for those seeking specific provision, such as GME

5. I am responding in my capacity as a (please indicate by selecting the appropriate answer below):

	Yes	Response Total
Yes		
Parent/carer of a child at primary school	100.0% (2)	2
Parent/carer of a child at secondary school	100.0% (2)	2
Parent/carer of a child in nursery	0.0% (0)	0
Parent Council member (primary school)	100.0% (2)	2
Parent Council member (secondary school)	0.0% (0)	0
Member of staff at primary school	100.0% (7)	7

5. I am responding in my capacity as a (please indicate by selecting the appropriate answer below):

	Yes	Response Total
Member of staff at secondary school	0.0% (0)	0
Church representative	0.0% (0)	0
Elected Member	0.0% (0)	0
Trade Union	100.0% (1)	1
Member of the public	100.0% (5)	5
Member of Community Council	0.0% (0)	0
Bòrd na Gàidhlig	0.0% (0)	0
	answered	8
	skipped	0

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

Answer Choices			Response Percent	Response Total
1	Open-Ended Question		100.00%	2
1	03/10/2023 11:18 AM ID: 227978384	It would be ideal to have this native language available locally as part of the high school curriculum as well as an actual unit which can grow over time. It would help put Inverclyde on the map for providing the (and continuing) the Gaelic language and may also encourage parents to start at nursery level knowing they can guarantee their Gaelic education without placing requests with other councils.		
2	03/10/2023 18:14 PM ID: 228025192	As a parent of a child that attended GME first in Greenock and then having to travel to Glasgow for his secondary education. A local school would have benefited my child rather than him having to get up at 6.30am and then having to travel to Glasgow.		
			answered	2
			skipped	6

Appendix 3a

Consultation – Establishment of a catchment area for secondary Gaelic provision in Inverclyde Academy

Wednesday 25 October 2023- Inverclyde Academy

Note of meeting

Separate register taken.

M Roach welcomed everyone.

Introductions.

M Roach shared presentation providing overview of the consultation process:

- The Schools Consultation Act tells us that if a Council wishes to vary a catchment area for its schools they have to undertake statutory consultation.
- The consultation period opened on 02 October 2023 and will close on 10 November 2023
- As well as opportunities to respond online there are two public meetings.
- Education Scotland then receive the relevant results of the consultation and have 3 weeks to prepare their own report.
- The final report will then be collated and taken to the first Education Committee.
- If taken forward the proposed changes will take effect from August 2023.

M Roach shared why we are making changes and what they are:

- There is currently no identified catchment area for the proposed Gaelic Secondary provision in Inverclyde.
- The change is that the catchment area for Inverclyde Academy Gaelic provision will be the whole of Inverclyde Council.
- Pupils who wish to attend Gaelic medium education in Inverclyde will not need to submit a placing request and will be entitled to transport in line with the Inverclyde transport policy for schools.

M Roach provided details of the commitment to the new provision, outlining:

- Appointment of staff
- Delivery of GME

Opportunity for questions as noted below.

No questions raised regarding the establishment of a catchment area for secondary Gaelic provision in Inverclyde Academy.

All present were in agreement that the proposal regarding the secondary Gaelic provision catchment area was a good idea.

M Roach thanked everyone for coming along. Another meeting will be held next week in Notre Dame High School at 6:30pm on 1 November. Report will be shared with Education Scotland as soon as possible after 10 November 2023.

Appendix 3b

**Consultation – Establishment of a catchment area for secondary Gaelic provision
in Inverclyde Academy
Wednesday 1 November 2023- Notre Dame High School
Note of meeting**

Separate register taken.

R Binks welcomed S Ross, Education Scotland.

Introductions.

R Binks shared presentation providing overview of the consultation process:

- The Schools Consultation Act tells us that if a Council wishes to vary a catchment area for its schools they have to undertake statutory consultation.
- The consultation period opened on 02 October 2023 and will close on 10 November 2023
- As well as opportunities to respond online there are two public meetings.
- Education Scotland then receive the relevant results of the consultation and have 3 weeks to prepare their own report.
- The final report will then be collated and taken to the first Education Committee.
- If taken forward the proposed changes will take effect from August 2023.

R Binks shared why we are making changes and what they are:

- There is currently no identified catchment area for the proposed Gaelic Secondary provision in Inverclyde.
- The change is that the catchment area for Inverclyde Academy Gaelic provision will be the whole of Inverclyde Council.
- Pupils who wish to attend Gaelic medium education in Inverclyde will not need to submit a placing request and will be entitled to transport in line with the Inverclyde transport policy for schools.

R Binks provided details of the commitment to the new provision, outlining:

- Appointment of staff
- Delivery of GME

Opportunity for questions as noted below.

No questions raised regarding the establishment of a catchment area for secondary Gaelic provision in Inverclyde Academy.

No members of the public were present to agree or disagree with the proposal regarding the secondary Gaelic provision catchment area.

R Binks thanked S Ross for coming along. Report will be shared with Education Scotland as soon as possible after 10 November 2023.



Schools (Consultation) (Scotland) Act 2010

Report by Education Scotland addressing educational aspects of the proposal by Inverclyde Council to establish a catchment area for secondary Gaelic provision in Inverclyde Academy.

November 2023

1. Introduction

1.1 This report from Education Scotland has been prepared by His Majesty's Inspectors of Education (HM Inspectors) in accordance with the terms of the [Schools \(Consultation\) \(Scotland\) Act 2010](#) ("the 2010 Act"). The purpose of the report is to provide an independent and impartial consideration of Inverclyde Council's proposal to establish a catchment area for Gaelic provision for secondary in Inverclyde Academy. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees.

Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children and young people of the school; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meeting held on 1 November 2023 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- visits to the site of Bun-sgoil Chnoc a' Chonaig - Whinhill Primary School and Inverclyde Academy, including discussion with relevant consultees.

2. Consultation process

2.1 Inverclyde Council undertook the consultation on its proposal(s) with reference to the [Schools \(Consultation\) \(Scotland\) Act 2010](#).

2.2 The formal consultation process ran from 2 October to 10 November 2023. The proposal paper was made available to a wide range of stakeholders. Interested parties were invited to respond to the statutory consultation by letter or electronically. The council provided a survey, to which eight responses were received. Most respondents (87.5%) agreed with the proposal to establish a catchment area for Gaelic Medium Secondary Education. They also agreed with the proposal that the whole local authority should be the catchment area. Most respondents (75%) agreed that children should be provided with free transport if they live within Inverclyde but further than two miles from the school.

2.3 The council held two public meetings on 25 October 2023 and 1 November 2023 to enable further consultation on the proposal. One person attended the meeting on 25 October 2023. One person attended these meetings. The meeting attendees supported the creation of a catchment area for Gaelic Medium Secondary Education.

2.4 Bòrd na Gàidhlig responded to the consultation and welcome the proposal. The proposal supports Inverclyde Council in addressing requirements of Statutory Guidance on Gaelic Education (2017) to establish catchment areas. This will enable families in Inverclyde Council to access provision locally and do so without requiring application through the placing request system. There is also potential for the building of the infrastructure required to offer residents of Inverclyde the same services available in other local authorities.

3. Educational aspects of proposal

3.1 HM Inspectors agree with the educational benefits detailed in the proposal. HM Inspectors consulted senior leaders, staff, parents and children and young people to gather views and discuss the educational benefits that may result from the proposal. We evidenced strong support for the proposed catchment area. Children, parents, and school staff welcome the proposal. They feel that the proposal has potential to increase the numbers of those learning through Gaelic. Stakeholders were positive about the availability of free transport for those who live further than two miles by an acceptable walking route. The proposal, if progressed, improves local access to Gaelic Medium Education at the secondary stages. It would provide some continuity in Gaelic Medium Education for children and young people from 3-18 within Inverclyde, and would remove the potential uncertainty created by the need for a placing request. The proposal would provide clarity with the same catchment areas established for primary and secondary Gaelic Medium Education. The primary school also has provision for Sgoil-àraich, (early learning and childcare provision), for Gaelic Medium Education. Parents appreciate the already established catchment for Gaelic Medium Education at Bun-sgoil Chnoc a' Chonaisg - Whinhill Primary School. They view the proposal as a natural progression, given Inverclyde Academy is already the associated secondary school for Bun-sgoil Chnoc a' Chonaisg - Whinhill Primary School. Parents recognise that the proposal would reduce potential barriers to continuing to access Gaelic Medium Secondary Education. These include financial considerations and considerable travel times to access provision out with the Inverclyde Council area. While parents welcome the commitment to Gaelic Medium Education demonstrated by the proposal, they have some anxieties about committing to a provision that is not yet established. Parents also recognise that the proposal replaces access to an all Gaelic school, with its resultant impact on fluency and attainment. It will be important that Inverclyde Council continue to work with all stakeholders in the development of Gaelic Medium Education at Inverclyde Academy. Children welcome the benefits of moving to secondary school with their peer group and the reduced travel times. They feel this would allow for increased time for after-school clubs and other activities.

3.2 The council asked a question in the consultation report about whether transport should be provided for young people who live within Inverclyde but further than two miles by acceptable walking route from the school. HM Inspectors recommend that young people in Gaelic Medium Education are treated with equity and equality and have access to free transport, within Scottish Government guidelines.

3.3 The proposal, if agreed, supports Inverclyde Council in their promotion of Gaelic and will help meet the objectives of their Gaelic Language Plan. Within Inverclyde Academy there is a well-established appreciation of, and respect for, different languages. There is enthusiasm about the proposal to provide secondary Gaelic Medium Education for young people of Inverclyde. Staff and young people welcome the opportunities this could bring, including exploring learning the language themselves.

4. Summary

Inverclyde Council are fulfilling their statutory duties when establishing a catchment area for Gaelic Medium Secondary Education. Almost all stakeholders who met with HM Inspectors support the proposal and recognise how it could strengthen the educational benefits of Gaelic Medium Education in Inverclyde. HM Inspectors agree that the proposal has potential to result in educational benefits. At the primary stages in Gaelic Medium Education, children, their families, and staff have a strong pride in learning and using Gaelic and recognise the importance of bilingualism. The proposal has the potential to strengthen the Gaelic community within the Inverclyde area further. In the schools involved in the proposal, both at the primary and secondary stages, there is respect for the language and an enthusiasm to further develop provision.

Inverclyde Council should continue to work with all stakeholders to develop a high-quality curriculum offer delivered in immersive environments that builds on children's learning at the primary stages. The council should meet the expectations set out in the Statutory Guidance on Gaelic Education, 2017 to maximise the educational benefits from their proposal.