

PLEASE NOTE TIMES OF MEETING

A meeting of the Education & Communities Committee will be held on Tuesday 21 May 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 20 May 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.

VICKY POLLOCK
Interim Head of Legal & Democratic Services

BUSINESS

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NEW BUSINESS 4. Communities Update Report – Overview of Local and National Initiatives Report by Corporate Director Education, Communities & Organisational Development	 p

5.	Changes to Community Grants Fund Report by Corporate Director Education, Communities & Organisational Development	p
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6.	2023/24 Education Revenue Budget Update Report by Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	p
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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.	Strategic Equity Fund (SEF) Plan 2024-2026 with Associated Stretch Aims Update Report by Corporate Director Education, Communities & Organisational Development	p
12.	Report on Primary Enhanced Nurture Provision Report by Corporate Director Education, Communities & Organisational Development	p
ROUTINE DECISIONS AND ITEMS FOR NOTING		
13.	Update on West Partnership Regional Improvement Collaborative Report by Corporate Director Education, Communities & Organisational Development	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:	21 May 2024
Report By:	Chief Financial Officer and Corporate Director Education, Communities & Organisational Development	Report No:	FIN/28/24/AP/IC
Contact Officer:	Iain Cameron	Contact No:	01475 712832
Subject:	2023/24 Communities Revenue Budget Update		

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 projected position of the 2023/24 Revenue Budget.
- 1.3 The total Communities Revenue Budget for 2023/24, excluding Earmarked Reserves, is currently £6.055m. The latest projection is an underspend of £193,000, an increase in underspend of £42,000 since last Committee. The projected underspend includes £121,000 for Inverclyde Leisure utilities and is due to a reduction in costs since that predicted at the time that budget was finalised. The over provision of budget will be returned to the non-pay inflation contingency from 2024/25.
- 1.4 The 2023/24 outturn, together with any material movements from this report, will be reported to Committee after the summer recess.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Committee note the current projected underspend for 2023/24 of £193,000.
- 2.2 It is recommended that the Committee notes that £121,000 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 notes that the 2023/24 outturn will be reported after the summer recess.

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 £193,000 projected underspend.
- 3.2 The revised Communities Revenue Budget for 2023/24 is £6.055m which is an increase of £411,000 from the Approved Budget. Appendix 1 provides more details of the budget movement.
- 3.3 Expenditure to date and projections are based on figures available at the date of submission of this report. It should however be noted that the 2023/24 accounts closedown is ongoing and final accruals and adjustments are not necessarily included, although where known they are reflected in the projection. The final outturn will be reported to Policy & Resources Committee in August and to this Committee after the summer recess with any material changes being highlighted.

3.4 2023/24 Projected Outturn (£193,000 underspend 3.2%)

The main projected variances contributing to the net underspend are listed below with further details contained in Appendix 3:

- (a) Projected underspend of £36,000 for Community Safety Employee Costs due to vacant posts.
- (b) A projected overspend of £48,000 for Libraries & Museum Employee Costs due to underachieving the Turnover Savings target.
- (c) A projected underspend of £27,000 for Play Schemes. This is a one-off saving due to Scottish Government grant funding some of the activities in 2023/24.
- (d) Projected underspend on utilities for Inverclyde Leisure properties of £121,000. The budget will be adjusted from 2024/25 onwards.
- (e) Projected over recovery in income of £54,000 for School Lets Income due to an increase in uptake, mainly relating to 3G pitches. This is an increase of £40,000 from last report.

3.5 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 £11,000, which is in line with projected spend.

3.6 Virements

There are no virements this Committee cycle.

3.7 PROPOSALS

That Committee note the current projected underspend for 2023/24 of £193,000.

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

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

There are no legal/risk matters to report at this time.

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

	Approved Budget	Movements				Revised Budget
	2023/24 £000	Inflation £000	Virement £000	Supplementary Budgets £000	Transferred to EMR £000	2023/24 £000
Service	£000	£000	£000	£000	£000	£000
Libraries & Museum	1,804	107	122			2,033
Sport & Leisure	2,117					2,117
Community Safety	477	31	10			518
Community Halls	877	21	145			1,043
Community Grants Fund	369		(25)			344
Totals	5,644	159	252	0	0	6,055

Movement Details

£000

External ResourcesInflation

Pay Award

142

Refuse Collection

4

NDR

13

159Virement

7 1/2 John Wood Street (from E&R)

120

Facilities Management

7

CLD Contribution to Community Safety

10

School Libraries to Public Libraries

115

252Supplementary Budget0411

COMMUNITIES**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION**

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	2,152	2,158	6	0.3%
668	Property Costs	2,245	2,268	2,143	(125)	(5.5%)
1,041	Supplies & Services	712	730	739	9	1.2%
8	Transport Costs	3	8	7	(1)	(12.5%)
68	Administration Costs	75	75	77	2	2.7%
1,183	Other Expenditure	995	1,205	1,172	(33)	(2.7%)
(462)	Income	(239)	(383)	(434)	(51)	13.3%
4,537	TOTAL NET EXPENDITURE	5,644	6,055	5,862	(193)	(3.2%)
0	Earmarked Reserves	0	0	0	0	
4,537	TOTAL NET EXPENDITURE EXCLUDING EARMARKED RESERVES	5,644	6,055	5,862	(193)	(3.2%)

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	2,033	2,080	47	2.3%
804	Sports & Leisure	2,117	2,117	1,991	(126)	(6.0%)
496	Community Safety	477	518	488	(30)	(5.8%)
1,009	Community Halls	877	1,043	959	(84)	(8.1%)
393	Community Grants Fund	369	344	344	0	-
4,537	TOTAL COMMUNITIES	5,644	6,055	5,862	(193)	(3.2%)
0	Earmarked Reserves	0	0	0	0	
4,537	TOTAL NET EXPENDITURE EXCLUDING EARMARKED RESERVES	5,644	6,055	5,862	(193)	(3.2%)

REVENUE BUDGET MONITORING REPORT

[illegible]

EARMARKED RESERVES POSITION STATEMENT**COMMITTEE: Communities**

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>c/f Funding 2022/23</u>	<u>New Funding 2023/24</u>	<u>Write Back General Reserves</u>	<u>Total Funding 2023/24</u>	<u>Phased Budget 31-Mar-24 2023/24</u>	<u>Actual 31-Mar-24 2023/24</u>	<u>Projected Spend 2023/24</u>	<u>Amount to be Earmarked for 2024/25 & Beyond</u>	<u>Lead Officer Update</u>
		£000	£000		£000	£000	£000	£000	£000	
Community Fund (Participatory Budgets)	Tony McEwan	14			14	0	0	0	14	Funding no longer required and will be written back to General Reserves.
COVID 19 - Recovery of Cultural Events	Tony McEwan	8			8	6	6	6	2	Final payment to Robinson Heritage Consulting for NLHF bid has been made, work completed, remaining balance of £2k to be written back to General Reserves.
Covid Recovery - Lighting Gourrock Amphitheatre	Tony McEwan	29			29	5	5	5	24	Work has been completed and will be fully charged at year end 2023/24. Balance of £24k not required and will be written back to General Reserves
IL Smoothing Reserve	Tony McEwan	400		(400)	0	0	0	0	0	£400k written back to reserves.
Total		451	0	(400)	51	11	11	11	40	

Report To:	Education & Communities Committee	Date:	21 May 2024
Report By:	Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	Report No:	EDUCOM/26/24/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 £1.285m in 2023/24 after net slippage of £0.091m (6.61%) 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 2024/28 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 29th February 2024.
- 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 £1.285m equating to 93.39% of the approved budget (100.00% 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 £1.285m in 2023/24 with £0.200m (6.61%) 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. Following the report to the January Committee on the Broomhill pitch and the increased use as part of the Leisure pitch estate, the replacement of the pitch carpet will be considered as part of a planned review of the overall artificial pitches asset management plan.

The Committee is requested to note that a project to upgrade artificial pitch floodlighting to LED is being taken forward and reported as part of the Environment & Regeneration Committee capital programme linked to energy conservation and Net Zero. Funding support has been secured from the Scottish Football Association (SFA) of up to £200k on a match funding basis addressing 6 leisure/community facilities and 4 school facilities. Match funding is being made available from a combination of Core Property allocation (leisure sites) and Education Lifecycle funding (school sites). Tenders have now been returned and are being evaluated.

- 3.6 **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 a number of delays to date all of which have been reported through the regular capital programme progress reports to this Committee. Insulation and airtightness membrane to underside of roof is now complete. Internal partitions are underway in advance of the first airtightness test being carried out. Window installation 90% complete with final air tightness sealing of windows and external door openings ongoing. Three air tightness tests are planned through the contract with the first programmed for 13th May. As advised to the March Committee, the assessment of progress against remaining works indicates that works will extend beyond the current extended date of May 2024. Officers from Technical Services are currently engaging with the main contractor on a programme to completion. 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

- 3.7 **Bank Street Community Hub (32nd Scouts):** Inverclyde Council, in collaboration with a community organisation, submitted a Stage 1 application for the Scottish Government's Regeneration Capital Grant Fund (RCGF) in June 2023. The application was successful and progressed to Stage 2. However, due to a reduction in the RCGF budget from £62.5 million to £45.8 million for the 2024/25 fiscal year, the Scottish Government undertook an assessment of the impact on various programs, including Stage 2 applications for RCGF. The Scottish Government has confirmed that there will be no funding allocated to support any RCGF projects in the 2024/25 fiscal year. The community organisation has been informed of this decision.
- 3.8 **Parklea Branching Out:** Parklea Branching Out (PBO) received £1.3 million from the Regeneration Capital Grant Fund (RCGF) and an additional £202,000 from Inverclyde Council to develop a new central community activity hub. This hub will act as a focal point for PBO's work and offer a wider range of training and work experiences for clients. Unfortunately, unforeseen circumstances have caused a project budget shortfall of 4%. These challenges included issues with public utilities, delays in obtaining wayleave permission from the National Trust for Scotland (NTS), unfavourable weather conditions, and difficulties acquiring materials. The combined impact resulted in increased costs for contractors, subcontractors, and consultants. Construction material prices have also risen.

The project itself is now complete, and the site has been returned to PBO. However, some minor repairs and defects remain outstanding. PBO is hoping to open the new site in August 2024 which will allow them to complete other works across the entire site. The outturn cost of the project is still being finalised, and as noted above there is a current shortfall of 4%. Officers are working closely with PBO to address this shortfall. A formal report outlining the challenges and proposed resolution will be submitted to a future meeting of this Committee.

Community Asset Items

- 3.9 **Hillend Bowling Club:** The club has made the difficult decision to relinquish control of the overall site through a formal handover process. This comes after a sustained decline in membership, which has unfortunately resulted in a financial burden associated with maintaining the facility. Officers acknowledge the significant commitment and hard work invested by the committee over the years.

Update on Asset Transfer Working Group

- 3.10 The table below provides a list of current assets transfer applications which are being progressed through the work of the Asset Transfer Working Group. A separate update report on Asset Transfers was submitted to the March Committee:

Name of Asset	Asset Type – Land/Land and Building	Application Type Informal / Formal	Tenure Lease / Management Agreement / Ownership
Gourock Park Walled Garden	Land	Formal	Proposed Lease
Wellington Allotments	Land	Informal	Proposed Lease
KGV Bowling Club	Bowling pavilion and greens	Informal	Proposed Lease
Coppermine (Scouts)	Formal Assets Transfer	Formal	Ownership / Lease

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

Appendix 1

COMMITTEE: EDUCATION & COMMUNITIES

	1	2	3	4	5	6	7	8
<u>Project Name</u>	<u>Est Total Cost</u>	<u>Actual to 31/3/23</u>	<u>Approved Budget 2023/24</u>	<u>Revised Est 2023/24</u>	<u>Actual to 31/03/24</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	61	61	10	300	251
WLC - Moveable Pool Floor	400	60	280	340	340	0	0	0
PG New Community Hub (King George VI Building)	1,734	449	1075	884	884	344	57	0
Parklea Branching Out	250	0	0	0	0	50	200	0
TOTAL	3,600	1,103	1,376	1,285	1,285	404	557	251

Report To:	Education & Communities Committee	Date:	21 May 2024
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/25/24/MR
Contact Officer:	Tony McEwan, 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.

Updates have been provided on the following areas:

1. Alliance Board Partnership Plan Delivery Structure;
2. Locality Plan Progress and Review;
3. Inverclyde Fire Skills Course;
4. International Woman's Day;
5. Early Adopter Community for Affordable Childcare; and
6. Child Poverty Accelerator Funding.

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 Alliance Board Partnership Plan Delivery Structure

At its meeting on 18 March the Alliance Board approved the multi-agency delivery structure designed to achieve the outcomes within the Partnership Plan 2023-33, which is a strategic plan developed by the Inverclyde Alliance to address local inequalities in partnership, as required by the Community Empowerment (Scotland) Act 2015. The plan focuses on five themes: Empowered People, Working People, Healthy People and Places, Supportive Place, and Thriving Place. Each theme has specific outcomes linked to them. Thematic groups are responsible for producing and delivering action plans against these outcomes, with progress reported through performance reports and periodic presentations to the Alliance Board. The report can be accessed from this link <https://www.inverclyde.gov.uk/assets/attach/16972/07-Inverclyde-Partnership-Plan.pdf>

3.2 Locality Plan Progress and Review

The Board members also approved a proposed new approach to community engagement in the review and development of revised Locality Plans. To address challenges identified within the current Communication Engagement Group (CEG) model, the report proposed a new model called the Inverclyde People's Network (IPN). This network will combine online and face-to-face engagement methods and be available for gauging community opinion within and across localities. Online engagement will utilise social media and the Inverclyde Community Choices platform, a localised version of a citizen participation tool. A key feature of the IPN is the "Community Conversation Week." Each locality will hold one annually, providing residents with a dedicated opportunity to participate in shaping their Locality Plan. This week will be supported by both digital and face-to-face engagement activities. The report can be accessed from this link <https://www.inverclyde.gov.uk/assets/attach/16974/09-AB-Locality-Action-Plans-Review.pdf>

3.3 Inverclyde Fire Skills Course

Inverclyde Council partnered with the Scottish Fire & Rescue Service (SFRS) to deliver a 5-day Fire Skills Course in Port Glasgow during March 2024, with nine young people participating in the program. The course focused on developing essential life skills, including safety, discipline, respect, CPR, communication, and teamwork. Participants received a Fire Skills certificate upon completion. Following the course, attendees received support from CLD youth work service to develop their CVs and link their experience to the Dynamic Youth Award. Successful completion of this award could pave the way for achieving a Bronze Youth Achievement Award in their senior year. An evaluation found the course yielded positive personal results. Nearly all participants reported improvements in decision-making regarding risky behaviour, skill acquisition, self-respect and respect for others, participation confidence, teamwork abilities, and positive relationship building. Parents of participants also indicated a real sense of pride and accomplishment in their children. [Young people take part in Fire Skills course - Inverclyde Council](#)

3.4 International Women's Day

Inverclyde Council marked International Women's Day with an event in Greenock Central library facilitated by Andy Clark, an Associate with Newcastle Oral History Unit & Collective of Newcastle University. The talk celebrated the women who stood up collectively for workers' rights during the 1981 seizure of the Lee Jeans factory. On 8 March 2024, the Watt Institution hosted a free talk on Witchcraft in Inverclyde and included stories of historic accusations of witchcraft made against women in Inverclyde. The Watt Institution was at the same time hosting an exhibition called 'Witches in Word, Not Deed' by artist Carolyn Sutton, which remembers the real women who were persecuted as witches across Scotland under the Witchcraft Act of 1563. Attendees at the event had the opportunity to view the display after the talk. The exhibition represents 13 women accused of being witches, each wearing a dress printed with words which were used against them, including testimony from their witch trials. The installation aims to highlight the loss of identity and life suffered by these women and the enduring power of words.

3.5 Early Adopter Community for Affordable Childcare

The Early Adopter Community for Affordable Childcare has continued to provide the after-school care program, for 36 families (42 children) from low-income backgrounds or belonging to at least one of the child poverty priority groups. This service will continue to operate four days per week until June 2024. A new partnership with Morton in the Community has been developed to bring their "Extra Time" program to St. Francis Primary School every Friday afternoon, children meeting Early Adopter Community criteria receive priority registration for this program, and transport is available for those attending schools beyond a one-mile radius until June 2024.

Scottish Government confirmed funding in March to deliver a holiday service for the Easter break from Newark Primary School, this provision supported on average 26 children per day, all families received most of the days that they required. A tender process has now begun to provide a four-week service during the summer holiday period, this is to ensure Inverclyde Council is offering best value and a quality childcare service to the families using the service.

Scottish Government funding is required to continue the Affordable Childcare service from August 2024, a decision on the amount and conditions of funding will be received in the coming months.

3.6 Child Poverty Accelerator Funding

Inverclyde Council received a grant of £29,000 for the period 2023/24 to deliver activities linked to the Child Poverty Practice Accelerator Fund from Scottish Government. The funding will be used to help provide early intervention parenting support for priority families living in poverty and facing inequalities around mental wellbeing and have at least one baby/child under the age of 5 years. The service will provide an integrated system of support including a financial wellbeing assessment to maximise household income and employability support ensure that Families' needs are met through flexible family-centred support and that family friendly pathways are created. Families will be engaged in the co-design the service to ensure it meets their needs. The funding will also be used to commission an external organisation to conduct monitoring, evaluation, and research of the whole systems approach, detailing and recommending the areas that should be implemented to mitigate child poverty.

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

N/A

(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:	21 May 2024
Report By:	Ruth Binks, Corporate Director, Education, Communities and OD	Report No:	EDUCOM/27/24/TM
Contact Officer:	Tony McEwan, Head of Culture, Communities and Educational Resources	Contact No:	01475 712828
Subject:	Changes to Community Grants Fund		

1.0 PURPOSE AND SUMMARY

- 1.1 ☒ For Decision ☐ For Information/Noting
- 1.2 The purpose of this report is to seek approval by the Education and Communities Committee to make changes to the criteria for the Community Grants Fund from 2024/25.
- 1.3 Minor changes to the fund are being made in response to decisions made as part of the Council's budget process for 2024/26, and in response to elected member feedback.
- 1.4 The changes being proposed do not affect the total amount of grant available.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Education and Communities Committee:

- notes the virement of £30,000 in respect of playschemes to contribute to the provision of free playschemes;
- agrees that the current arrangements for other ringfencing arrangements should cease. However, the proposal is that the Committee instructs the Grants Sub-Committee to continue to give an annual grant to the Samaritans without application and that the officer recommendation for the amount for this grant takes into account the totality of the available funding and the impact that this has had on other applications;
- agrees to the strengthening of the grant criteria for groups to ensure that a condition of grant is that recipients must not only be supporting the aims of the Council Plan but not be acting against the interests of the Council; and
- notes that a further report will be considered by the Committee if further changes to the grants criteria are proposed by elected members.

Ruth Binks
Corporate Director, Education, Communities and Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 The Community Grants Fund considers grants under the following headings:

- facilities/core costs: running costs linked directly to the delivery of activities/services provided by the group/organisation (i.e. heating/lighting/rent);
- project costs: costs linked directly to a specific project being delivered by the groups / organisation (i.e. resources/uniforms/events); and
- fee waiver: support for organisations towards costs for the hire of Inverclyde Council and Inverclyde Leisure premises

3.2 Each year, a number of commitments are made from the budget prior to the consideration of applications for that year. These include:

- £7,300 contribution to the Samaritans rent;
- £500 for rent for the Murdieston Dam Boat Club; and
- £30k contribution to the provision of summer playschemes.

3.3 Conditions of Grant are that:

- Group/organisation must be actively based and provide services in Inverclyde;
- If applying as a sports club, it is actively operating, training and playing in Inverclyde or setting up to do so;
- A non-profit group or a voluntary sports club which has an Under 19 section/ players;
- Must have Public Liability Insurance (where applicable);
- It must have a constitution, set of rules or Memorandum and Articles of Association which is dated and signed as 'adopted' by an office bearer on behalf of the group;
- It has a bank or building society account which requires at least two signatures on each cheque or withdrawal;
- The grant can be spent within one year of the date of our award letter; and
- The organisation is registered with Inverclyde Council as a community / voluntary organisation

3.4 In addition to the above conditions of grant, officers assess the extent that grant applications indicate that funding would be used to benefit the wider Inverclyde community. Additionally, it is a condition of grant that applications contribute to local priorities and that recipients consent to acknowledging the impact of the Council's Community Grant in publicity or marketing materials.

4.0 PROPOSALS

4.1 As part of the Council's budget decision for 2024/26 it was agreed that summer playschemes would be fully funded by the Council. Part of the financial assumptions for this decision is that the £30k committed from the community grants fund is vired to Playschemes.

4.2 At a recent elected member workshop, a discussion took place regarding whether it is still appropriate for funding for the commercial rents for the Samaritans and Murdieston Dam Boat Club to be entirely ringfenced as part of consideration of the Community Grants Fund process. It is proposed that the current arrangements for ringfencing arrangements should cease. However, the proposal is that the Committee instructs the Grants Sub-Committee to continue to give an annual grant to the Samaritans without application and that the recommended amount for this grant takes into account the totality of the available funding and the impact that this has had on other applications. Officers will work with the Murdieston Dam Boat Club to support an application to the fund in 2024/25.

- 4.3 On rare occasions, grant recipients have been perceived as working against the aims of the Council and it is recommended that an additional condition of grant is included from 2024/25 onwards. This condition would be that a
'Group/organisation must not or be seen to be acting against the aims or priorities of Inverclyde Council'.
- 4.4 It was agreed at the recent elected member workshop that officers will continue to work with elected members to review and refine the criteria for awarding grants, taking into account the potential impact on different groups. bring back further proposals to reform the community grants fund qualifying criteria..

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

None

5.4 Human Resources

None

5.5 Strategic

Community Grants Funding assists groups and organisations contribute to the aims of the Council and Partnership Plans.

5.6 Equalities, Fairer Scotland Duty & Children/Young People

(a) Equalities

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

	YES – Assessed as relevant and an EqIA is required.
x	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement.

(b) Fairer Scotland Duty

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

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

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
x	NO – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant.

(c) Children and Young People

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

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

5.7 Environmental/Sustainability

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

N/A

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 Elected member workshop took place on 16 April 2024.

7.0 BACKGROUND PAPERS

7.1 None

Report To:	Education & Communities Committee	Date:	21 May 2024
Report By:	Chief Financial Officer and Corporate Director Education, Communities & Organisational Development	Report No:	FIN/29/24/AP/MM
Contact Officer:	Mary McCabe	Contact No:	01475 712257
Subject:	2023/24 Education Revenue Budget Update		

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 projected position for the 2023/24 Revenue Budget and highlight the reasons for the increase in the projected overspend and action being taken by officers.
- 1.3 The total Education Revenue Budget for 2023/24, excluding Earmarked Reserves, is currently £105.033m. The latest projection is an overspend of £939,000 (0.9%), an increase in overspend of £778,000 since last Committee. This significant movement is largely due to an increase in teacher costs of £421,000, an increase in catering related projections of £503,000 and a further increase in ASN Transport costs of £103,000 partly offset by a reduction in CLD Resources spend.
- 1.4 Section 3 of the report provides more detail of the reasons for the late adverse movement in the projection. The Chief Financial Officer and Corporate Director are investigating the underlying reasons for this and the potential impact on the 2024/25 Budget and will provide an update to the next meeting. The 2023/24 outturn, together with any material movements from this report, will also be reported to Committee after the summer recess.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Committee note the current projected overspend for 2023/24 of £939,000 and the £778,000 increase in overspend since the last Committee. A report will be brought to Committee after the summer recess on any expected impact on the 2024/25 Budget.
- 2.2 It is recommended that the Committee note that the Communities part of the Committee is currently projecting an underspend of £193,000 which partly offsets the projected overspend for the Education part of the Committee.
- 2.3 It is recommended that the Committee notes that the 2023/24 outturn will be reported to Committee after the summer recess.

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 probable out-turn of the 2023/24 Revenue Budget and to highlight the main variances contributing to the projected overspend of £939,000.
- 3.2 The current Education Revenue Budget for 2023/24 is £105.033m, which is an increase of £9.918m from the Approved Budget, largely due to allocations from the Inflation Contingency. Appendix 1 provides more details of the budget movement.
- 3.3 Expenditure to date and projections are based on figures available at the date of submission of this report. It should however be noted that the 2023/24 accounts closedown is ongoing and final accruals and adjustments are not necessarily included, although where known they are reflected in the projection. The final outturn will be reported to Policy & Resources Committee in August and to this Committee after the summer recess with any material changes being highlighted.

3.4 2023/24 Projected Outturn (£939,000 overspend 0.9%)

The main projected variances contributing to the £778,000 increase in overspend since the last Committee are explained in more detail below.

3.5 Teacher Salaries

Teacher salary projections have increased by £421,000 since the last report to Committee. Whilst this represents just 0.8% of the Teacher salary budget, in cash terms it is a significant movement. Around half the movement relates to an error by the Finance team where the budget against which the previous projection was calculated was overstated by £200,000. The remainder largely relates to increased spend within the Teacher Supply budget. The reason behind the latter issue is being investigated between Finance and Education teams and will form part of the report back to the next Committee.

In the interim the Head of Education is working with Schools and Finance Services to identify the main reasons for the increase in expenditure, with any required action implemented as early as possible.

3.6 Catering

Catering spend has been significantly understated in ongoing financial monitoring reports throughout 2023/24. This is due to a combination of an under budgeting for the cost of Early Years catering due to inconsistent assumptions within the Finance team of the amount to be allocated for catering from the formerly ring fenced 1140 hours budget as well as errors in the way officers within Finance projected catering provision costs. This has resulted in an adverse movement in the Committee's catering expenditure of £503,000 since the last report.

A movement of this scale so late in the year is highly unusual and the Chief Financial Officer and Finance Manager (Education & Communities) are reviewing how budgets are created and monitored in this area as a matter of priority. On the positive side it is believed that much of this overspend will be able to be contained from 2024/25 onwards but this will be confirmed in the next update to Committee.

3.7 ASN Transport

ASN Transport is projected to overspend by £306,000, an increase of £103,000. This is net of £100,000 funded from the ASN Smoothing Reserve. This movement is due to an increase in costs associated with the SPT contract of £52,000 confirmed by SPT in March, and increased taxi costs outwith the SPT contract amounting to £51,000. A Delivering Differently review of ASN Transport is ongoing looking at options to reduce this budget pressure. This is due to be reported to Committee before the end of 2024.

3.8 Underspends

The above movements are partly offset by a reduction in non-teachers employee costs of £106,000 (now £82,000 underspent) a reduction in CLD resources spend of £74,000 (now £85,000 underspent), a reduction in water charges of £52,000 (now £98,000 underspent) plus increases in income from School Meals of £28,000 (projecting £11,000 under recovery) and Other Local Authorities for placements of £33,000 (now £93,000 over recovered).

3.9 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 103% of phased spend and 100% of the projected expenditure for 2023/24.

3.10 Virements

There are no virement requests this Committee cycle.

4.0 PROPOSALS

- 4.1 The Chief Financial Officer and Corporate Director are continuing to investigate improvements to the Budget monitoring process in the specific areas identified to ensure that in 2024/25 any issues are flagged up much earlier. In addition, it is intended to highlight any knock-on impact to the 2024/25 Budget to the next meeting of the Committee.
- 4.2 It should be noted that the Communities part of the Committee is currently projecting an underspend of £193,000 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 £939,000 will have an impact on the overall 2023/24 Budget out-turn which will be included in the Annual Accounts currently being prepared. In addition to this the primary focus will be to identify any ongoing impacts to the 2024/25 Budgets in order that any action required can be identified as early as possible in 2024/25.

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 catering provisions and teaching salary Budgets are both key Budget risks and have been reported to CMT throughout 2023/24. The processes used to arrive at projections will be reviewed and amended as required before the first 2024/25 monitoring report.

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

Service	Approved Budget	Inflation £000	Virement £000	Movements	Transferred to EMR £000	Revised Budget
	2023/24 £000			Supplementary Budgets £000		2023/24 £000
Corporate Director	159	14				173
Education	77,969	8,008	(388)	871	(300)	86,160
Inclusive Education	16,874	1,412	235	108	(50)	18,579
Facilities Management	113	8				121
Totals	<u>95,115</u>	<u>9,442</u>	<u>(153)</u>	<u>979</u>	<u>(350)</u>	<u>105,033</u>

Movement Detail

£000

External Resources

Probationer Teachers
 Psychologist Probationer
 School Training
 Music Grant
 CLD Summer of Fun

859
 15
 12
 35
 58

979Virements

School Libraries to Public Libraries
 Cleaning Virement
 CLD to Comm Safety

(115)
 (28)
 (10)

(153)Inflation

SEMP Unitary Charge
 Teachers Pay Award
 Non Teacher Pay Award
 Catering Provisions
 Refuse Collection
 SPT Buses
 Speech & Language Therapy
 NDR Inflation

789
 6,110
 1,779
 100
 189
 18
 10
 447

9,44210,268

EDUCATION**REVENUE BUDGET MONITORING REPORT****CURRENT POSITION**

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	55,631	55,702	71	0.1%
32,482	Employee Costs - Non Teachers	30,509	33,822	33,740	(82)	(0.2%)
19,328	Property Costs	21,105	22,749	22,617	(132)	(0.6%)
6,795	Supplies & Services	6,118	6,724	7,179	455	6.8%
2,552	Transport Costs	2,331	2,383	2,875	492	20.6%
693	Administration Costs	672	665	661	(4)	(0.6%)
6,613	Other Expenditure	5,409	6,499	6,822	323	5.0%
(25,131)	Income	(20,172)	(23,090)	(23,274)	(184)	0.8%
96,527	TOTAL NET EXPENDITURE	95,115	105,383	106,322	939	0.9%
0	Earmarked Reserves	0	(50)	(50)	0	
0	DMR	0	(300)	(300)	0	
96,527	TOTAL NET EXPENDITURE EXCLUDING EARMARKED	95,115	105,033	105,972	939	0.9%

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	173	186	13	7.5%
68,420	Education	66,917	74,619	74,992	373	0.5%
114	Facilities Management	113	121	123	2	1.7%
10,799	School Estate Management Plan	11,052	11,841	11,846	5	0.0%
79,333	TOTAL EDUCATION SERVICES	78,082	86,581	86,961	380	0.4%
12,766	ASN	12,225	13,588	14,258	670	4.9%
2,028	Community Learning & Development	2,602	2,758	2,551	(207)	(7.5%)
2,227	Other Inclusive Education	2,047	2,283	2,366	83	3.6%
17,021	TOTAL INCLUSIVE EDUCATION	16,874	18,629	19,175	546	2.9%
96,527	TOTAL EDUCATION COMMITTEE	95,115	105,383	106,322	939	0.9%
0	Earmarked Reserves	0	(50)	(50)	0	
0	DMR	0	(300)	(300)	0	
96,527	TOTAL EDUCATION COMMITTEE EXCLUDING EARMARKED RESERVES	95,115	105,033	105,972	939	0.9%

REVENUE BUDGET MONITORING REPORT

[illegible]

EARMARKED RESERVES POSITION STATEMENT**COMMITTEE: EDUCATION**

<u>Project</u>	<u>Lead Officer/ Responsible Manager</u>	<u>Total Funding 2023/24</u>	<u>Phased Budget 31-Mar-24 2023/24</u>	<u>Actual 31-Mar-24 2023/24</u>	<u>Projected Spend 2023/24</u>	<u>Amount to be Earmarked for 2024/25 & Beyond</u>	<u>Lead Officer Update</u>
		<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	
Beacon Arts	Tony McEwan	60	0	0	0	60	Contingency Balance not required in 2023/24, balance c/f.
Early Years 1140	Michael Roach	635	572	572	572	63	Spend now complete, £63k remaining balance will be written back to General Reserves.
Covid Recovery - Extra Duke of Edinburgh Opportunities - 2 years	Ruth Binks	62	52	52	52	10	Spending now complete, £10k to be written back to General Reserves.
New Scots Funding	Michael Roach	383	121	141	141	242	Remaining balance c/f to fund EAL Teachers in 2024/25.
Total		1,140	745	765	765	375	

Report To:	Education & Communities Committee	Date:	21 May 2024
Report By:	Corporate Director Education, Communities & Organisational Development and Chief Financial Officer	Report No:	EDUCOM/28/24/EM
Contact Officer:	Eddie Montgomery	Contact No:	01475 712472
Subject:	Education Capital Programme 2024/28 – 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 £10.489m with total projected spend on budget. The Committee is projecting to spend £2.410m in 2023/24 after net advancement of £1.073m (80.25%) 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 2024/28 Capital Programme as outlined in the report and appendices.
- 2.2 It is recommended that the Committee notes that there are no plans to carry out any remediation works arising from the RAAC at St Michael's Primary in the period to 31 March 2026 but that this will be kept under review and Committee informed of any change to this approach.

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 29th February 2024.
- 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 £10.489m. The current projection is £10.489m which means total projected spend is on budget. The budget for 2023/24 is £1.337m, with spend to date of £2.410m equating to 180.25%. The current projection is £2.410m with net advancement of £1.073m (80.25%) being reported. This is an increase of £0.663m (49.59%) from the previous reported advancement of £0.410m (30.67%). 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 the 2023/24 programme now complete with the works having taken place during the February mid-term break and via after school hours. 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 has been completed with the 2024/25 programme now underway. A summary of the 2023/24 activity is included as Appendix 2A with the current identified 2024/25 summary included as Appendix 2B.
- 3.5 **Reinforced Aerated Autoclave Concrete (RAAC):** The November 2023 Committee was advised of the outcome of a comprehensive assessment of the school and early years estate to identify the presence of Reinforced Aerated Autoclaved Concrete (RAAC). It was confirmed that one school (St Michael's Primary School in Port Glasgow) has RAAC present and in line with industry guidance, a management strategy has been implemented involving mitigation measures and quarterly photographic survey and engineering review. Regular monitoring and management will continue in addition to the normal programme of maintenance and lifecycle investment and options for permanent remediation are currently being considered and will be the subject of a future report to this Committee. The current condition assessment indicates that remediation works are not required in the short term which will allow this to be considered as part of the wider review of the Learning Estate and future investment requirements linked to the Council's Corporate Asset Management Strategy. We continue to work in close partnership with the Scottish Government on this matter and to follow their guidance and that of other authoritative bodies. Information also available on the [Council's website](#).

CO2 Monitors in Schools

- 3.6 The Scottish Government has previously provided funding to address the provision of CO2 monitors in all teaching spaces. As previously reported, 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. Any balance of funding will be added to the on-going lifecycle programme to address the cyclical replacement / upgrade of sensors.

Universal Free School Meals (UFSM)

- 3.7 The Scottish Government has previously confirmed capital funding allocations to support the phased expansion of free school meals to primary school children to be used to support initial investment in school infrastructure, including school catering and dining. The Committee approved the early adoption of Universal Free School Meals in Primary Schools across Inverclyde from August 2023. As previously reported, a programme of works across fourteen primary schools was delivered during June 2023 and over the summer holiday period to support the implementation. Officers have continued 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.
- 3.8 As reported to the March Committee the 2024/26 Budget Update to Inverclyde Council on 1st February 2024 agreed the transfer of £215,000 Education Lifecycle expenditure to the Universal Free School Meals capital grant and corresponding reduction of the Lifecycle budget to affect a reduction in the 2024/28 Capital programme funding shortfall to £4.4 million. Following the data returns as outlined in 3.7 the Council received confirmation in mid-March of the 2023/24 allocation of £107K which has been added to the Lifecycle budget and reflected in Appendix 1.

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

Appendix 1

COMMITTEE: EDUCATION & COMMUNITIES

	1	2	3	4	5	6	7	8
<u>Project Name</u>	<u>Est Total Cost</u>	<u>Actual to 31/3/23</u>	<u>Approved Budget 2023/24</u>	<u>Revised Est 2023/24</u>	<u>Actual to 31/03/24</u>	<u>Est 2024/25</u>	<u>Est 2025/26</u>	<u>Est Future Years</u>
	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>	<u>£000</u>
<u>Education Capital Projects</u>								
Balance of Life Cycle Fund	9,532	0	1,317	2,126	2,126	981	2,785	3,640
CO2 Monitors In Schools	183	122	0	33	33	0	28	0
Free School Meals	350	55	0	95	95	0	200	0
Complete on site	424	0	20	156	156	0	268	0
TOTAL ALL PROJECTS	10,489	177	1,337	2,410	2,410	981	3,281	3,640

Education Lifecycle Works 2023/24 - COMPLETE												
School / Centre Name	Lifecycle Element										Expenditure £000	Comments / description
	Floor Finishes	Decoration	Building Services / Systems	Fittings / Fitments	External Fabric Treatment	External Fencing	External Works	Pitch / MUGA Asset Plan	Active Panel Refresh	Partial Refurb		
Education - Primary												
Aileymill Primary School	✓	✓	✓	✓			✓				PPP FM	Circulation / activity space flooring and décor. CO2 sensor replacement. Drainage works to MUGA. Activity space seating.
All Saints Primary School	✓	✓	✓	✓		✓					PPP FM	First floor circulation / activity space flooring and décor. CO2 sensor replacement. Activity space seating. Fence replaced P1/nursery.
Ardgowan Primary School			✓						✓		54	Controls, gas solenoid, sprinkler works, hot water expansion vessel. Boiler flue replacement being planned
Gourock Primary School	✓			✓			✓				78	Corridor matting. Kitchen equipment replacement. Playground resurfacing. Circulation flooring. Underground drainage works.
Inverkip Primary School			✓				✓			✓	7	Pump to increase WC water pressure. P6/7 whb replacement. Boiler seal renewal. LED lighting to AV room. Water main works.
Kilmacolm Primary School			✓				✓		✓		53	Door access system replacement; CCTV upgrade, fence panel works.
King's Oak Primary School		✓		✓			✓			✓	63	Staff WC refurbishment. Nursery class internal and external area works. Blind replacement. Dining furniture replacement. Emergency lighting upgrade to LED.
Lady Alice Primary School				✓	✓		✓				22	Actuators and opening windows to reception. Kitchen equipment replacement. External wall decoration.
Moorfoot Primary School											6	Mechanical services works - VT pumps, door access, digital signage.
Newark Primary School		✓	✓	✓	✓						29	Teaching wing décor. Public display equipment replacement. Emergency lighting to LED. Sprinkler valves, door work; roofing work.
St Andrew's Primary School	✓										13	Classroom floor coverings. Support spaces flooring.
St Francis' Primary School	✓	✓	✓	✓			✓			✓	71	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			✓	✓					✓		44	Kitchen alterations. Emergency lighting upgrade to LED.
St Joseph's Primary School	✓	✓		✓							10	Classroom décor and wall units. Miscellaneous areas floor coverings.
St Mary's Primary School			✓								12	Minor building services works.
St Michael's Primary School	✓				✓						19	Miscellaneous areas floor coverings. RAAC priority remedials and monitoring.
St Ninian's Primary School			✓								6	Minor building services works.
St Patrick's Primary School			✓						✓		46	Actuator replacement. Zip tap replacement.
Wemyss Bay Primary School	✓	✓								✓	50	Internal alterations phase 2. Nursery flooring and décor. Staffroom refurbishment. Circulation flooring
Whinhill Primary School	✓		✓	✓	✓					✓	15	Wall and ceiling linings. Kitchen gas and ventilation works. Circulation flooring. External façade works. Gaelic signage

School / Centre Name	Lifecycle Element										Expenditure £000	Comments / description
	Floor Finishes	Decoration	Building Services / Systems	Fittings / Fitments	External Fabric Treatment	External Fencing	External Works	Pitch / MUGA Asset Plan	Active Panel Refresh	Partial Refurb		
Education - Secondary												
Clydeview Academy		☑	☑				☑				PPP FM	Pupil WC/maths coridor décor. CO2 sensor replacement. Partial external drain channel reaplcement. Pitch kickboard replacement. External grounds improvements.
Inverclyde Academy		☑	☑	☑				☑			234	Dining hall and science room décor. MUGA carpet replacement. Kitchen equipment replacement. Mechanical services items - pumps / AHU / burner fan. Emergency lighting upgrade to LED. Fire door replacement.
Notre Dame High School	☑	☑	☑				☑				PPP FM	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	☑	☑		☑				☑		☑	392	PE corridor & chnaging room flooring, décor and ceilings. Craigmarnloch flooring, décor and room repurposing works. 3G pitch carpet replacement. Public display equipment replacement. Part lighting upgrade to LED. Digital signage. AHU works.
St Columba's High School		☑	☑	☑			☑	☑			340	Circulation and dining space décor. 3G pitch carpet replacement. Emergency lighting upgrade to LED. Fire door works. External surface works.
Education - Standalone Early Years Establishments												
Binnie Street Children's Centre		☑	☑			☑					14	Rear stair décor and radiator replacement. WC door replacement. Minor external fencing works. New expansion vessel.
Bluebird Family Centre	☑	☑	☑	☑							10	Playroom flooring and décor. New external lighting. WC door replacment.
Gibshill Children's Centre											-	
Glenbrae Children's Centre					☑						6	Kitchen equipment / digital signage. Re-roofing incl. PV panels (now scheduled for summer 2024)
Glenpark Early Learning Centre					☑						10	Main entrance door upgrade to sliding door.
Hillend Children's Centre			☑							☑	15	Annexe block kitchen alterations, WC works. Services for school funded projector installation. Fire alarm upgrade.
Larkfield Early Learning Centre			☑			☑	☑				11	Fencing. Lighting control alterations. External ramp.
Rainbow Family Centre	☑		☑	☑						☑	31	Toilet refurbishment 3-5. WC door replacement. External lighting column repalacement. Part flooring replacement. Baby room refurb.
Wellpark Children's Centre				☑						☑	23	3-5 WC refurbishment and door replacement..
Education - ASN												
Lomond View Academy	☑	☑	☑				☑				59	Flood damage reinstatement - flooring throughout ground floor inclucding gym timber floor. New water tank and fire alarm & detection system. Decoration.

Education Lifecycle Works 2024/25												
School / Centre Name	Lifecycle Element										Expenditure £000	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		
Education - Primary												
Aileymill Primary School	☑	☑	☑	☑			☑	☑			PPP FM	Fire door and stopping works, partial decoration and flooring, external hard and soft landscape works. Air-con PCB boards, MUGA lighting upgarde to LED
All Saints Primary School	☑	☑	☑	☑			☑				PPP FM	Fire door and stopping works, partial decoration and flooring, external hard and soft landscape works. Air-con PCB boards, CCTV replacement, LED lighting upgarde.
Ardgowan Primary School	☑	☑								☑	tbc	Classroom and Circulation Space Decoration and Flooring. Pupil WC refurbishment.
Gourock Primary School	☑	☑										Classroom and Circulation Space Decoration and Flooring.
Inverkip Primary School	☑	☑								☑	tbc	Staffroom and Staff WC refurbishment Classroom and Circulation Space Decoration and Flooring.
Kilmacolm Primary School												
King's Oak Primary School												
Lady Alice Primary School												
Moorfoot Primary School												
Newark Primary School												
St Andrew's Primary School												
St Francis' Primary School		☑									tbc	Games hall decoration.
St John's Primary School	☑	☑								☑	tbc	Classroom and Circulation Space Decoration and Flooring. Reception / office remodelling
St Joseph's Primary School												
St Mary's Primary School												
St Michael's Primary School												
St Ninian's Primary School												
St Patrick's Primary School												
Wemyss Bay Primary School			☑					☑			tbc	MUGA pitch floodlight upgrade to LED.
Whinhill Primary School					☑						tbc	Re-roofing of Extension block.

[illegible]

Report To:	Education & Communities Committee	Date:	21 May 2024
Report By:	Ruth Binks, Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/23/24/KM
Contact Officer:	Ruth Binks	Contact No:	01475 712146
Subject:	Education and Communities Committee Delivery and Improvement Plan 2023/26 - Annual Refresh and Performance Summary 2023/24		

1.0 PURPOSE AND SUMMARY

- 1.1 ☒ For Decision ☐ For Information/Noting
- 1.2 The purpose of this report is present the Committee with the refreshed Education and Communities Committee Delivery and Improvement Plan, which contains new or revised improvement actions requiring approval.
- 1.3 The Committee received a comprehensive report, providing an update on the progress made in delivering the Committee Plan 2023/26, at its last meeting on 19th March 2024. For completeness, this report includes a summary of the overall progress that was achieved in delivering the Committee Plan, as at the end of year one (2023/24).

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Committee:
- Note the progress that has been made in delivering the Education and Communities Committee Delivery and Improvement Plan during 2023/24.
 - Approve a refreshed Education and Communities Committee Delivery and Improvement Plan, which will be implemented from 2024/25 onwards.

Ruth Binks
Corporate Director,
Education, Communities and Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 Committee Delivery and Improvement Plans 2023/26 (referred to as Committee Plans) are a key component of the Council’s refreshed strategic planning and performance management framework. The Committee Plan enables scrutiny of:

- Strategic activity within the Committee remit; and
- How the Committee is helping to deliver the Council Plan outcomes

3.2 The Education and Communities Committee Delivery and Improvement Plan 2023/26 was approved on 9th May 2023. Committee Delivery and Improvement Plan has also been approved by the Environment and Regeneration Committee and the Policy and Resources Committee.

3.3 Now entering the second year of its three-year term, the Committee Plan has been reviewed and refreshed to ensure that actions that continue to be priorities for the Directorate carry forward to the next planning year; actions that have been delivered are closed off and new opportunities, challenges and responsibilities are captured.

3.4 EDUCATION AND COMMUNITIES COMMITTEE PLAN 2023/26: PERFORMANCE SUMMARY 2023/24

3.5 The Committee Plan 2023/26 contains 10 high level actions, each underpinned by a number of sub-actions.

3.6 This Committee has previously considered two performance reports in relation to the delivery of the Education and Communities Committee Plan in year one, the most recent of which was presented at the last meeting of the Committee on 19th March 2024. Details of the status of each action, i.e. complete, on track or slippage, along with a performance narrative was provided within that report. The latest KPI performance data was also provided.

3.7 As the first year of implementation is now complete, a summary of the status of the 10 high level actions at the end of 2023/24 is provided below for the attention of the Committee.

	Complete	On track / ongoing	Slippage
March 2024	3	6	1

Complete

Actions that are fully complete i.e. all associated sub-actions were delivered in year one are as follows:

- The establishment of universal free school meal provision in primary schools;
- Development of the Library Services to reflect the needs of schools and community;
- Delivery of culture and heritage projects, including a proposal for the Heritage Lottery Fund.

These actions will be removed from Delivery and Improvement Plan going forward.

Ongoing

The following actions were scheduled for delivery beyond 2023/24. As these are ongoing, each has been updated and rolled forward into the refreshed Committee Plan.

- Targeted interventions to reduce the poverty related attainment gap;
- Enhance pathways for senior phase pupils;

- Increase the uptake of school meals in secondary establishments;
- Provision of Gaelic Medium Education;
- Development of a Strategy to support heritage asset management; and
- The delivery of continuous improvement within Education Services

Slippage

One action has an end of year status as slippage, due to the original delivery timescale not being achieved, namely, the development of a three-year Community Learning and Development Strategic Plan 2024/27. The Committee is asked to note that the reason for this is the statutory delivery date for the new Strategy is September 2024, which is the due date that should have been reported in the Committee Plan originally. Whilst preparatory work was undertaken in year one, the national guidance was only sent out at the end of April. The Strategy itself remains due for completion in year two, as per the statutory timescale. This action therefore continues within the refreshed Plan.

3.8 KPI performance

The most recent performance data for all the Committee Plan KPIs is provided within the refreshed Plan. The Committee is asked to note that as the school academic year is ongoing, full year data is not yet available. Verification checks are currently being carried out on other KPI data.

3.9 Areas where the performance target was achieved in the previous year include:

- The proportion of pupils entering positive destinations.
- The number of young people participating in the Duke of Edinburgh award (full year data not final, however the target for the year has already been achieved).
- The number of in person visits to the Watt Institution.

3.10 Performance for a number of measures fell below target but remained within a 5% tolerance level (amber status), including:

- The number of adult learners supported by CLD achieving core skills qualifications.
- The percentage of 16-19 year olds participating in learning, training or work.
- Satisfaction levels with libraries, leisure and local schools over the three-year period 2020-23 have decreased from the previous period.

3.11 Performance in the year was 5% or more below target (red status) for a number of measures, including:

- The number of library services active borrowers.
- Total number of in person visits for library purposes.

3.12 The KPI Scorecard includes a number of LGBF indicators to enable a performance comparison with our Family Group. As there is a data lag in the publication of LGBF data, local data has been provided where available.

3.13 EDUCATION AND COMMUNITIES COMMITTEE PLAN ANNUAL REFRESH

- 3.14 The Committee Plans are subject to annual review to ensure that the improvement actions remain relevant and reflect any emerging challenges or legislation that will impact on the Directorate during the remaining term of the Plan.
- 3.15 Appendix 1 contains an action tracker to ensure that the Committee has full oversight of the changes that have been made to the refreshed action plan. The refreshed Education and Communities Committee Plan is attached as Appendix 2.
- 3.16 The focus of the Committee Plan continues to be on the areas of strategic importance that support the achievement of Council Plan 2023/28 outcomes. All actions and delivery timescales have been updated to reflect the current position as the Plan enters its second year. Performance in key areas will continue to be monitored and reported to the Committee.
- 3.17 In particular, the attention of the Committee is drawn to the inclusion of a number of new actions within the Plan, to be implemented in 2024/25:
- Enhanced Additional Support Needs provision;
 - Increased support for health and wellbeing in schools;
 - Development of the Libraries Service as part of the Collective Force for Health and Wellbeing
 - Implementation of Phase 2 of the Early Adopter Childcare Programme
 - Conduct a review of Community Learning and Development
 - Development of the approach to community asset transfer
 - Undertake service reviews, in accordance with the Council's Change Programme
 - Enhancement of services offered by the Watt Institution
- 3.18 The Committee Plan Risk Register has also been reviewed and is included within the refreshed Committee Plan. Updates against the areas of highest risk will continue to be provided on a six monthly basis.
- 3.19 The refreshed Plan includes, for the first time, details of Council policies that fall within the remit of this Committee and the date of the next planned review. This follows a review of the Council's Policy Framework which was approved by the Policy and Resources Committee at its meeting on 26th March 2024.
- 3.20 Progress in the delivery of the Committee Plan will continue to be reported to every second meeting of this Committee. The Committee will also continue to receive a number of annual reports on a range of thematic work related to its remit.

4.0 PROPOSALS

- 4.1 The Committee is asked to note the progress that has been achieved in delivering the Education and Communities Committee Delivery and Improvement Plan 2023/26 in its first year.
- 4.2 The Committee is asked to approve the refreshed Committee Plan, which will be implemented in year 2 (2024/25).

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 legal implications associated with this report, whilst the key Committee risks are highlighted within the full Committee Plan 2023/26.

5.4 Human Resources

There are no human resources implications associated with this report.

5.5 Strategic

The Education and Communities Committee Delivery and Improvement Plan 2023/26 directly supports the Council Plan 2023/28 and is aligned to the delivery of the Council Plan outcomes.






6.0 CONSULTATION

6.1 None.





7.0 BACKGROUND PAPERS

7.1 None.


Appendix 1: Delivery and Improvement Plan Action Tracker 2023/24 to 2024/25

Ref	Original Action	Overall status 31/03/24	Original key deliverables	Original Due Date	Revised due date	Annual Refresh 2024/25: Key points
CMTE/ EDC001	Targeted interventions will be put in place to reduce the poverty related attainment gap and support equity in education.	 Ongoing	Implementation of the Scottish Attainment Challenge Refresh (year 2), including ongoing assessment and tracking development work. Refresh and deliver the Scottish Attainment Challenge Plan (year 3).	30/06/24 30/06/25	- No change	Updated to reflect Attainment Challenge work in years 3 and 4, with associated timescales for delivery.
CMTE/ EDC002	Enhance pathways for Senior Phase pupils via implementation of the Senior Phase Action Plan (year 2).	 Ongoing	Develop improved pathways for ASN pupils. Implementation of revised Transition Guidance, in conjunction with children and adult services. Refocus of importance of post school transitions to destinations such as college. Development of additional post school training opportunities.	30/06/24	30/06/25	The Transition guidance was previously reported as complete and has been removed. Remaining actions updated to reflect the implementation of year 3 of the Senior Phase Action Plan. Delivery timescale rolled forward by one year.
CMTE/ EDC003	Roll out of free school meals in primary schools.	 Complete	Complete the necessary capital works to enable universal free school meal provision.	Complete	-	Action previously reported as complete and has been removed.
CMTE/ EDC004	Increase the uptake of school meals in secondary establishments.	 Ongoing	Ongoing implementation of the Action Plan that was developed following the review of the school meal service. Introduction of a new ICT solution to meet customer needs, improve the dining experience and reduce waste.	30/04/23 01/04/24	- 31/03/25	Action previously reported as complete and has been removed. New ICT implemented after the Easter break. This action has been updated to focus on the next phase of this work in 2024/25, which is reflected in a new delivery date.
CMTE/ EDC005	Library Services will continue to reflect the needs of schools and local communities.	 Complete	New Libraries Improvement Plan 2023/24 approved by Committee (and subsequent yearly plans).	Complete		Action previously reported as complete and has been removed.

Appendix 1: Delivery and Improvement Plan Action Tracker 2023/24 to 2024/25

Ref	Original Action	Overall status 31/03/24	Original key deliverables	Original Due Date	Revised due date	Annual Refresh 2024/25: Key points
			Implement the new approach to school library provision during academic years 2023/24, amalgamating systems and processes.			
CMTE / EDC006	Development of Gaelic GME secondary provision in Inverclyde.	 Ongoing	Undertake statutory consultation. Prepare for the start of the academic year. Provision of Gaelic GME secondary provision commences. Implementation of year 1 provision.	Complete 30/06/24 31/08/24 30/06/25	- - -	Consultation complete and removed from the Plan. Preparations well advanced and the action has been streamlined to focus on year 1 implementation. Timescales remain unchanged.
CMTE / EVR007	Strategies for Culture and Heritage will be delivered across the Council and as part of wider partnership planning.	 Complete	Develop a proposal for the Heritage Lottery Fund as part of the Heritage Strategy. Implement the actions from the Historic Links to Slavery Working Group.	Complete	-	Action previously reported as complete and has been removed.
CMTE / EDC008	Implement a strategy that sets out the Council's approach to asset management.	 Ongoing	Continue to develop and implement a Heritage Asset and Archiving Strategy. Complete a review of Heritage Assets.	31/03/25	-	This action has been updated to reflect the new 'Connecting Inverclyde Heritage Project' to progress the delivery of the Heritage Strategy. No change to delivery timescales.
CMTE / EDC009	In partnership, develop a new three-year CLD Strategy for 2024/27.	 Slippage	Establish the key strategic priorities for the Inverclyde CLD Partnership and the actions that will be taken to achieve them.	01/04/24	01/09/24	Ongoing action. The timescale has been corrected to reflect the statutory timescale for the Strategy submission, which should have been applied in year 1.

Appendix 1: Delivery and Improvement Plan Action Tracker 2023/24 to 2024/25

Ref	Original Action	Overall status 31/03/24	Original key deliverables	Original Due Date	Revised due date	Annual Refresh 2024/25: Key points
CMTE / EDC010	Implement the Education Improvement Plan to deliver continuous improvement in Education Services.	 Ongoing	<p>Further embed the Play Pedagogy Project across early learning and childcare to Primary 2.</p> <p>Carry out a review of Early Learning and Childcare (ELC).</p> <p>Roll out of the Literacy Strategy, with a focus on highly effective teaching of reading.</p>	30/06/24	30/06/25	Action has been updated and expanded to reflect the next steps and the service focus in the next academic year. Timescale updated.

Education and Communities

COMMITTEE DELIVERY AND IMPROVEMENT PLAN 2023/26

ANNUAL REFRESH 2024/25

Education and Communities Committee Delivery and Improvement Plan 2023/26

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

Theme 1: PEOPLE

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

Theme 2: PLACE

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

Theme 3: PERFORMANCE

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

Annual Refresh 2024/25

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

Directorate Overview

This Plan encompasses a diverse range of services that work together and in partnership with other organisations to deliver better outcomes for the residents of Inverclyde. The key functions of the Directorate include:

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

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

Delivery and Improvement Plan

PEOPLE

What will be delivered?		How will this be delivered?	Due Date	What difference will it make?	Alignment to the Council Plan
1.	<u>Poverty related attainment gap</u> Targeted interventions will be in place to reduce the poverty related attainment gap and support equity in education.	<p>Implementation of the Scottish Attainment Challenge refresh (year 3), including implementing assessment and tracking development work.</p> <p>Refresh and deliver the Scottish Attainment Challenge plan (year 4)</p> <p>Continue to track progress towards agreed Local Authority CORE and CORE+ Stretch Aims.</p> <p>Lead Officer: Head of Education Services</p>	30/06/25 30/06/26	Educational outcomes for children living in our most deprived communities are improved.	<p>Our young people have the best start in life through high quality support and education.</p> <p>Gaps in outcomes linked to poverty are reduced</p>
2.	<u>Senior Phase Pathways</u> Pathways for Senior Phase pupils will be enhanced.	<p>Implementation of the Senior Phase Action Plan (year 3)</p> <ul style="list-style-type: none"> Carry out a consultation on the number of qualifications that can be taken in S5. Fully implement revised Leaver's guidance in 2024/25 Continue to improve the offer for our young people who are most at risk of missing out (ASN, CEYP and pupils from SIMD1), with a 	30/06/25	<p>Young people have access to a broader range of progression pathways and a wider range of qualifications</p> <p>Gap between the positive destination of all pupils and those who are ASN, CEYP and pupils from SIMD1 is closing</p>	<p>Our young people have the best start in life through high quality support and education.</p>

Appendix 2

What will be delivered?		How will this be delivered?	Due Date	What difference will it make?	Alignment to the Council Plan
		<p>particular focus on pathways in construction, engineering, access courses for Higher Education and opportunities to move into employment from school.</p> <p>Lead Officer: Head of Education Services</p>			
3.	<p><u>ASN Provision (NEW)</u></p> <p>Enhance Additional Support Needs (ASN) provision.</p>	<p>Continue to review and develop capacity of specialist ASN provision.</p> <p>Continue to develop the virtual school model to meet the needs of looked after children.</p> <p>Lead Officer: Head of Education Services</p>	30/06/25	<p>The ASN specialist primary provision capacity will be increased accordingly to best meet pupils' needs</p> <p>Outcomes for our CEYP will continue to improve – link to stretch aims</p>	Our young people have the best start in life through high quality support and education.
4.	<p><u>Health and Wellbeing in Schools (NEW)</u></p> <p>Increased support for Health and Wellbeing in schools.</p>	<p>Link with partners and school leaders to refocus on the substance misuse strategy.</p> <p>Initiate a review of the PSE Curriculum.</p> <p>Continue to roll out the Attendance Strategy, with a particular focus on ensuring highly effective planning for pupils with less than 20% attendance.</p> <p>Lead Officer: Head of Education Services</p>	<p>30/06/25</p> <p>30/06/25</p> <p>30/6/25</p>	<p>All secondary schools have resources/ materials to support pupils and are using these.</p> <p>Improvements to the PSE curriculum are identified and actioned. Action is clear re. life skills package and resources for Senior Phase pupils.</p> <p>Attendance is improving for all pupils, particularly for key groups i.e. ASN, CEYP, pupils in SIMD 1&2 and those with low attendance.</p>	Our young people have the best start in life through high quality support and education.

Appendix 2

What will be delivered?		How will this be delivered?	Due Date	What difference will it make?	Alignment to the Council Plan
5.	<p><u>Collective Force for Health and Wellbeing (NEW)</u></p> <p>Promote the libraries service as part of the Collective Force for Health and Wellbeing.</p>	<p>Promote Inverclyde Libraries as a source of trusted health and wellbeing information, to help support individuals to make informed choices about their health.</p> <p>Progress Inverclyde Libraries Service as a Pathfinder for dementia services.</p> <p>Engage with data to inform Health and Wellbeing programming and development decisions.</p> <p>Lead Officer: Head of Culture, Communities and Educational Resources</p>	<p>31/03/25</p> <p>31/03/25</p> <p>31/08/24</p>	<p>Information on health care is easily accessible to the public and available within their community.</p> <p>Service delivery is tailored to meet the needs of our most vulnerable residents</p>	<p>People are supported to improve their health and wellbeing.</p>
6.	<p><u>Early Adopter Affordable Childcare Programme (NEW)</u></p> <p>Implement Phase 2 of the Early Adopter Affordable Childcare Programme.</p>	<p>Continue to implement a person-centred programme offering parents on a low income affordable out of school childcare in Port Glasgow.</p> <p>Lead Officer: Head of Culture, Communities and Educational Resources</p>	<p>31/03/25</p>	<p>Financial pressures associated with childcare are reduced and working parents are supported.</p>	<p>Gaps in outcomes linked to poverty are reduced</p>
7.	<p><u>Review of CLD (NEW)</u></p> <p>Review the Community Learning and Development Service as part of the Council's Delivering Differently Programme and workstreams.</p>	<p>Undertake a workforce review to ensure consistent staffing across all CLD disciplines.</p> <p>Implement the recommendations of the 2024 Education Scotland inspection.</p>	<p>31/03/25</p>	<p>The CLD Service continues to meet the needs of local communities.</p>	<p>Our most vulnerable families and residents are safeguarded and supported.</p>

Appendix 2

What will be delivered?		How will this be delivered?	Due Date	What difference will it make?	Alignment to the Council Plan
		<p>Implement improved approaches to the gathering and evaluation of performance data in relation to CLD services.</p> <p>Proposed savings and efficiencies will require to be identified and reported to the Committee.</p> <p>Lead Officer: Head of Culture, Communities and Educational Resources</p>			

PLACE

What will be delivered?		How will this be delivered?	Due Date	What difference will it make?	Alignment to the Council Plan
8.	<u>Gaelic Medium Education</u> Provision for Secondary Gaelic Education in Inverclyde will be established.	Development of Gaelic GME secondary provision and the implementation of Year 1. Lead Officer: Head of Education Services	30/06/25	The use and learning of Gaelic in Inverclyde is supported and a positive image of the language promoted.	Communities are thriving, growing and sustainable
9.	<u>Heritage Assets</u> Launch the National Lottery Heritage Fund supported 'Connecting Inverclyde Heritage Project' to progress the delivery of the Inverclyde Heritage Strategy.	Appointment of a Connecting Inverclyde Heritage co-ordinator. Refresh of the Inverclyde Heritage Strategy Action Plan. Lead Officer: Head of Culture, Communities and Educational Resources	31/03/25 31/03/25	Support the wider local agenda to increase tourism and visitor numbers to the area. Inverclyde's culture and heritage is preserved.	Communities are thriving, growing and sustainable
10.	<u>CLD Strategic Plan 2024/27</u> Development and delivery of the three-year CLD Strategic Plan	With partners, develop a new CLD strategy for 24/27. Implementation of the Strategy, with annual reporting to the Alliance Board. Lead Officer: Head of Culture, Communities and Educational Resources	01/09/24 01/09/27	Communities benefit from co-ordinated partnership working through CLD.	Communities are thriving, growing and sustainable
11.	<u>Asset transfer (NEW)</u> Continue to lead the Council's approach to community asset transfer	Improve access to information in relation to community asset transfer Lead Officer: Head of Culture, Communities and Educational Resources	31/03/25	Community empowerment is supported via community asset ownership and management	Communities are thriving, growing and sustainable

PERFORMANCE

What will be delivered?		How will this be delivered?	Due Date	What difference will it make?	Alignment to the Council Plan
12.	<u>Continuous improvement</u> Continuous improvement in the Education Service will be delivered via the implementation of an Education Improvement Plan	Further develop the strategy for Play Pedagogy beyond Primary 2. Continue to roll out of the Literacy Strategy, with a focus on highly effective teaching of listening, talking and writing. Carry out a review of the approach to curriculum design across S1-3 of the BGE. Continue to develop the work of the STEM Project Lead in supporting schools to develop their STEM curriculum and focus on sustainability. Begin the process to review the current Digital Strategy, including the ongoing plan to refresh devices in education establishments. Lead Officer: Head of Education Services	30/06/25 30/06/25 30/06/25 30/06/25	The needs of children and young people at key developmental stages are better met. Improvement in attainment in BGE listening, talking and writing from June 24 data – linked stretch aims being met. Agreed approach to curriculum design for S1-3 is clear, including models for tests of change for implementation in 2025/26 Refreshed Digital Strategy 2025/30 supports improvements in learning.	High quality and innovative services are provided, giving value for money

Appendix 2

What will be delivered?		How will this be delivered?	Due Date	What difference will it make?	Alignment to the Council Plan
13.	<u>School meal uptake</u> Increase in the uptake of school meals in secondary establishments.	Ongoing implementation of the Action Plan that was developed following the review of the school meal service Develop proposals for the potential next ICT phase to meet customer needs, improve the dining experience and reduce waste. Lead Officer: Head of Culture, Communities and Educational Resources	31/03/25	Increased uptake in school meals. Greater value for money is being achieved.	High quality and innovative services are provided, giving value for money
14.	<u>Service Reviews (NEW)</u> Undertake service reviews in accordance with the Council's Change Programme: <ul style="list-style-type: none"> • Community Grants Fund; • School crossing patrol sites; • The Home Link Service; and • Breakfast Club Provision 	Through a range of desktop exercises, consultation with stakeholders and elected member workshops Lead Officer: Head of Culture, Communities and Educational Resources	31/12/24	Areas of service are reviewed and modernised to improve efficiency and effectiveness	High quality and innovative services are provided, giving value for money
15.	<u>Watt Institution (NEW)</u> Increase visitor figures across Watt Institution exhibitions, events and activities.	Increase use of the museum, archive and local history collections at the Watt Institution as a research and learning resource Develop digital audiences through use of social media platforms.	31/03/25 As above	Increase in visitor numbers (physical and virtual) Adult learners and New Scots have a greater range of learning experiences	High quality and innovative services are provided, giving value for money

Appendix 2

What will be delivered?		How will this be delivered?	Due Date	What difference will it make?	Alignment to the Council Plan
		<p>Deliver a five-year exhibition and associated audience development plan for the Watt Institution.</p> <p>Work with colleagues in CLD to identify opportunities to use museum and heritage resources to support adult learning, skills development and New Scots programming.</p> <p>Lead Officer: Head of Culture, Communities and Educational Resources</p>			

Education and Communities Annual Report Schedule

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

- Children's Services Plan
- Education Standards and Quality Report
- Education Services Improvement Plan
- Annual report on Attainment Challenge
- Community Learning and Development Annual Report
- Regional Improvement Collaborative Plan
- Active Schools
- Duke of Edinburgh
- Inverclyde Leisure Annual Report
- Education Authority Equality Mainstreaming Report 2023 and Progress on Education Equality Outcomes Improvement Plan 2021/25 (every two years)

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

2024

Name of Policy / Strategy	Lead Officer	Service Area	Date of next planned review
Attendance Strategy	Depute Principal Educational Psychologist	Education	May 2024
Community Grants Fund	Service Manager – CLD	Communities	May 2024
Promoting Positive Relationships	Principal Educational Psychologist	Education	June 2024
Community Learning and Development Strategy	Service Manager - CLD	Communities	June 2024
Collection Development Policy	Cultural Services Manager	Cultural Services	November 2024
Early Learning Centres - Admissions	Education Manager	Education	November 2024 (full policy)
Collecting Policy	Cultural Services Manager	Cultural Services	November 2024
School Transport Policy	Head of Culture, Communities & Educational Resources	Educational Resources	November 2024

2025

Name of Policy / Strategy	Lead Officer	Service Area	Date of next planned review
Bereavement and loss guidance	Principal Educational Psychologist	Education	January 2025
Protecting Children and Supporting their Wellbeing	Head of Education	Education	March 2025
Collections care and conservation policy	Cultural Services Manager	Cultural Services	March 2025
Additional Support for Learning Policy	Education Manager	Education	June 2025
Anti-Bullying Policy	Principal Educational Psychologist	Education	August 2025 (in line with Respect Me review)
Documentation Policy	Cultural Services Manager	Cultural Services	2025







2026

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





Education and Communities Key Performance Indicators

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



The latest performance data for reporting year 2023/24 is provided below where data is available. Where data for 2022/23 is not yet available, the 'latest status' icon relates to performance achieved in the previous year.

Key Performance Measures	Performance				Latest status	Target	Target	Comment	Frequency of reporting
	2020/21	2021/22	2022/23	2023/24		2023/24	2024/25		
% of adults satisfied with libraries (LGBF)	2017/20 75.2%	2018/21 76.5%	2019/22 74.3%	2020/23 70%		73%	73%	2020/23: Scottish average: 71% Family group average: 64.5%	Annual
% of adults satisfied with museum (LGBF)	2017/20 54.9%	2018/21 59.6%	2019/22 59.7%	2020/23 63%		65%	65%	2020/23 Scottish average: 71.3% Family group average: 58.9%	Annual
% of adults satisfied with leisure (LGBF)	2017/20 80%	2018/21 78.7%	2019/22 77%	2020/23 75.7%		78%	77%	2020/23 Scottish average: 71.0% Family group average: 65.3%	Annual
% adults satisfied with local schools (LGBF)	2017/20 78%	2018/21 78.7%	2019/22 76.7%	2020/23 73.7%		75%	75%	2020/23 Scottish average: 73.7% Family group average: 72.8%	Annual
% of pupils gaining 5+ awards at level 5 (LGBF)	70%	69%	67%	n/a		71%	71%	2022/23 Scottish average: 66% Family group average: 61% 2022/23 target was to meet or exceed the family group average. 'Status' refers to 2022/23 performance.	Annual
% of pupils gaining 5+ awards at level 6 (LGBF)	38%	40%	35%	n/a		40%	40%	2022/23 Scottish average: 38% Family group average: 32%	Annual




Appendix 2

Key Performance Measures	Performance				Latest status	Target	Target	Comment	Frequency of reporting
	2020/21	2021/22	2022/23	2023/24		2023/24	2024/25		
								2022/23 target was to meet or exceed the family group average. 'Status' refers to 2022/23 performance	
% of pupils from 20% most deprived areas gaining 5+ awards at level 5 (LGBF)	58%	58%	58%	n/a		61%	61%	2022/23 Scottish average: 50% Family group average: 51% 2022/23 target was to meet or exceed the family group average. 'Status' refers to 2022/23 performance	Annual
% of pupils from 20% most deprived areas gaining 5+ awards at level 6 (LGBF)	24%	26%	22%	n/a		27%	27%	2022/23 Scottish average: 22% Family group average: 22% 2022/23 target was to meet or exceed the family group average. 'Status' refers to 2022/23 performance.	Annual
Overall average total tariff score (LGBF)	925	1022	855	Due Nov 2024		950	950	2022/23 Scottish average: 915 Family group average: 848 2022/23 target was to meet or exceed the family group average. 'Status' refers to 2022/23 performance.	Annual
Average total tariff score in SIMD quintile 1 (LGBF)	737	810	688	Due Nov		750	750	2022/23 Scottish average: 658	Annual



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Key Performance Measures	Performance				Latest status	Target	Target	Comment	Frequency of reporting
	2020/21	2021/22	2022/23	2023/24		2023/24	2024/25		
				2024				Family group average: 669 2022/23 target was to meet or exceed the family group average. 'Status' refers to 2022/23 performance.	
% of P1, P4 and P7 pupils achieving expected CfE levels in literacy (LGBF)	67.9%	73.7%	76.4%	Due Sept 2024		77% – 78.5%	78% - 79.8%	2022/23 Scottish average: 72.7% Family group average: 72.8% Target is the Stretch Aims target which are presented in the form of Gap Windows 2022/23 target was to meet or exceed the family group average. 'Status' refers to 2022/23 performance.	Annual
% of P1, P4 and P7 pupils achieving expected CfE levels in numeracy (LGBF)	74.5%	80.2%	83.3%	Due Sept 2024		83.5-84.8%	84.5%-85.7%	2022/23 Scottish average: 79.6% Family group average: 79.4% Target is the Stretch Aims target which are presented in the form of Gap Windows. 2022/23 target was to meet or exceed the family group average. 'Status' refers to 2022/23 performance.	Annual



Appendix 2

Key Performance Measures	Performance				Latest status	Target	Target	Comment	Frequency of reporting
	2020/21	2021/22	2022/23	2023/24		2023/24	2024/25		
Literacy attainment gap (P1, P4 and P7 combined) (LGBF)	27.5pp	20.6pp	24.9pp	Due Sept 2024		Q1-Q5 -19% to -17.5% Q1 to Q2-Q5 14.2%	Q1-Q5-18%/ -16.5% Q1 to Q2 – Q5 13%	2022/23 Scottish average: 20.5pp Family group average:19.3pp Target is the Stretch Aims target which are presented in the form of Gap Windows. 2022/23 target was to meet or exceed the family group average. 'Status' refers to 2022/23 performance.	Annual
Numeracy attainment gap (P1, P4 and P7 combined) (LGBF)	28.6pp	17.3pp	16.3pp	Due Sept 2024		Q1-Q5 -15.5 to -14.0% Q1 to Q2-Q5 12.5%	Q1 – Q5 -14.5% to -13.1% Q1 to Q2-Q5 11.5%	2022/23 Scottish average: 17.0pp Family group average:16.3pp Target is the Stretch Aims target which are presented in the form of Gap Windows. 2022/23 target was to meet or exceed the family group average. 'Status' refers to 2022/23 performance.	Annual
Proportion of funded early years provision which is graded good or better (LGBF)	93.3%	83.3%	93.5%	Due March 2025		100%	100%	2022/23 Scottish average: 90.1% Family group average: 90.1% 2022/23 target was to meet or exceed the family group average. 'Status' refers to 2022/23 performance.	Annual



Appendix 2

Key Performance Measures	Performance				Latest status	Target	Target	Comment	Frequency of reporting
	2020/21	2021/22	2022/23	2023/24		2023/24	2024/25		
School attendance rate (per 100 pupils) (LGBF)	92.3%	-	91%	-		92%	93%	2022/23 Scottish average: 90.2% Family group average: 89.5% Local attendance data as at w/e 28/03/24 is as follows: Attendance year to date: Secondary 88.62% Primary 92.93% ALL 90.88% LAC Secondary 78.45% LAC Primary 92.14% LAC ALL 85.06% ASN Secondary 84.73% ASN Primary 91.30% ASN ALL 87.82%	Annual
School attendance rate (per 100 looked after pupils) (LGBF)	85%	-	Due Summer 2024	-		88%	90%	2020/21 Biennial SG data Scottish average: 87.9% Family group average: 86.6% Target was to meet or exceed the family group average. Attendance year to date LAC Secondary 78.45% LAC Primary 92.14% LAC ALL 85.06%	Annual






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Key Performance Measures	Performance				Latest status	Target 2023/24	Target 2024/25	Comment	Frequency of reporting
	2020/21	2021/22	2022/23	2023/24					
Exclusion rate (per 1,000 pupils) (LGBF)	13.3	-	15.7	-		-	-	2022/23: Scotland: 16.6 Family Group: 17.9 Exclusions year to date: Secondary 20.22 Primary 1.85 Special 35.52 ALL 9.85 LAC Secondary 4.00 LAC Primary 0.19 LAC Special 20.33 LAC Total 2.17 ASN Secondary 16.67 ASN Primary 1.85 ASN Special 28.46 ASN Total 8.31 *Further work required to verify the LGBF baseline. This is a data only KPI. Whilst numbers are monitored, due to the nature of the KPI, numbers can fluctuate year to year.	Annual
Exclusion rate (per 1,000 looked after pupils) (LGBF)	45.7	-	Due Summer 2024	-		-	-	2020/21 Biennial SG data Scottish average: 77.8 Family group average: 111.3 Exclusions year to date: LAC Secondary 4.00	Annual





Appendix 2





Key Performance Measures	Performance				Latest status	Target 2023/24	Target 2024/25	Comment	Frequency of reporting
	2020/21	2021/22	2022/23	2023/24					
								LAC Primary 0.19 LAC Special 20.33 LAC Total 2.17 LAC Only Pupils: LAC Secondary 76.6 LAC Primary 5 LAC Special 142.8 LAC Total 51 *Further work required to verify the LGBF baseline. This is a data only KPI. Whilst numbers are monitored, due to the nature of the KPI, numbers can fluctuate year to year.	
% of primary school pupils present taking school meals P1 – P7	2020 68.9%	2021 -	2022 61.4%	Due August 2024		70%	70%	2022 Scotland – 59.5% 2022 target was to meet or exceed the Scottish average. This data is sourced from the Schools Healthy Living Survey. The latest data will be reported to the Committee in the first Committee Plan performance report following national publication.	Annual
% of secondary school pupils present taking school meals (free or paid for)	2020 53%	2021 -	2022 55.8%	Due August 2024		60%	60%	2022 Scotland 35.9%. 2022 target was to meet or exceed the Scottish average.	Annual

Appendix 2

Key Performance Measures	Performance				Latest status	Target	Target	Comment	Frequency of reporting
	2020/21	2021/22	2022/23	2023/24		2023/24	2024/25		
								This data is sourced from the Schools Healthy Living Survey. The latest data will be reported to the Committee in the first Committee Plan performance report following national publication.	
Number of organisations involved in the community asset transfer process	5	8	4	7		-	-	This is a data only KPI. Whilst numbers are monitored, due to the nature of the KPI, numbers can fluctuate year to year.	Annual
Number of young people participating in accredited schemes - Duke of Edinburgh	100	250	300	372		250	250	Data is as at end March 2024. Final figure for the year will be higher. Annual target has been achieved.	Annual
% of young people participating in active schools	No data (Covid)	48%	51%	42%		51%	51%	Data is as at the end of term 2. Final figure for the year will be higher. Early figures show that it is on track to meet the annual target.	Annual
Proportion of school pupils entering positive destinations (LGBF)	95.4%	94%	96.4%	Due Feb 2025		97%	97.5%	2022/23 Scottish average: 95.9% Family group average: 96.2% In 2022/23 the target was to meet or exceed the family group average. 'Status' refers to 2022/23 performance.	Annual
% of 16-19 year olds participating in learning, training or work	2020 92.9%	2021 93.3%	2022 93.8%	2023 94%		94.5%	95%	2023 Scottish average: 94.3% Family group average: 93.6%	Annual

Appendix 2

Key Performance Measures	Performance				Latest status	Target	Target	Comment	Frequency of reporting
	2020/21	2021/22	2022/23	2023/24		2023/24	2024/25		
Number of adult learners supported by CLD achieving core skills qualifications	64	149	126	143		150	150		Quarterly
Library Service Active Borrowers	109,465	177,732	126,560	120,218		127,400	127,400		Quarterly
Total number of in person visits for library purposes	16,377	83,860	172,649	184,329		198,500	198,500		Quarterly
Number of in person visits to the Watt Institution	1,168	6,440	13,960	16,761		16,000	19,200		Quarterly

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

Education and Communities Risk Management

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

The highest risks to the Committee were reviewed in April 2024 and are presented below:

Risk No	*Description of RISK Concern (x,y,z)	IMPACT Rating (A)	L'HOOD Rating (B)	Quartile	Risk Score (A*B)	Change in Score	Current Controls	Who is Responsible? (name or title)	Additional Controls/Mitigating Actions & Time Frames with End Dates	Review Date
1	Customer/ Operational / People/ Financial Risks ASN: Increased needs and numbers of young people with ASN means that the service cannot support the provision. There is a risk to allocation of staffing - including skills and training as well as increased costs. There is a risk to finance because of increasing costs for educational and transport provision. There is a risk to capacity within ASN schools to meet the increased need	4	4	1	16	No Change	<ul style="list-style-type: none"> - Recognition of statutory obligations; ASN review has taken place for staffing. - Ongoing training for staff and increased support from centre. - Regular monitoring of provision. - Networking as part of Regional Improvement Collaborative 	Head of Education	<ul style="list-style-type: none"> - Ongoing review of pupil cohort and level of need via ASN forum and new more regular Authority Screening Group (ASG – from Apr 23) to better ensure appropriate use of resource beyond the universal offer - Implementation of actions from reviews of services such as ICOS - Officer strategic review group of need for more ASN provision such as CLB base - Ongoing training programmes to support staff expertise 	Oct-24
2	Financial risk – Due to a combination of inflationary pressures, increased demand in some areas, reduction in turnover and the use of windfall savings in prior years, it is anticipated that in 2024/25 it will be challenging for the	3	4	2	12	-	<ul style="list-style-type: none"> - Detailed budget exercise with a process for identifying future pressures. - Inflation contingency which can be accessed to fund some non-pay Inflation pressures - Monthly budget monitoring attended by Heads of 	Director	<p>Regular update reports to committee with associated actions – including the possibility of in year changes to recruitment and provision to secure savings.</p> <p>In the event an overspend is projected then, in line with the Council's Governance</p>	Oct-24

Appendix 2

Risk No	*Description of RISK Concern (x,y,z)	IMPACT Rating (A)	L'HOOD Rating (B)	Quartile	Risk Score (A*B)	Change in Score	Current Controls	Who is Responsible? (name or title)	Additional Controls/Mitigating Actions & Time Frames with End Dates	Review Date
	<p>Committee to remain within its Revenue Budget.</p> <p>Risk that the Scottish Government expectation of teacher numbers will not be met and the service will not receive the allocation of grant.</p> <p>There is a risk of increasing costs for educational and transport provision especially ASN.</p>						<p>Service and key budget Holders.</p> <ul style="list-style-type: none"> - Bi-monthly reporting and review of employee costs and key budget lines by CMT and regular review by DMTs - Work procurement to ensure Best Value - Prioritisation of spend and monitoring of cover budgets 		<p>requirements, the Committee will need to take action to reduce the overspend in -year and this would likely impact on service levels, delays in filling vacancies and delivery of aspects of the Committee and Service Plans</p> <p>Careful monitoring of teacher numbers going into the academic year 2024/25 and communicating with SG about the impact of the Attainment Challenge on reducing teacher numbers.</p> <p>Work underway to look at how ASN transport is delivered and potential cost mitigations.</p>	
3	<p>People attraction/retention risk</p> <p>Inability to attract or retain appropriately skilled personnel threatens the service's ability to deliver core services. It is difficult to attract and retain professional staff within certain areas of the service e.g. libraries and museums and CLD.</p>	3	4	2	12	No change	Service-wide workforce development plan is in place.	Head of Culture Communities and Educational Resources	<p>Temporary budgets can make it difficult to appoint permanent staff. Competition for workforce with other authorities is an issue.</p> <p>Refreshed recruitment process</p> <p>High quality support to staff through HR policies and line management support outlined in the People and</p>	Oct-24

Appendix 2

Risk No	*Description of RISK Concern (x,y,z)	IMPACT Rating (A)	L'HOOD Rating (B)	Quartile	Risk Score (A*B)	Change in Score	Current Controls	Who is Responsible? (name or title)	Additional Controls/Mitigating Actions & Time Frames with End Dates	Review Date
									Organisational Development Strategy Reductions in the use of temporary posts Incentives to support commitment to employee development	
4	Strategic Planning Risk There is a risk that outcomes and targets are not achieved due to national reform or changing policy direction, changing Alliance partner strategic direction or reduced Alliance partner resources. For example this could be in relation to the Children's Service Plan, LAC outcomes, Arts/Cultural and Heritage, Community Learning and Development 3 Year plan Child Poverty, Participatory Budgeting and anti-poverty initiatives.	4	3	2	12	No change	Appropriate review of progress against identified priorities at scheduled SMT and Team meetings; Analysis of data as appropriate; Development of detailed delivery/action plans through CDIP and Delivering Differently; Working with the Scottish Government to ensure minimum interventions and trying to ensure continuity through reform/partnership changes; Close partnership working through the Alliance with Memorandum of Understanding on partner roles, and new Partnership Plan from 2023 which recognises the challenging operating environment and	Directorate Management Team	The directorate was heavily involved in the humanitarian efforts during the COVID-19 pandemic and its subsequent recovery. As a result, there has been a delay to the implementation of some of the improvement actions detailed in our improvement plans. The service is now refocusing its efforts to reprioritise these actions. A number of service reviews will be undertaken across the Council. This is being considered currently by CMT.	Oct-24

Appendix 2

Risk No	*Description of RISK Concern (x,y,z)	IMPACT Rating (A)	L'HOOD Rating (B)	Quartile	Risk Score (A*B)	Change in Score	Current Controls	Who is Responsible? (name or title)	Additional Controls/Mitigating Actions & Time Frames with End Dates	Review Date
							had buy-in from partners throughout its development.			

Legend



Requires Active Management

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



Contingency Plans

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



Good Housekeeping

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



Review Periodically

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

Monitoring and Reporting

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

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

These reports and a range of other performance information is published here:

<https://www.inverclyde.gov.uk/council-and-government/performance>

Report To:	Education & Communities Committee	Date:	21 May 2024
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/22/24/MR
Contact Officer:	Michael Roach Head of Education	Contact No:	01475 712891
Subject:	Education Services Standards and Quality Report April 2023 – April 2024		

1.0 PURPOSE AND SUMMARY

- 1.1 ☒ For Decision ☐ For Information/Noting
- 1.2 The purpose of this report is to present to the Education and Communities Committee for consideration and approval, the Education Services Standards and Quality Report for April 2023 to April 2024.
- 1.3 Councils are required under the Standards in Scotland's Schools etc. Act 2000 to publish an annual report on progress towards meeting both national priorities and local improvement objectives.
- 1.4 Inverclyde Council's Education Services Standards and Quality Report – April 2023 to April 2024 is appended to this report. The Standards and Quality Report aims to provide a focused summary of educational progress and a flavour of the work delivered by our schools during this time period. This information has been drawn from a number of sources including School Improvement Plans and Standards and Quality Reports, Education Scotland inspection reports / follow through visits, Care Inspectorate reports, the Education, Communities and Organisational Development Corporate Directorate Improvement Plan and the quality assurance process, including the analysis of performance data. Importantly, the report identifies key areas of strength as well as where Inverclyde Education Services can improve further. These next steps will then form the Improvement Plan for April 2024 – April 2025, detailing how these will be taken forward.
- 1.5 Whilst this report fulfils our legislative requirements, it is also indicative of Education Services' commitment to self-evaluation, continuing improvement and public performance reporting. The Education Service is fully committed to providing a high quality service which will enable all young people to achieve their full potential. As the full report is quite lengthy, stakeholders have asked for an abridged version of key messages. This will be produced in due course.
- 1.6 For greater detail on the performance of any individual establishment, Elected Members should refer to the school's own Standards and Quality Report and Improvement Plan.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Education and Communities Committee approves the content and the publication of the Education Standards and Quality Report April 2023 – April 2024.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

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

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

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

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

4.0 HIGHLIGHTS AND KEY MESSAGES

- 4.1
- Inverclyde Council won the 'Strengthening communities and local democracy' COSLA prize for its commitment to investigate the area's history and address the legacy of slavery following the murder of George Floyd in 2020.
 - All Care Inspectorate reports published this academic year to date relating to council led early years establishments graded at good or better.
 - At P1, 4 & 7 Achievement of Curriculum for Excellence Levels (ACEL) combined we have outperformed national data since the pandemic and have exceeded pre-pandemic data in 2022/23.
 - In October 2023 our Initial School Leavers Destination (ISLDR) figure increased to 96.4% from 94% in October 2022, seeing the authority move in its national ranking from 31st in 2022 to 9th in 2023. This was also the highest ISLDR figure ever achieved by Inverclyde.
 - In 2022/23 the percentage of 16-19 years old participating in education, employment or training, increased to 94%, giving us our highest ever percentage of this measure.

5.0 IMPLICATIONS

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

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

5.2 Finance

One off Costs

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

Annually Recurring Costs/ (Savings)

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

5.3 Legal/Risk

N/A.

5.4 Human Resources

N/A.

5.5 Strategic

N/A.

5.6 Equalities and Fairer Scotland Duty

(a) Equalities

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

	YES – Assessed as relevant and an EqIA is required.
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

(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.

5.7 Children and Young People

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

	YES – Assessed as relevant and a CRWIA is required.
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.

5.8 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.

5.9 Data Protection

Has a Data Protection Impact Assessment been carried out?

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



**Education Services
Standards and Quality Report
April 2023 – April 2024**



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Foreword

Welcome to our Standards and Quality Report for the period April 2023 – April 2024.

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

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

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

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

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

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

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

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

Vision and Context

Vision - Success for all - Getting it right for every child, citizen and community.

The 2023/28 Council Plan sets out the vision for the Council as a whole and the ways in which we hope to improve the lives of, and deliver better outcomes for, the people of Inverclyde. In striving to deliver this strategic plan, and by working with our Inverclyde Alliance partners, we will aim to achieve the vision of: "Success for all - Getting it right for every child, citizen and community".

At its heart, the Council Plan 2023/28 aims to ensure that Inverclyde Council is a dynamic service provider, able to respond to the needs of all our communities and one that plays its part actively as part of public life, locally and nationally.

The Council Plan 2023/28 aligns to and supports the Inverclyde Alliance Partnership Plan 2023/33, ensuring that partners work together to create conditions that promote success for all and addresses inequalities.

The Inverclyde Commitment is "Success for All – Getting It Right for Every Child, Citizen and Community". We are very aware that life opportunities vary across our population and there are significant challenges in relation to deprivation and inequality. We want to achieve success for all, with everyone in our communities being able to easily access high quality Council services.

Education services context

There are six mainstream secondary schools in Inverclyde, 20 primary schools (ten with nursery classes), one Nursery school and 10 Early Learning and Childcare Centres. In addition to this, Craigmarloch School and Lomond View Academy support pupils with additional support needs (ASN) or those who are unable to sustain a placement in a mainstream school. We also have two ASN provisions to support pupils with language and communication, based at All Saints Primary and Notre Dame High School. During 2023/24 we have continued to develop our Virtual School for Care Experienced Young people that has been fully functional since August 2022. The Virtual School has incorporated the Corporate Parenting team and is now lead by one Head Teacher in conjunction with Lomond View Academy. We have a provision and outreach service for deaf pupils called Garvel, based across Moorfoot Primary and Clydeview Academy.

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

As of October 2023, there were 5155 primary school pupils and 4379 secondary school pupils. There are also 214 pupils in ASN schools and 1172 children in Local Authority Early Years settings.

Wellbeing Outcomes

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

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

Inverclyde has benefited from significant investment as part of the ongoing regeneration of the area. The now completed £200 million schools' estates programme, has delivered new and refurbished schools which are amongst the best in the country, for all pupils in Inverclyde. Our schools are not only helping to develop a strong sense of community but have been built with innovation and sustainability at the forefront of design.

In 2015 we started the very exciting work to decrease the attainment gap linked to deprivation through the Attainment Challenge. The Attainment Challenge is a programme which initially targeted primary schools in seven local authorities with the highest percentage of deprivation. The initial bid to support P1 classes in six primary schools in Inverclyde during the academic year 2015/16 was built upon the premise of start small and think big.

During the academic year 2023/24, Attainment Challenge Strategic Equity Funding directly supported all primary stages in 12 schools which serve the most deprived areas in Inverclyde and S1-S3 in all of our secondary schools. The evidence-based learning undertaken through the Attainment Challenge was rolled out to every school in Inverclyde and has enabled the authority to provide a framework to support schools to deliver their Improvement Plans. All schools across Scotland are allocated Pupil Equity Funding (PEF) according to the level of children attending the school who are in receipt of free school meals. Further information on the impact of PEF is contained in the last section of this report. The Strategic Equity Funding the authority receives is reducing over the next three years and in 2024/25 we will receive approximately £718,000 less than we did in 2023/24.

About the Standards and Quality report

This report sets out the progress made towards outcomes set out in our own service plan for 2023/24 and focuses on the impact we have had.

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

- School's Standards and Quality reports and annual school improvement plans
- Annual meetings with schools e.g. attainment meeting
- Our own internal peer review programme
- Evaluations of the work of the Attainment Challenge
- Questionnaires
- Education Scotland Inspections of schools and national thematic inspections
- Care Inspectorate Scotland inspections

Inspection Activity

During 2023/24 we saw the ongoing scrutiny from Education Scotland and Care Inspectorate inspections. Below is an overview of the outcomes of these:

Education Scotland inspections

During 2023/24 the authority had four inspections carried out, however at the time of publication of this document, we await the final publication of the outcomes of these:

Establishment	School QI 1.3	School QI 2.3	School QI 3.1	School QI 3.2	Nursery Class QI 1.3	Nursery Class QI 2.3	Nursery Class QI 3.1	Nursery Class QI 3.2
St Stephen's High School February 2024 Full inspection model	TBC	TBC	TBC	TBC				
St Columba's High School March 2024 Short inspection model	N/A	TBC	TBC	N/A				
St John's Primary School and Nursery Class March 2024 Full inspection model	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC
Battery Park Nursery (PVI) February 2024 Short inspection model	N/A	Satisfactory	N/A	Satisfactory				

Education Scotland National Thematic inspections

During 2023-24 the following schools were visited by HMle as part of national thematic reviews:

- Mathematics – Craigmarloch School and Whinhill Primary School and Nursery Class

Care Inspectorate inspections

Establishment	How good is our care, play and learning?	How good is our setting	How good is our leadership	How good is our staff team?
Madeira Nursery (PVI) April 2023	Adequate	Adequate	Adequate	Adequate
Binnie Street Children's Centre May 2023	Very Good	Very Good	Very Good	Very Good
Blairmore Childrens Centre July 2023	Good	Good	Good	Good
Inverkip Primary School Nursery Class November 2023	Good	Very good	Good	Good
Play 4 All at Craigmarloch January 2024	Very Good	Very Good	Good	Very Good
Lady Alice Primary School Nursery Class January 2024	Good	Good	Good	Very Good

Link to the Children's Services Plan 2022 – 2025

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

Priority Theme 1:

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

Priority Theme 2:

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

Priority Theme 3:

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

Priority Theme 4:

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

Key Achievements

- Inverclyde Council won the ‘Strengthening communities and local democracy’ COSLA prize for its commitment to investigate the area’s history and address the legacy of slavery following the murder of George Floyd in 2020.
- Reduced the attainment gap in average complementary tariff points gained by leavers between SIMD 1-2 and SIMD 3-10 by 19.7% over the past five years.
- On average 3.5% more of our leavers achieve level 4 literacy and numeracy than the national figure, and 6% more achieve level 5 over past 5 years.
- At P1, 4 & 7 Achievement of Curriculum for Excellence Levels (ACEL) combined we have outperformed national data since the pandemic and have exceeded pre-pandemic data in 2022/23.
- In 2022/23 Inverclyde was ranked 5th nationally for the percentage of pupils in SIMD 1 and 2 areas gaining 5+ awards at level 5, and 8th^h nationally for the same cohort gaining 5+ awards at level 6.
- In 2022/23 Inverclyde was ranked 11th nationally for the overall percentage of pupils gaining 5+ awards at level 5.
- In 2022/23 Inverclyde was ranked 14th nationally for the overall percentage of pupils gaining 5+ awards at level 6.
- In October 2023 our Initial School Leavers Destination (ISLDR) figure increased to 96.4% from 94% in October 2022, seeing the authority move in its national ranking from 31st in 2022 to 9th in 2023. This was also the highest ISLDR figure ever achieved by Inverclyde.
- In 2022/23 the percentage of 16-19 years old participating in education, employment or training, increased to 94%, giving us our highest ever percentage of this measure.

A: Improvement in attainment, particularly in literacy and numeracy

- A1** Launch the service's Education Improvement framework alongside year two of the peer review programme evolving it in line with ongoing feedback and evaluation
- A2** Establish a clear vision and strategy for curriculum development across all establishments in order to create clear and appropriate learner pathways for all
- A3** Further develop models for cluster working as part of the above curriculum development strategy
- A4** Development of Gaelic Medium Education (GME) secondary provision including undertaking statutory consultation; if approved prepare for the start of the academic year 2024/25
- A5** Introduce an early year's network called the "Take 30 Pathway" for all Early Year's staff to support the sharing and development of effective practice

A1 The Education Service's Improvement framework was shared with key stakeholders at the start of the 2023/24 academic year, outlining more clearly, the offer of support and challenge to all establishments and how this maps out over each year. This is an ongoing process which continues to evolve.

The second full year of the implementation of our Peer Review process continues to be highly evaluated by those taking part, by both staff from the establishments being reviewed as well as those on the review teams.

"The process allowed us to do a deep dive in to each of the QI's. It allowed us to triangulate evidence from colleagues, questionnaires and focus groups. It enabled us to have rich dialogue around the improvement agenda. Colleagues also shared good practice from their own establishments which was beneficial."

"The team were extremely uplifting and supportive to all staff, pupils and partners. We felt really lucky to have the team that we did as they made the process fair, enjoyable and collaborative. Feedback was constructive, fair and aligned with our self-evaluation."

Quotes from feedback from Peer Reviews in 2023/24

Thus far the outcomes of the reviews are being validated by formal scrutiny from both Education Scotland and the Care Inspectorate. 97% of establishments have evaluated the majority of the Quality Indicators (QIs) as good or better. 92% of establishments have evaluated all QIs as good or better which is line with 2022/23, with 59% evaluating one or more QIs as very good or better.

A2/3 During the year the service has continued to support establishments in a range of ways to further develop their thinking and practice in relation to curriculum making and design. This has included targeted work with Education Support for individual schools and clusters e.g. a cluster approach to curriculum planning with the Port Glasgow cluster as part of the Association of Directors of Education Scotland (ADES) and Education Scotland project on Curriculum Innovation and Design.

In January 2024 the service's annual conference was given over to a strategic overview of national curriculum development led by Ollie Bray, Strategic Director of Curriculum at Education Scotland and in March 2024 we welcomed Professor Louise Hayward to share her thinking on the qualification reform agenda with Heads of Establishments.

These inserts have supported the strategic thinking of establishment leaders as well as the central officer team and confirmed that further work to provide a strategic vision and overview of support available for all establishments needs to continue to be developed, despite the uncertainty of the national reform process.

A4 The GME Advisory Group continued to meet across session 2023-24 to bring back further reports of developments and proposals to the Education and Communities Committee. An independent options appraisal for secondary GME was carried out with potential options reported to committee, and agreement on secondary provision was reached last session.

Approval to consult on a council-wide catchment area for our new secondary GME provision within Inverclyde Academy was given at the September Education and Communities Committee. A consultation timeline was drawn up and we engaged with Education Scotland throughout the process. The consultation outcome document went to committee and was agreed in January 2024. As a result, our planned secondary GME provision within Inverclyde Academy will have a council-wide catchment area.

P7 parents of pupils currently attending our primary GME provision have been kept informed of progress. The families of those pupils who wish to attend the new provision have indicated their intention and we are now proceeding with recruitment of staffing, as well as the development of the curriculum offer and with the replacement of signage around the new provision. Storrann are supporting the development of the curriculum offer and are providing resources and materials to support learning and teaching.

To further support the development of Gaelic (including nursery, primary and Community Learning and Development (CLD)) within Inverclyde we submitted a successful bid for the Gaelic Specific Grant. We have applied for session 2024-25 and have included support for the new secondary provision.

We continue to work to develop and grow Gaelic Learners (GLE) and have created a P5 pack to support teachers to deliver quality Gaelic learning and teaching opportunities.

We have also worked in partnership with Bòrd na Gàidhlig to promote our GME nursery class and primary provision at Whinhill Primary School.

A5 Practitioners across early years' establishments have engaged in our newly developed "Take 30 Pathway sessions" this session; some were more popular than others, however the main idea of the resource is to provide staff training that can be accessed at any time due to the nature of work patterns in early years.

Feedback from the Early Years' Leadership Pathways network shows that the resource is being used both by individual practitioners and by whole staff teams. They already report that aspects of their practice is improving as confidence is increasing. Practitioners report that the accessibility of the training is highly suitable for their work patterns and that the content is relevant and useful, being able to re-visit as and when required. As the training resource continues to be developed and the use of it embedded in establishments, it is hoped that we will begin to see an improvement in the areas of focus.

- A6** Roll out the literacy strategy, with a focus on the highly effective teaching of reading
- A7** Further develop Inverclyde's vision for play, aligned to the West Partnership Principles for Play
- A8** Provide support to senior leaders to ensure the ongoing implementation of established tools which support planning and assessment, further strengthening the implementation and sustainability of play in P1, P2 and P2/3
- A9** Further develop data strategy by:
- ☐ Piloting Early Years dashboard with identified Early Years establishments
 - ☐ Reviewing support required to deliver senior phase stretch aims and update the four year stretch aims for senior phase after the National Improvement Framework (NIF) review is complete
 - ☐ Working with secondary establishments to support effective approaches to tracking and monitoring of the BGE (S1-3) and senior phase data
- A10** Continue to support Pupil Support Assistants (PSAs) via the Coaching and Modelling Officers (CMOs), Outreach Teachers and the use of the Pedagogy and Support for Equity (PASE) web blog and the section on the West Partnership hub regarding training for PSAs as a training tool for establishments

- A6** Very good progress has been made in the creation of the Inverclyde Literacy Strategy and Inverclyde Literacy Framework, with a focus on supporting the effective teaching of reading. An experienced network of professionals has been established in order to create a Literacy Framework that would support the Literacy Strategy for Inverclyde. The Literacy Strategy was designed to provide a clear process outlining the rationale for the development of the Literacy Framework, the implementation, and evaluation of each of the aspects of the Literacy Framework.

After an initial audit of Literacy across the Local Authority, it was agreed that the development of the Literacy Framework which focused on the teaching of reading would be key to raising attainment in literacy overall and improving pedagogy. The content creators investigated relevant research which led to the identification of key Professional Learning opportunities and the sharing of effective practice to support practitioners in improving the quality of learning, teaching and assessment across all stages.

The Reading Framework was quality assured by members of the Education Scotland Literacy Team, focus groups of Heads of Establishments and practitioners, as well as critical friends from other Local Authorities prior to the launch. The feedback received was very positive and highlighted that the Framework was highly likely to have a positive impact on improving the quality of learning, teaching and assessment in relation to Reading.

The Reading Framework was launched in September 2023, with senior managers having the opportunity to work with the interactive tool and provide feedback specifically around confidence in the teaching of reading. The feedback indicated an improved confidence post engagement with the Reading Framework.

As part of the continued evaluation of the Literacy Framework (Reading) a six month questionnaire was issued to all practitioners across Inverclyde to indicate levels of confidence in pre and post engagement with the Framework. Again, the feedback remained very positive, specifically in relation to increased confidence around the teaching of reading.

The Literacy Framework launched for practitioners in October 2023 with over 220 practitioners attending. Very positive feedback was received, specifically relating to increased practitioner confidence in the teaching of reading.

The six month evaluation of the Reading Framework indicated increased awareness of the Literacy Framework and confidence in the teaching of reading.

Reading attainment for our most disadvantaged pupils in primary schools has risen from 74.1% to 75.4%, an increase of 1.3% since November 2023

Our ACEL Literacy overall attainment has risen from 73.8% to 74.1%, an increase of 0.3% since November 2023

A7/8 All primary schools and Early Years Centres have been involved in the ongoing development of Inverclyde's vision for play, aligned with the West Partnership Principles. The collaboration between Play Associates and Head Teachers in advancing the implementation of play and enquiry within primary schools, particularly across the early and first levels have been very effective, particularly in fostering an environment for strategic planning and development.

The completion of audits by almost all Head Teachers, evaluating the leadership and effectiveness of play pedagogy in their schools, has supported the ongoing development and planning for the integration of play based methodologies. As a result Head Teachers have created plans and are using these to effectively strengthen the implementation of play in P1 and P2. Reflective conversations between Head Teachers and Play Associates have supported this ongoing improvement, reinforced by a dedication and commitment to further embed play-based approaches.

A recent Play and Enquiry conference with Heads of Establishments proved to be highly informative and impactful, providing a comprehensive overview and sharing of best practice, which highlighted the benefits of play and enquiry practices, in both early years and primary school settings. Notably, discussions included insights into the effects of COVID on children's brain development, emphasising the crucial role of play and enquiry in addressing trauma and nurturing children's holistic growth.

The conference also facilitated the dissemination of information about resources available on the PASE website, developed to support all staff in effectively implementing play-based approaches within their classes and centres. This highlights a commitment to equipping educators, with the necessary tools and support to foster enriched learning environments. The overwhelmingly positive feedback received highlighted the value and impact of the conference and reinforced the importance of ongoing professional development to enhance the knowledge and skills of staff at all levels.

Overall, the evaluation of the Play and Enquiry conference highlighted a commitment by Heads of Establishments, to promote holistic planning for child development and further development of supportive learning environments. They identified that further support to develop their confidence in leading and assuring the quality of play and enquiry through the Play Associate roles, would continue to be beneficial. By prioritising ongoing professional development and collaborative initiatives, schools and establishments are ready to maximise the benefits of play and enquiry practices, ultimately enhancing the educational experiences for children beyond P2.

- A9** The Data Strategy continues to evolve and enhance the processes for decision-making across the authority. A recent review of the strategy provided positive feedback in relation to the updates made this session. Improvements to the strategy include an updated Primary Attainment tracker which allows senior leaders to monitor the progress of all P1-7 pupils and also a focus on ACCEL P1, 4 & 7 attainment levels in literacy and numeracy and track progress towards agreed stretch aims. A sustainable Data Pack built into the established primary dashboard has ensured Head Teachers have access to the most up to date data when evaluating the impact of their school improvement plans and effectively make decisions regarding planning for interventions via PEF.

The Attainment Challenge Project Lead and Early Years Manager met with a small, targeted group of Early Years Heads of establishment to discuss the Early Years Dashboard and to identify any additional work that was required to support improvements in tracking and monitoring the progress of pupils. After an initial dialogue it was agreed that prior to piloting the dashboard further that an improved tracker should be created highlighting the expected child developmental milestones and linking them with the Inverclyde progression planners. Through effective collaboration, a deeper understanding of the process for tracking pupil progress in the Early Years has been developed that will enhance transition information to primary establishments. Further developments of the tracker and the dashboard will continue to be made prior to a full roll out.

The Attainment Challenge Project Lead worked collaboratively with senior leaders across the Local Authority and with Inverclyde's Attainment Advisor to identify and agree stretch aims for the senior phase, specifically SCQF level 5, SCQF level 6 and Annual Participation Measures (APM). Through a process of analysing trend data over the previous five years and projecting trajectory improvements, stretch aims were identified and agreed for sessions 2023/24, 2024/25 and 2025/26 and submitted to the Scottish Government.

All secondary Head Teachers have agreed to implement a BGE S1-3 and senior phase tracking dashboard from August 2024, with some already piloting them in 2023/24. Within the tracker, schools are able to review more regularly who is on track to achieve SCQF level 5 and 6 qualifications. The difficulty in tracking leavers continues to be a challenge as this cannot be predicted. Use of the senior phase trackers will help identify those not on track to achieve at these levels, ensuring interventions are in place, and allow progress towards achieving stretch aims to be monitored more closely.

The Local Authority has redirected some of its Strategic Equity Fund (SEF) to implement targeted supported study sessions. Pupils impacted by poverty who may need additional support to achieve at least one national five or higher qualification have been identified. CMOs have also been working alongside ASN staff on literacy and numeracy pedagogy, resulting in learners being more effectively supported.

The improved Primary Dashboard, with the creation of a self-sustaining data pack for use in annual attainment and achievement meetings and Peer Reviews is supporting establishments in self-evaluation activities, driving school improvement.

As part of this the updated Primary Attainment Tracker is better supporting schools to make more accurate predictions and identify stretch aims resulting in Head Teachers having increased confidence in the accuracy of their data.

Improved tracking approaches across all secondary schools have been agreed in line with national guidance i.e. at least 3 times per year. The Attainment Challenge Project Lead gathered data at the February 2024 tracking period via a proforma to monitor progress towards the senior phase stretch aims. Further work is required to ensure the accuracy of data at this tracking period.

Additional funding to support senior phase pupils impacted by poverty led to targeted interventions for SCQF level 5 and 6 awards.

The CLD attainment programme was effectively implemented to support S1-3 pupils in gaining broader pathways towards accreditation, awards and achievements. 97 pupils were identified and are on track to achieve broader awards and accreditation as a result.

- A10** PSAs continue to receive support to implement evidence-based interventions in targeted establishments through effective modelling by the Attainment Challenge Outreach Teacher team and also by Coaching and Modelling Officers (CMOs). Dialogue with headteachers has indicated a growing confidence in most PSAs in the delivery of these interventions. Feedback from Local authority Peer reviews has also indicated that PSA support for the delivery of interventions is having a positive impact.

A11 Establish the Digital Strategy Group which will oversee the planning for an appropriate BYOD solution as well as the ongoing delivery of the digital strategy.

- A11** The Digital Strategy continues to be implemented with the 2023/24 session being focussed on improving the digital infrastructure.

Promethean ActivPanels have now been installed in Ardgowan Primary School, Kilmacolm Primary School, St John's Primary School and St Patrick's Primary School.

Upgrades to WiFi now mean all establishments have access to a Bring Your Own Device (BYOD) network. This means that non-networked devices such as tablets, Promethean ActivPanels and pupil standalone devices can now access an internet connection. This has allowed staff and pupils to make better use of digital tools to integrate into learning and teaching. During some of the school reviews undertaken during this session there was effective practice observed making use of digital devices to enhance learning and teaching. A primary school inspection also highlighted that staff were making effective use of digital tools and this also included effective use to support pupils with ASN.

As a result of the improved access to WiFi, the Early Years team has invested in iPads to allow staff to share learning taking place in the playrooms with parents.

A refresh project continues with devices in education establishments being upgraded to replace desktops that are no longer fit for purpose. For the remainder of the 2023/24 financial year the focus has been to replace devices for primary pupils. Following consultation with Heads of Establishments, teachers and pupils, desktops used by primary learners will be replaced with laptops. This will allow devices to be used more

flexibly and be an integral part of the lesson rather than the class having to move into an IT suite. Further funding will be made in 2024/25 financial year to allow further refresh of education devices.

Establishments are experiencing connection issues on the new BYOD network; this is due to increased usage and we are working with IT to further improve the infrastructure to manage the traffic on the network and also to increase bandwidth at all sites.

The Digital Schools Awards is a national awards scheme to promote, recognise and encourage a whole school approach to the use of digital technology in education establishments. Currently we have 24 establishments registered for the Digital School Award and these establishments are on their journey to achieving the Digital School Award. Five establishments have achieved and maintained their Award for 2023/24 session.

Access to training has been shared with staff and offered by partners such as Education Scotland, Microsoft and Promethean. Training was offered to support the maintenance of establishment websites by the DigiLearning team at Education Scotland. Microsoft offered a programme of training and accreditation for staff to become Microsoft Innovative Educators. Promethean have continued to offer training and support for the upgrade to ActivPanels, as well as ongoing training to support staff with use of current ActivPanels.

ParentsPortal continues to see increased usage as we now enter year three of having this system available. Parents can now submit pupil absence information through the site, as well as continue to view attendance, complete permission slips and view the school calendar. Some schools are also using ParentsPortal to share report cards. Some of our primary schools are now using the parents evening booking system to allow parents to select a suitable time to attend appointments.

The Inverclyde Digihelp site continues to be available to provide support, advice and guidance around using digital tools, online safety and opportunities to continue learning at home: <https://bit.ly/3tiTndE>.

Next steps: Improvement in attainment, particularly in literacy and numeracy.

- A1** Carry out an evaluation of the peer review programme, with external support, to identify improvements needed for the second three year cycle starting in August 2025.
- A2** Deliver support and training for self-evaluation, including the implementation of a preparing for inspection resource.
- A3** Create a strategic resource to support establishments with curriculum making and design, including a working group to advise on tracking the curriculum beyond numeracy and literacy, as well as pupils' wider achievements.
- A4** Carry out a review of the approach to curriculum design across S1-3 of the BGE as well as a review/consultation on the number of qualifications that can be taken in S5.
- A5** Continue to develop the data strategy by:
 - Implementing the Early years dashboard
 - Implementing the S1-3 BGE and Senior Phase trackers

- A6** Continue to roll out the Literacy Strategy, with a focus on the highly effective teaching of listening, talking and writing.
- A7** Further develop the strategy for play pedagogy beyond P2.
- A8** Continue to develop the work of the STEM Project Lead in supporting schools to develop their STEM curriculum and focus on sustainability.
- A9** Begin the process to review the current Digital Strategy, including the ongoing plan to refresh devices in education establishments.
- A10** Develop a framework for training staff to ensure that all have a minimum digital skills level, with the ability to advance this further and further support this by re-establishing the Digital Champions Network.

Maintenance agenda: Improvement in attainment, particularly in literacy and numeracy

- | |
|---|
| <ul style="list-style-type: none">• Continue to monitor and support the use and spend of Pupil Equity Fund within the academic year as well as ensuring outcomes focus on closing the poverty related attainment gap.• Continue to use the SEF Head Teachers meetings to provide the opportunity for collaborative working and sharing good practice.• Continue to support and monitor the implementation of the Parental Engagement strategy.• Continue to support the development of Gaelic Medium Education (GME) secondary provision and L3 as outlined in authority Gaelic language plan. |
|---|

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

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

- B1** The Scottish Attainment Challenge funding will cease in its current form at the end of March 2026. To enable a smooth exit from the fund, a robust plan has been created to ensure the remainder of the programme considers the potential impact of the reduced capacity, while at the same time focusing on sustainability. Through stakeholder engagement and data interrogation, evidence will continue to direct the pathway through to the end of the programme. A consultation process involving stakeholders engaging in evaluating the progress made in delivering the SEF Plan has identified areas of strength and areas for continued development.

This process ensured we had the evidence to support our decision making as we exit from the funded programme. The key aim of the exit strategy is to ensure that we continue to plan to use education to improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty-related attainment gap. Following on from the evaluation process a clear two year plan has been identified which will be presented to elected members in May 2024 for approval.

- B2** Good progress has been made in reviewing the process for agreeing both core and core+ stretch aims, ensuring they are ambitious and achievable. The Attainment Challenge Project Lead worked closely with the Attainment Advisor, senior managers, all Head Teachers and partners to develop the stretch aims and SEF plan. National comparator data, alongside the analysis of three year trends, average and best performance data provided the evidence to support the agreed trajectory increases within each stretch aim. The Attainment Challenge Project Lead also provided a breakdown of data indicating the ratio of percentage increase to pupil numbers to demonstrate the ambition we have for our children, young people and families. Core and core+ stretch aims were agreed and submitted to the Scottish Government in September 2023 for the remainder of the Attainment Challenge programme through to June 2026.

Progress towards each stretch aim is being tracked at the agreed tracking periods throughout the session and updates provided at monthly Attainment Challenge Head Teachers meetings and termly Governance meetings. Inverclyde's Attainment Advisor also reports tri-annually to Education Scotland on progress made towards each stretch aim.

B3 Good progress has been made in reviewing the referral process to access the Family Support Service, ensuring a targeted early intervention approach which supports families preventing them reaching crisis point. There has been increased collaboration with educational establishments to enhance access to family support and to support key transitions while simultaneously attempting to reduce the number of families requiring crisis support.

Key activity relating to the Family Support Service has included:

- The Secondary Team Manager has attended 28 Joint Support Team (JST's) meetings within secondary schools.
- The Secondary Team Manager is part of the Multi-agency Steering Group for Attendance led by Inverclyde Educational Psychological Services and continues to attend and contribute to the discussion around barriers for Children and Young people attending school.
- The ASN Team Manager has attended four JST meetings at All Saints CLB and is scheduled to attend the JST meetings at Craigmarloch for the remainder of the school year.
- The Secondary Team Manager met with the Depute Head Teacher at Lomond View Academy to discuss support and groupwork provision. Two groups have since been established and are ongoing within the school. The groups are aimed at targeted young people where there are issues around hate crime, discrimination, risk taking behaviours and safety within the community. The family support workers facilitating the groups are also available for targeted young people on a drop-In basis in between the group sessions.
- The Primary Team are regularly attending JST's and attendance meetings within their respective schools. Family Support Workers have also attended 84 Team Around the Child (TAC) meetings within primary and secondary schools.
- The Early Years Team have attended three JST meetings within Early Years establishments to date and this will increase as the year progresses. This is to identify families in need of support and will include support with the transition into primary school for identified children. The Family Support Workers are also providing parent workshops and Bookbug sessions within some nurseries.

B4 The Whole Family Wellbeing Fund (WFWF) is a national agenda that is financially backed by the Scottish Government, with Inverclyde's budget in this area set out until March 2026.

The early intervention service started in April 2023 with the appointment of a Therapeutic Intervention Worker. This is a resource that has worked with primary aged children, and there is evidence of significant impact on wellbeing as reported using measures such as the Strengths and Difficulties Questionnaire.

To advance the project, an implementation team has been created, with representation from Education, Health and Social Care Partnership (HSCP) and the third sector. This group has been developing their strategic plan, which has accelerated since January 2024 when two members of Inverclyde Educational Psychology Service were appointed to project manage the WFWF locally.

The group is developing their work across three key outcome areas:

- the development of a Whole Family Wellbeing Funding (WFWF) Hub that ensures sustainability beyond the funding period
- the identification of the target population for access to the Hub, namely children, young people and families that are at the pre-Request for Assistance stage or who at a point of step down from social work support
- the involvement of the third sector in the project.

Next steps: Closing the attainment gap between the most and least disadvantaged

- B1** Implement the SEF Plan for sessions 2024/25 – 2025/26
- B2** Continue to track progress towards agreed Local Authority core and core+ stretch aims
- B3** Fully implement BGE and Senior Phase Dashboard and Tracker
- B4** Continue to review the impact of the Family Support Work service in preventing families reaching crisis point alongside the ongoing development of the WFWF

Maintenance agenda: Closing the attainment gap between the most and least disadvantaged

- Continue to support Barnardo’s through the development of an action plan to improve the “readiness to learn” of children in targeted families
- Continue to work effectively with partners to support children and families across Inverclyde

Evaluation of attainment in Inverclyde

Curriculum for Excellence reported levels

The ACEL return collects data from all publicly funded schools and gathers information for all pupils in P1, P4, P7 and S3. The return measures national performance in aspects of literacy (i.e. reading, writing, listening and talking) and numeracy, and reports on the percentage of pupils who have achieved the expected level, based on teacher professional judgements relevant to their stage.

This table shows Inverclyde and national averages as at June 2023. Overall Inverclyde only lies below the national average in numeracy at S3. Otherwise, the Inverclyde performance matches or exceeds the national average.

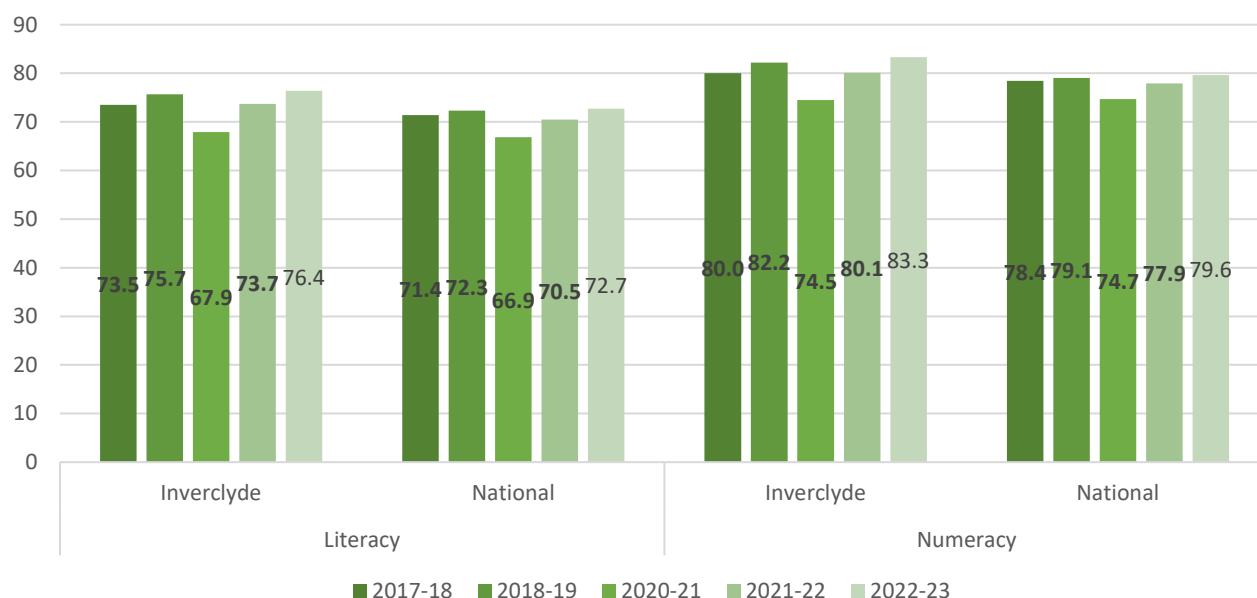
Attainment across the BGE (June 2023)

	P1		P4		P7		P1,4,7 combined		S3	
Inverclyde	Inv	Nat	Inv	Nat	Inv	Nat	Inv	Nat	Inv	Nat
Reading	84	81	80	78	84	81	83	80	91	90
Writing	82	78	76	72	75	75	77	75	89	89
Listening & talking	91	87	92	87	92	87	92	87	92	91
Literacy	81	76	74	70	75	73	76	73	88	88
Numeracy	88	85	83	77	79	78	83	80	88	90

Source: Scottish Government, 2023

Achievement of Curriculum for Excellence (CfE) levels: 2022/23 - gov.scot (www.gov.scot)

The charts below show that Inverclyde continues the three-year improvement trend post pandemic in 2019/20. June 2023 figures demonstrate a continued focus on raising attainment in literacy and numeracy. The Local Authority has recorded the highest levels of attainment over the previous five years and continues outperform national attainment data figures.

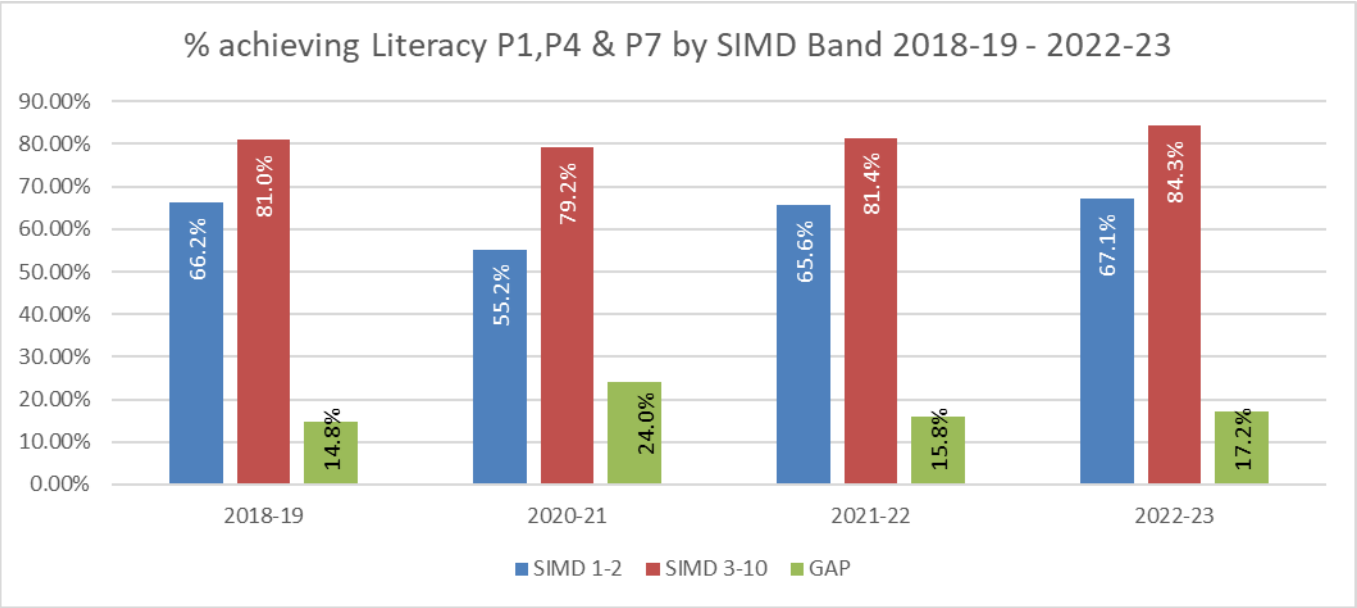


Percentage of learners achieving expected levels in literacy and numeracy in P1, P4, and P7 combined

Source: Scottish Government, 2023 ([Supporting documents - Achievement of Curriculum for Excellence \(CfE\) Levels 2022-23 - gov.scot \(www.gov.scot\)](#))

In measuring the poverty-related attainment gap, the comparison nationally is drawn between SIMD deciles 1-2 and deciles 9-10. However, Inverclyde have a very small percentage of the school population living in quintile 5 (deciles 9-10), and therefore locally the measure often used is between deciles 1-2 and deciles 3-10. The chart below shows the proportion of P1, P4 and P7 pupils who achieved the expected levels in literacy overall and numeracy for pupils in SIMD 1-2 compared to SIMD 3-10.

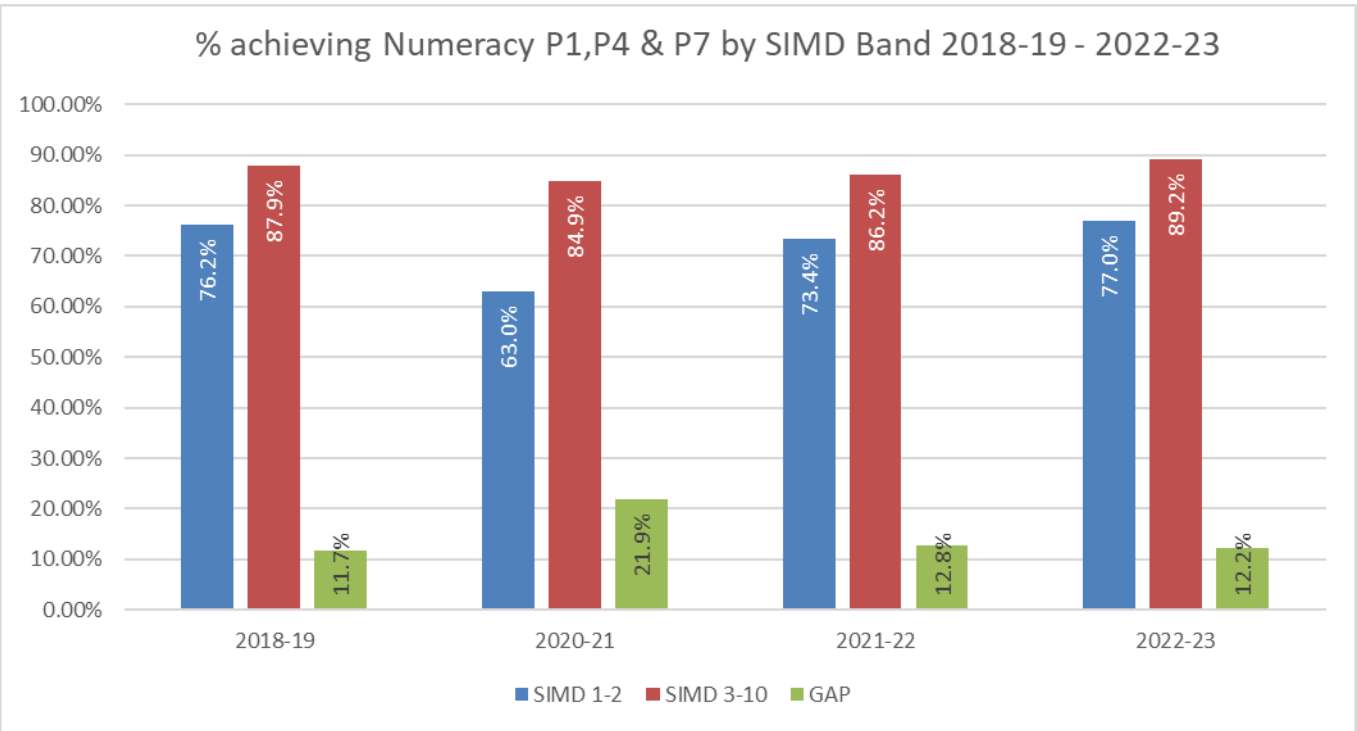
% achieving literacy P1,4,7 by SIMD Band change 18-19 to 22-23 (P1,4,7 combined)



The Local Authority continues to demonstrate improvements in literacy attainment in both SIMD 1-2, **67.1%**, showing an increase on the previous year of **1.5%** and SIMD 3-10, **84.3%**, showing an increase in the previous year of **2.9%**. While the gap between SIMD 1-2 and SIMD 3-10 increased by **1.4%** in session 22/23, we recorded the highest levels of literacy attainment for our most deprived pupils over the past five years.

The Local Authority continues to demonstrate improvements in numeracy attainment in both SIMD 1-2, **77.0%**, showing an increase on the previous year of **3.6%** and SIMD 3-10, **89.2%**, showing an increase in the previous year of **3.0%**. The gap between SIMD 1-2 and SIMD 3-10 decreased by **0.6%** in session 22/23, and we recorded the highest levels of numeracy attainment for our most deprived pupils over the past five years.

% achieving numeracy P1,4,7 by SIMD Band change 18-19 to 22-23 (P1,4,7 combined)



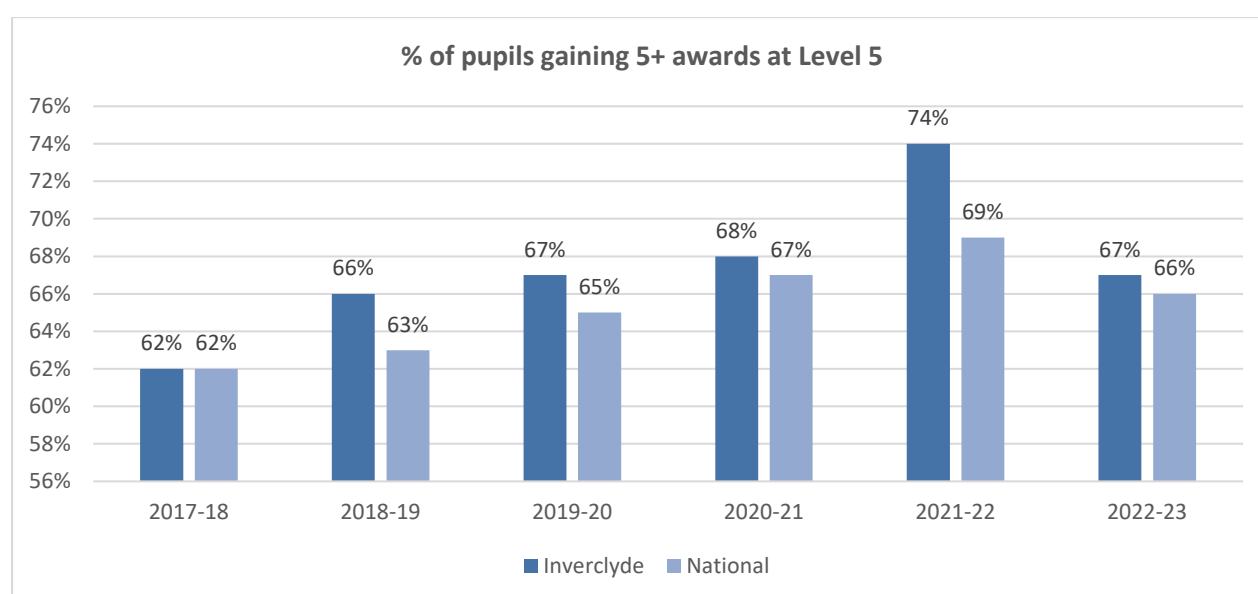
Local Government Benchmarking Framework (LGBF): Awards at SCQF level 5 and 6

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

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

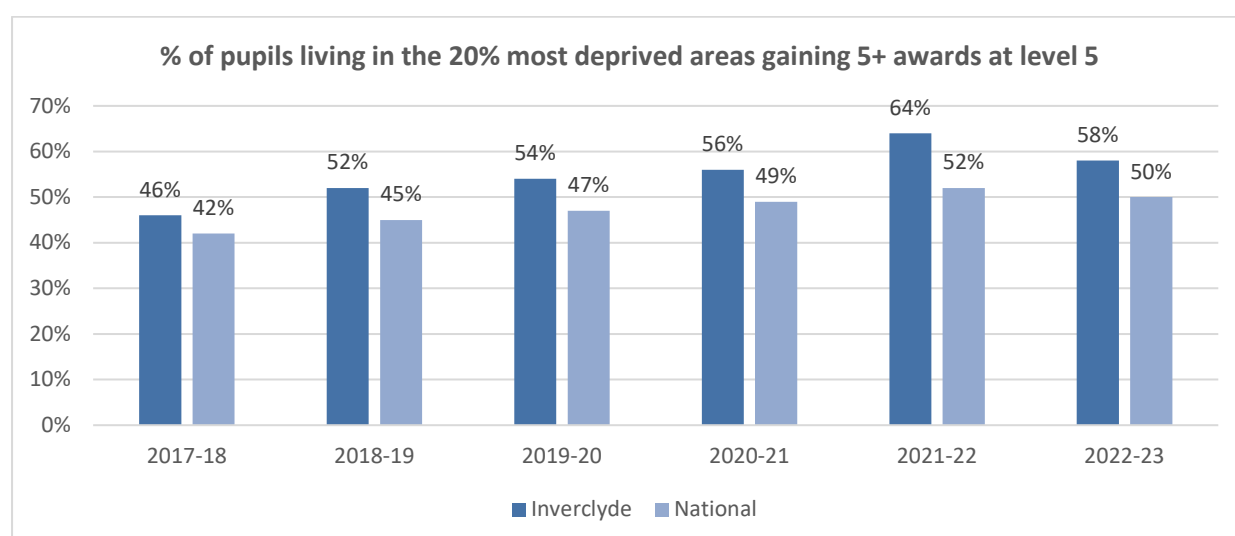
The data shows that there was improvement across all measures between 2018/19 to 2020/21, and the local authority performed well against the national average. While 2020/21 cannot be directly compared in terms of performance to previous years, the results reflect the measures being generally well above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

Percentage of pupils gaining 5+ awards at Level 5



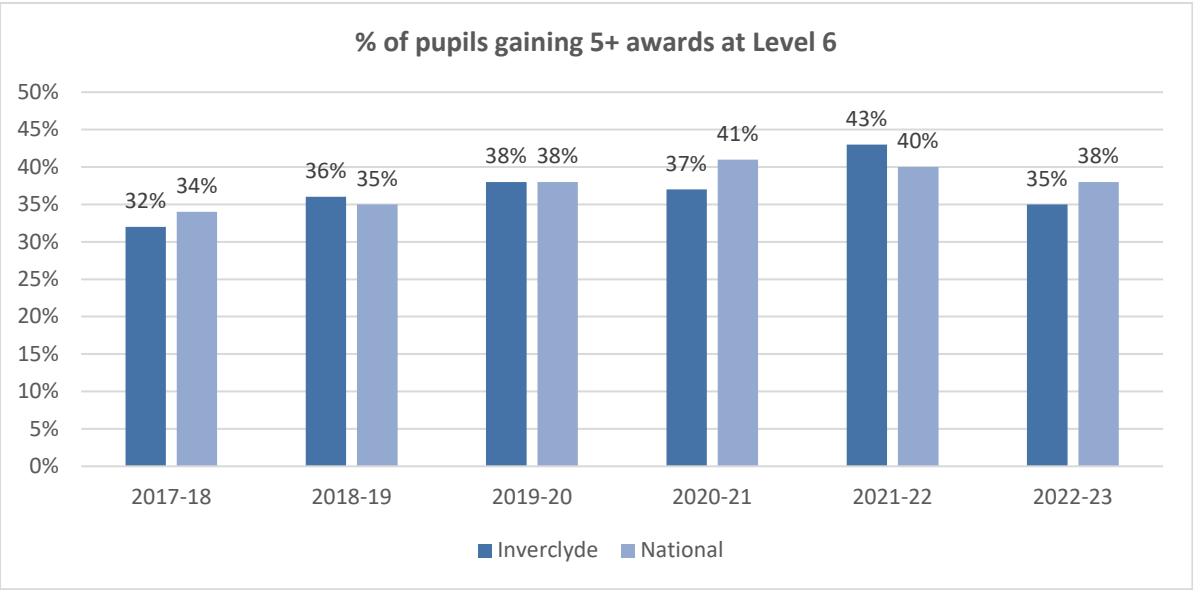
Source: Improvement Service, 2023 ([Benchmarking](https://www.improvementservice.org.uk/Benchmarking) | [Benchmarking \(improvementservice.org.uk\)](https://www.improvementservice.org.uk/Benchmarking))

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



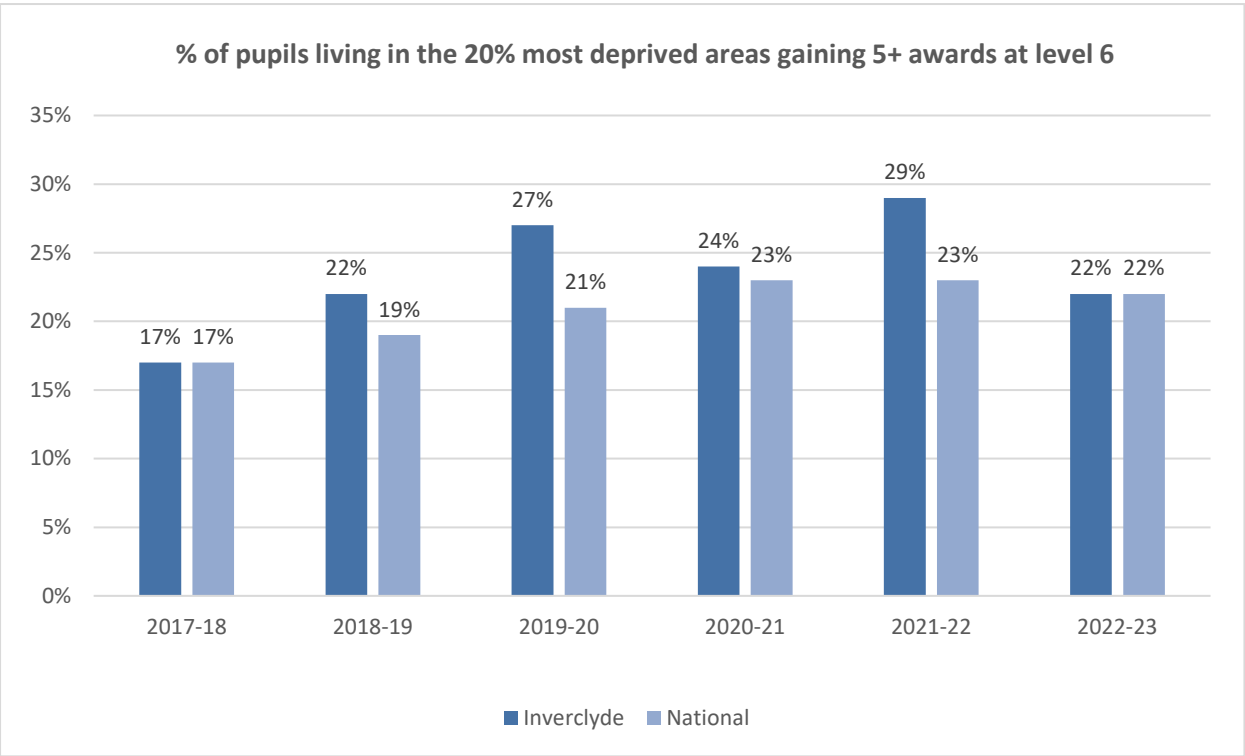
Source: Improvement Service, 2023 ([Benchmarking](#) | [Benchmarking \(improvementservice.org.uk\)](#))

Percentage of pupils gaining 5+ awards at Level 6



Source: Improvement Service, 2023 ([Benchmarking](#) | [Benchmarking \(improvementservice.org.uk\)](#))

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



Source: Improvement Service, 2023 ([Benchmarking](#) | [Benchmarking \(improvementservice.org.uk\)](#))

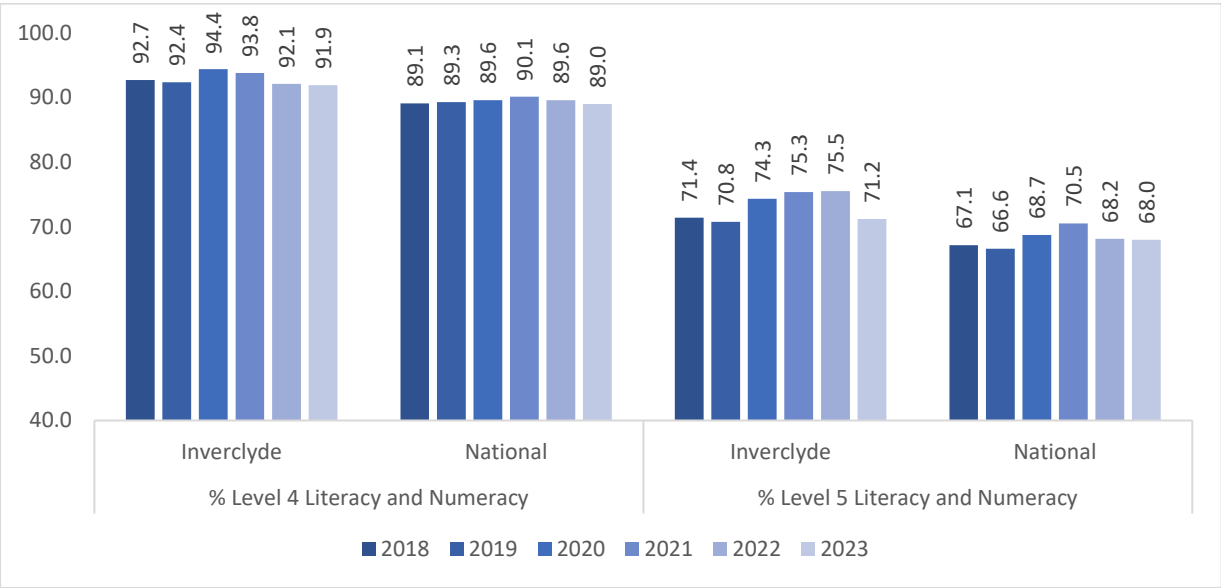
INSIGHT Comparison Leavers Data

National Benchmarking Measure: Literacy & Numeracy

This chart shows the overall performance in literacy and numeracy for all pupils in the leaver cohorts between 2017/18 and 2022/23. Overall in literacy and numeracy, at SCQF level 4 the percentages have decreased slightly since 2019/20 and at level 5, the percentages have been slightly improved over the same period but there has been a 4% decrease in the 2022/23 session.

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

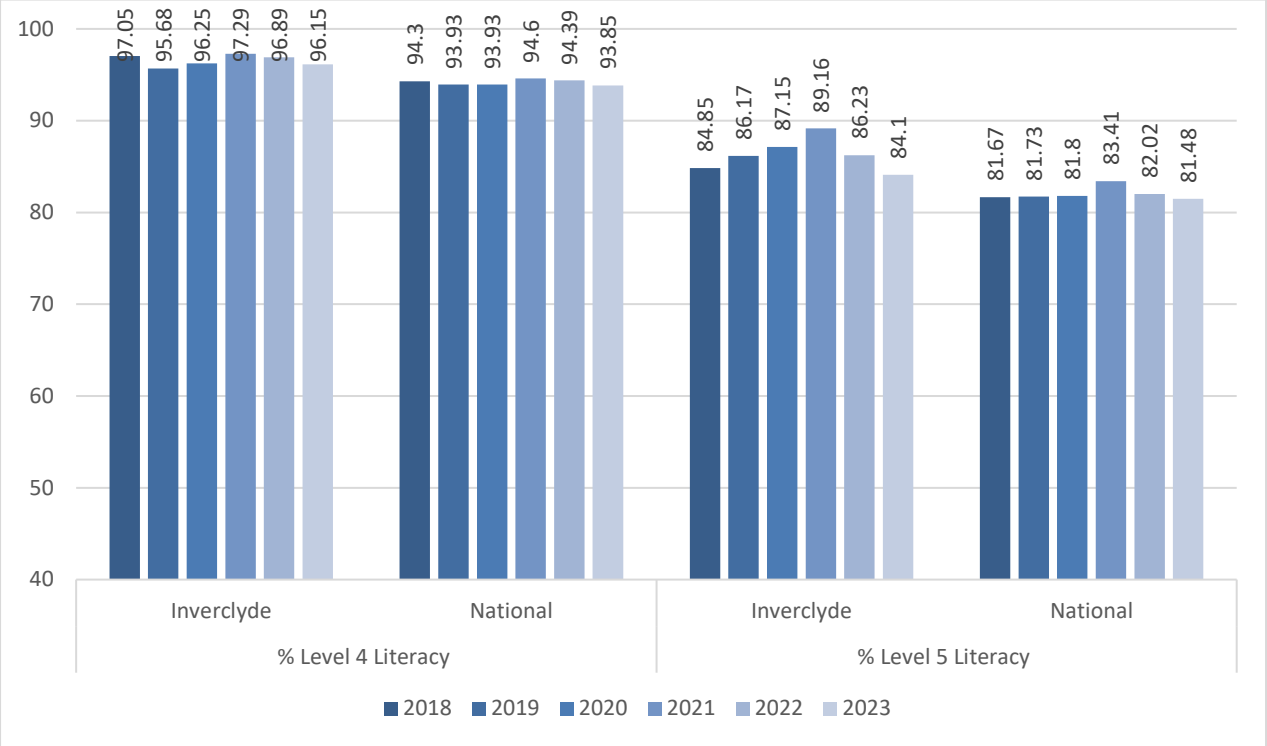
Percentage of leavers achieving level 4 and 5 in literacy and numeracy



Source: Insight, 2023 (INSIGHT:National Benchmarking Measure: Literacy and Numeracy)

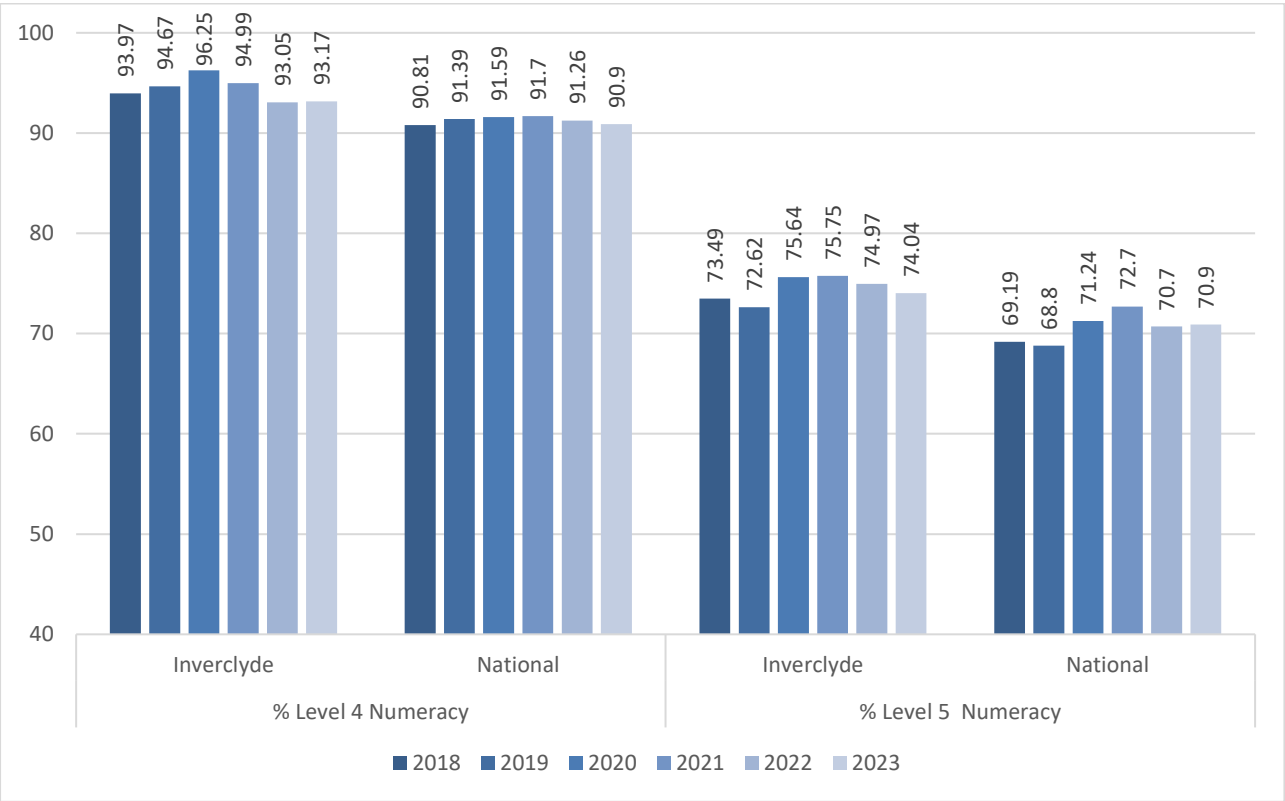
Viewing literacy and numeracy separately shows the same trend of consistently being above the national average. There is a levelling off in leavers achieving level 5 literacy and numeracy.

Percentage of leavers achieving level 4 and 5 in literacy



Source: Insight, 2023 (INSIGHT:National Benchmarking Measure: Literacy and Numeracy)

Percentage of leavers achieving level 4 and 5 in Numeracy

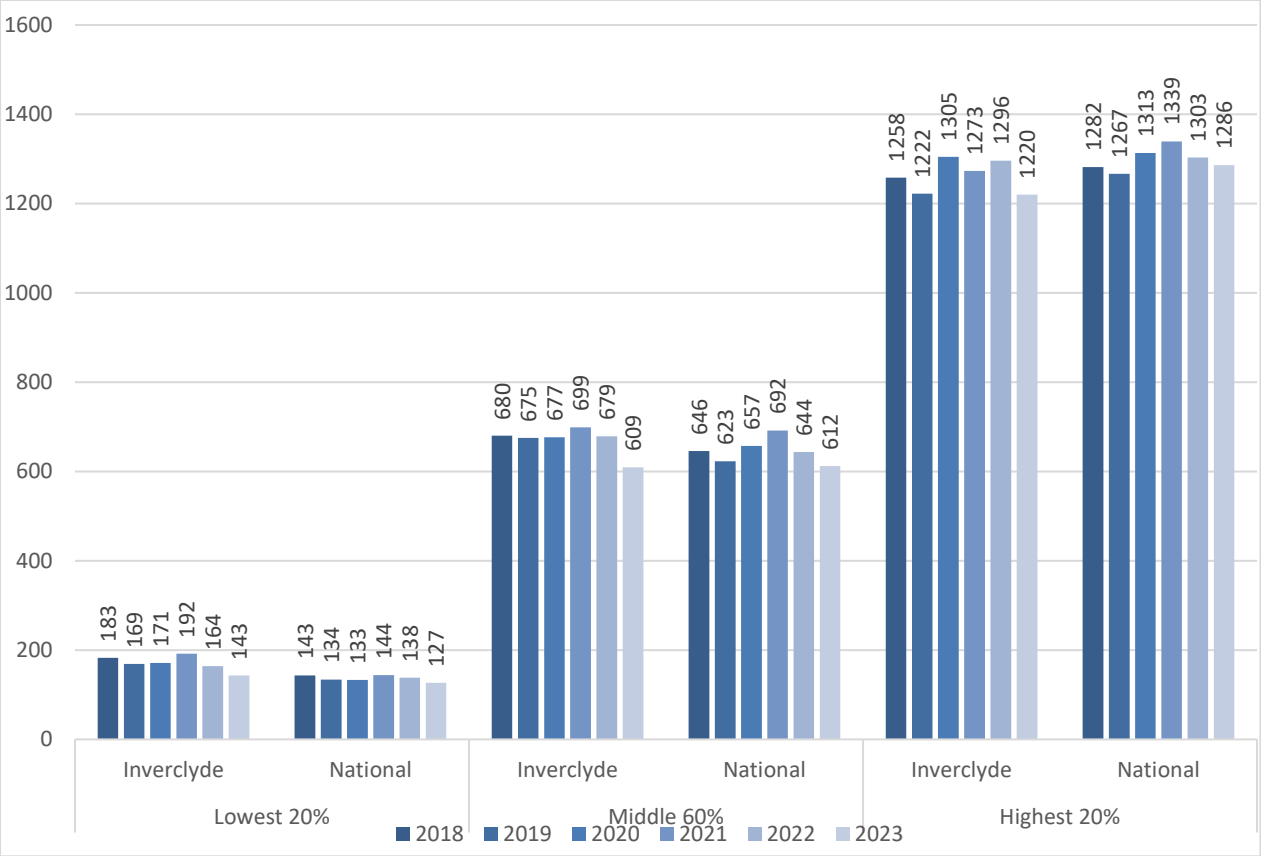


Source: Insight, 2023 (INSIGHT:National Benchmarking Measure: Literacy and Numeracy)

National Benchmarking Measure: Attainment for All

This graph shows the complementary tariff scores of leavers divided into the lowest, middle and highest percentage of attainment cohorts. The lowest attaining 20% and middle 60% are consistently above the national average. The highest 20% have been below the national average by 36 points on average.

Average complementary tariff points for leaver cohorts in selected years



Source: Insight, 2023 (INSIGHT:National Benchmarking Measure: Improving Attainment for All)

National Benchmarking Measure: Attainment versus Deprivation

This national measure looks at the average total tariff score of school leavers by SIMD. The SIMD enables schools to map their performance against the social context in which they operate. The table below shows the total tariff scores of leavers against their deprivation area for 2022/23. SIMD 1 being the most deprived and SIMD 10 being the least.

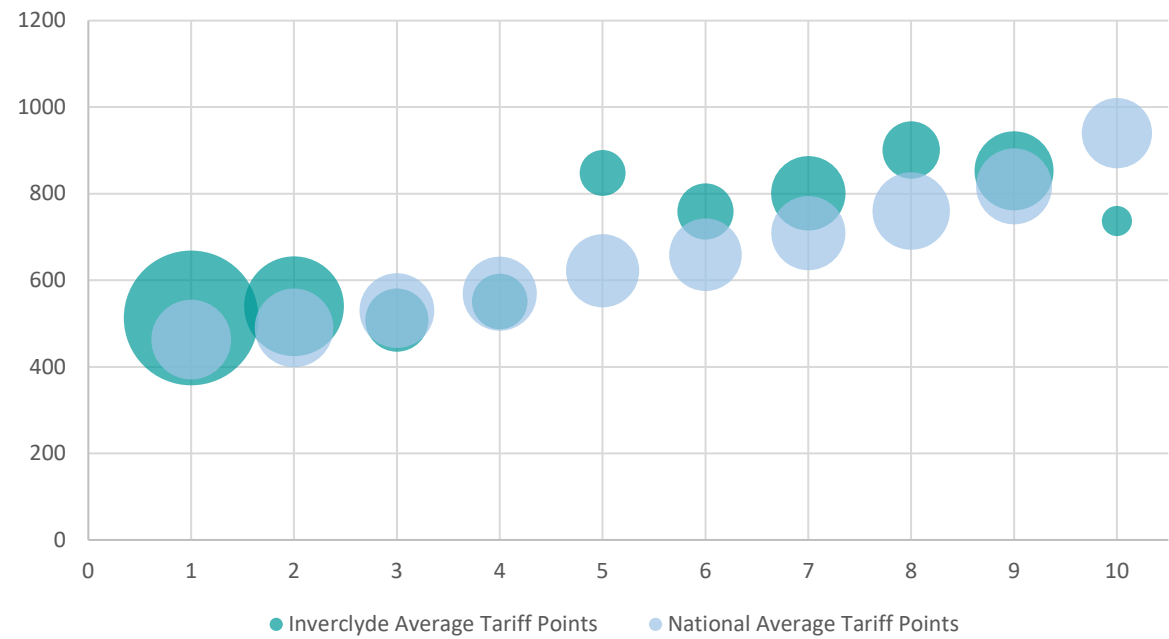
The average complementary tariff scores of pupils in SIMD bands 1-10 leaving Inverclyde schools are greater than the national figure in most deciles, with the exception of SIMD 3, 4 and 10 where the difference is negligible. SIMD 10 comprises just above 1% of the leaver cohort. Schools have a greater focus on SIMD information linked to attainment through the work of the attainment challenge.

Average complementary tariff points for leaver cohorts by SIMD, 2022/23

SIMD Decile		1	2	3	4	5	6	7	8	9	10
Inverclyde	Average Tariff Points	513	540	508	551	848	759	801	901	853	737
	% of cohort	32.2%	17.6%	7.1%	5.5%	3.7%	5.6%	9.8%	5.8%	11.1%	1.6%
National	Average Tariff Points	463	490	530	569	622	659	709	760	817	940
	% of Cohort	11.3%	11.0%	9.9%	9.7%	9.5%	9.3%	9.8%	10.6%	10.2%	8.8%

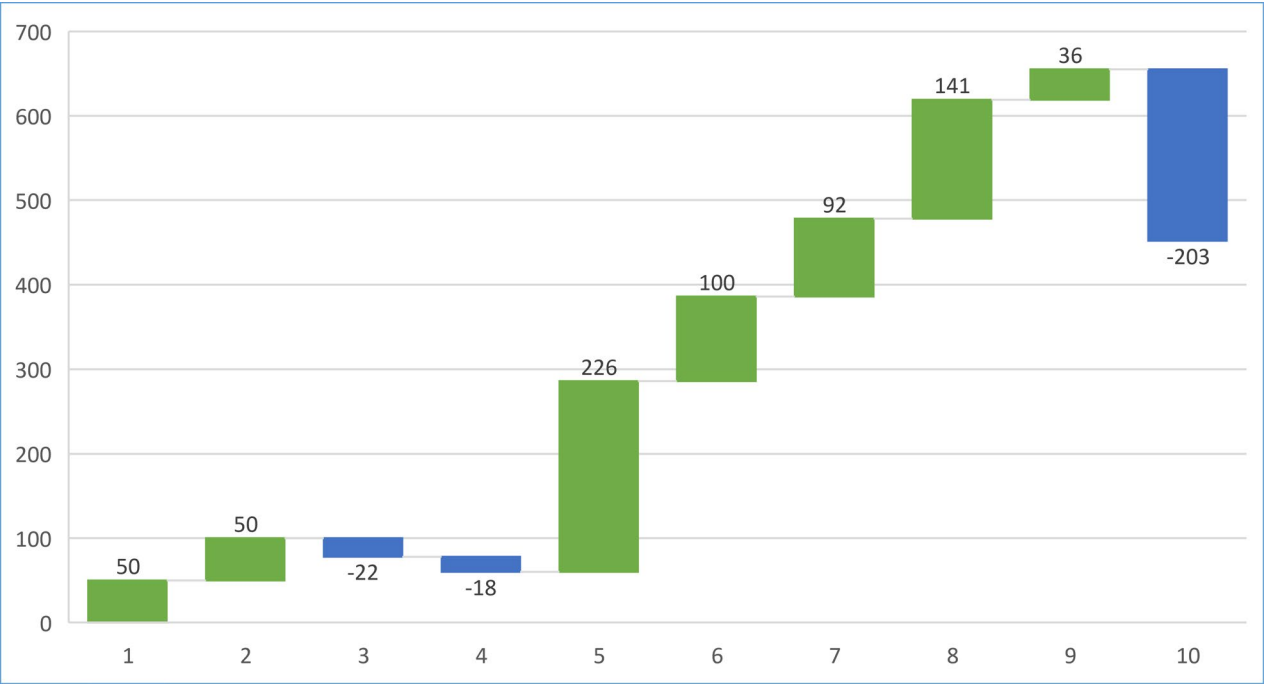
In the chart below the size of the bubble is proportionate to the percentage of individuals in each SIMD decile. It shows that performance in SIMD 5 and 8 was significantly greater than the national establishment. The next chart shows the point gap between Inverclyde and the national average.

Average complementary tariff points for leaver cohorts by SIMD, 2022/23



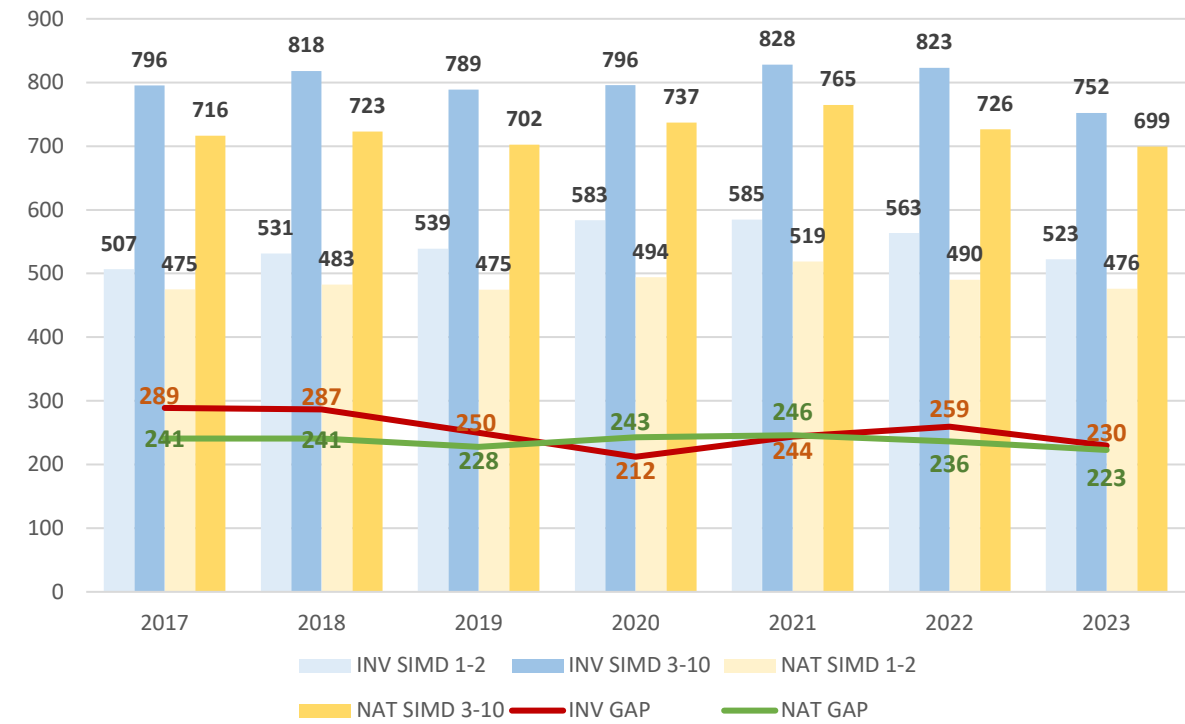
Source: Insight, 2023 (INSIGHT:National Benchmarking Measure: Attainment versus Deprivation)

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



The charts below groups SIMD pupils into two bands of deciles, 1-2 and 3-10, to allow the measurement of the SIMD attainment gap. The gap had reduced between 2016/17 and 2019/20, with an increase in 2020/21. However the latest data shows there has been a decrease in the gap for 2022/23 taking it to its lowest level.

Attainment gap by average complementary tariff points by SIMD local banding, 2017/18 to 2022/23



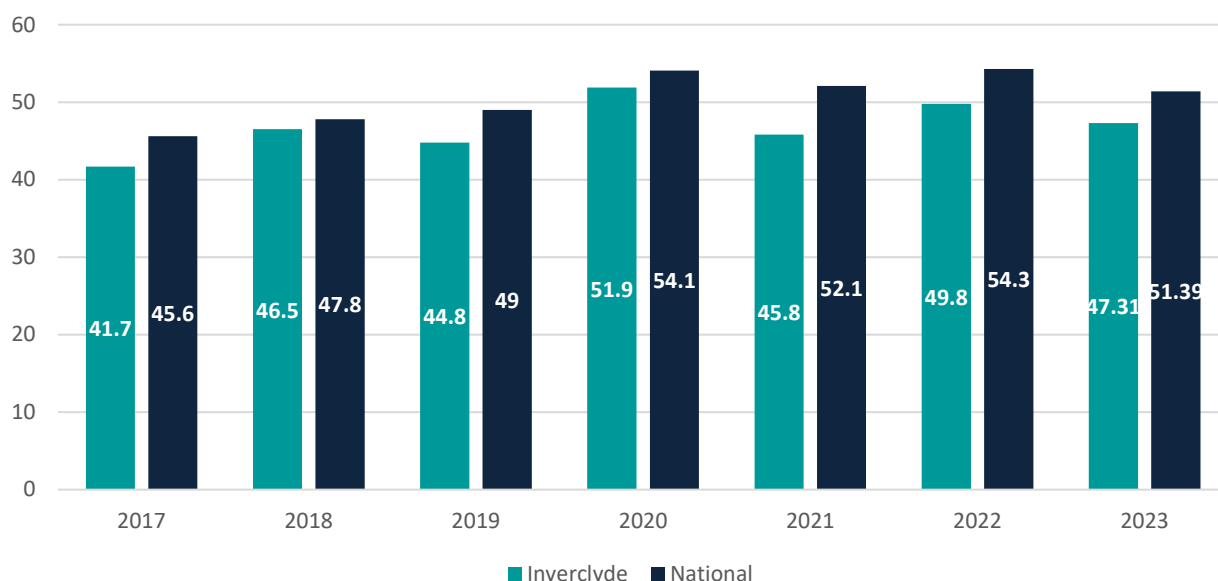
Source: Insight, 2023 (INSIGHT:National Benchmarking Measure: Attainment versus Deprivation)

Breadth and Depth: All Candidates

The charts below show our performance at in key measures in the percentage of pupils gaining awards at SQA national at SCQF levels 5, 6 and 7. Data from 2020 through to 2022 cannot be used for direct comparison with previous years to show improved performance due to the different awarding model that were used over this period.

There had been a declining trend in achievement of 5+ awards at National 5 between 2017/18 and 2018/19, and this measure sits below the national average in those years. The figure did increase in 2019/20 before falling again 2020/21 and showing some recovery in 2021/22, but has dropped back slightly to 47.31 from 49.8.

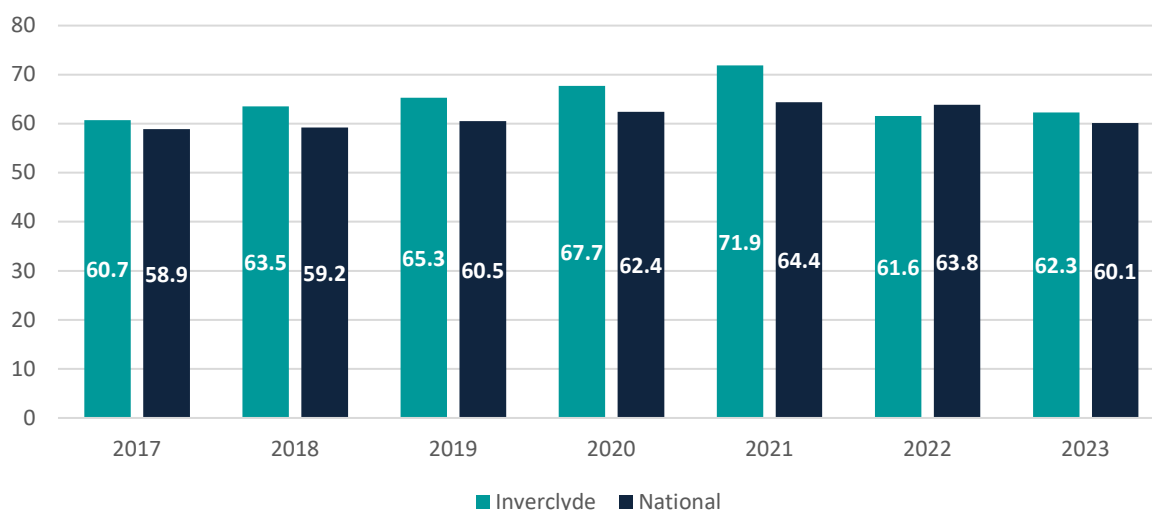
% of pupils achieving 5+ Awards at National 5 level (grade A-D) by end S4, 2016/17 to 2022/23



Source: Insight, 2023 (INSIGHT::Breadth and Depth: All Candidates)

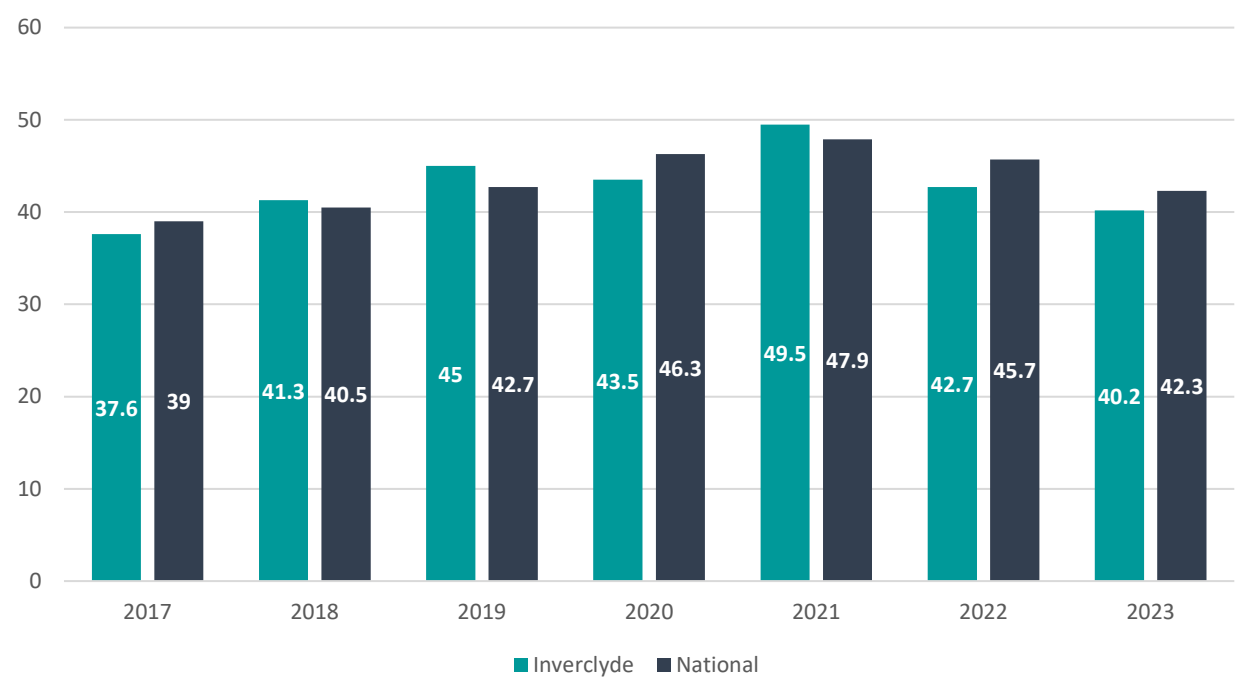
At SQA Higher level Inverclyde performed above the national average for all three measures in 2020/21 but is now decreasing and below the national average with the exception of 2022/23 for pupils achieving 1+ awards by the end of S5.

Percentage of pupils achieving 1+ awards at Higher level (grade A-D) by end S5, 2016/17 to 2022/23



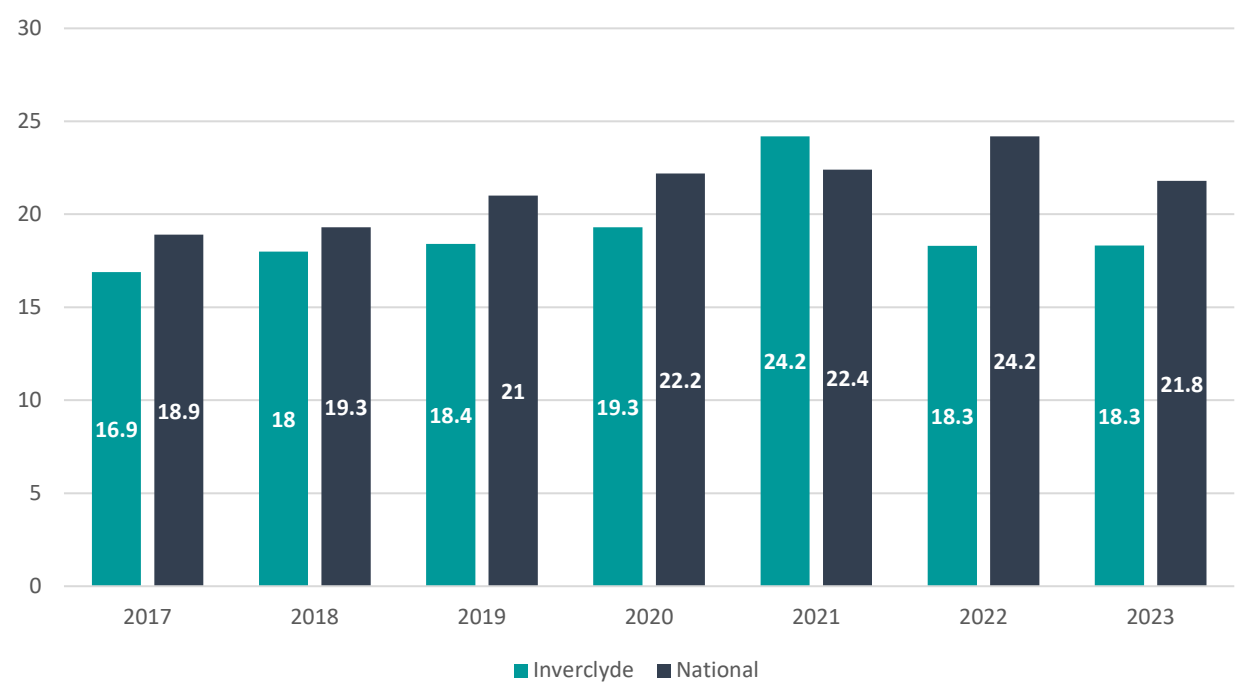
Source: Insight, 2023 (INSIGHT: Breadth and Depth: All Candidates)

Percentage of pupils achieving 3+ awards at SQA Higher level (grade A-D) by end S5, 2016/17 to 2022/23



Source: Insight, 2023 (INSIGHT: Breadth and Depth: All Candidates)

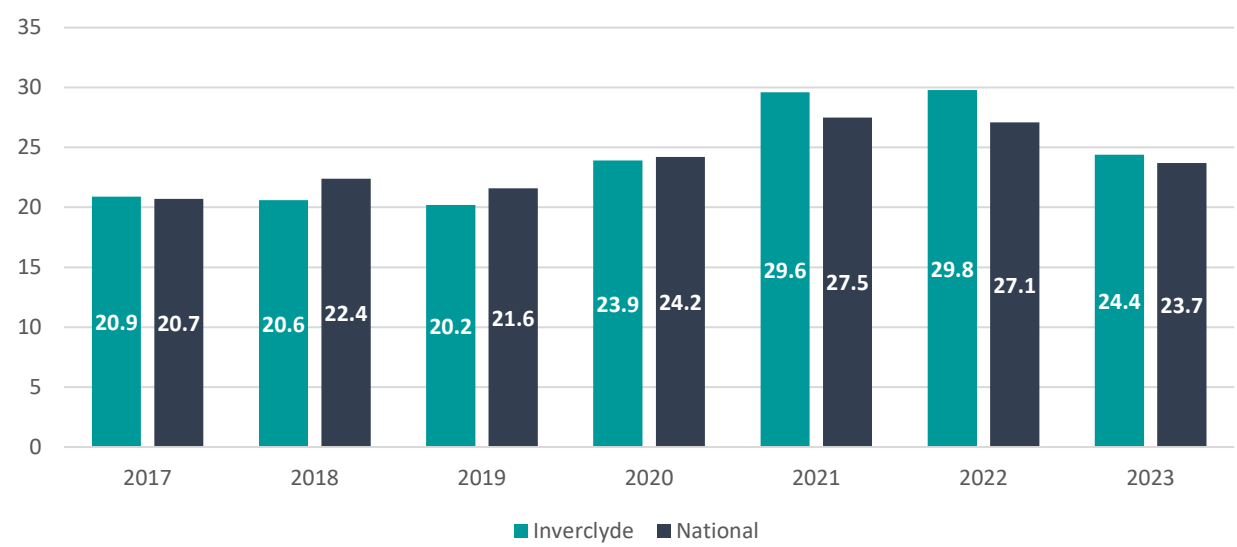
Percentage of pupils achieving 5+ awards at Higher level (grade A-D) by end S5, 2016/17 to 2022/23



Source: Insight, 2023 (INSIGHT: Breadth and Depth: All Candidates)

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

Percentage of pupils achieving awards at Advanced Higher level (grade A-D) by end S6, 2016/17 to 2022/23

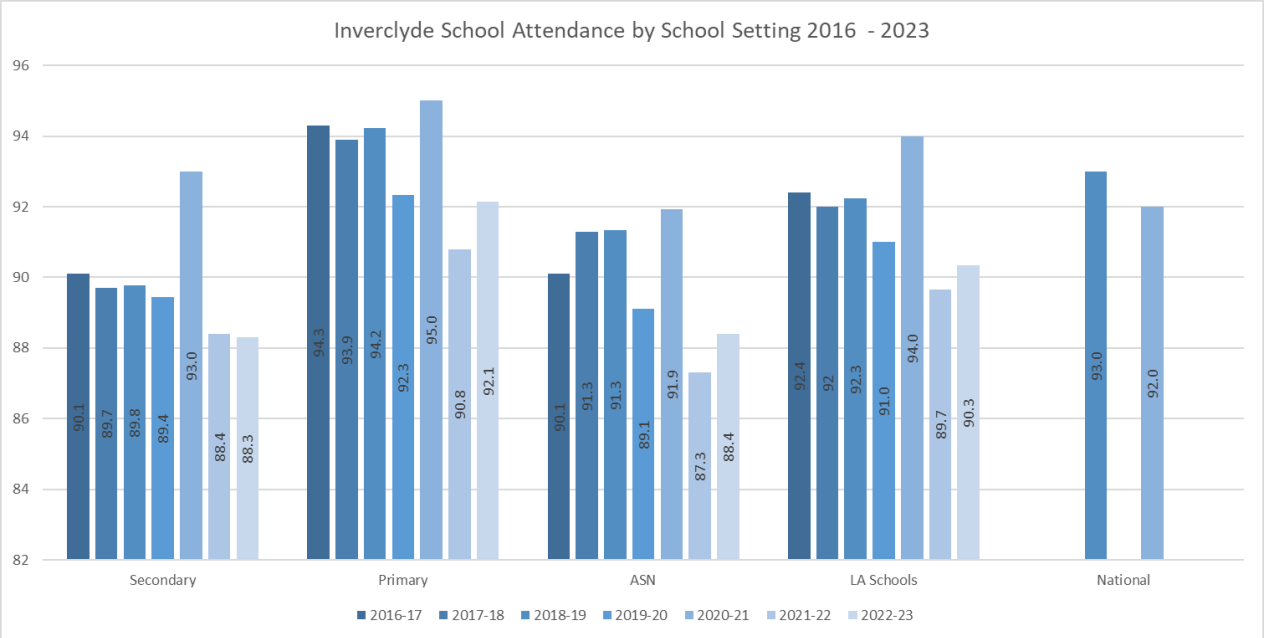


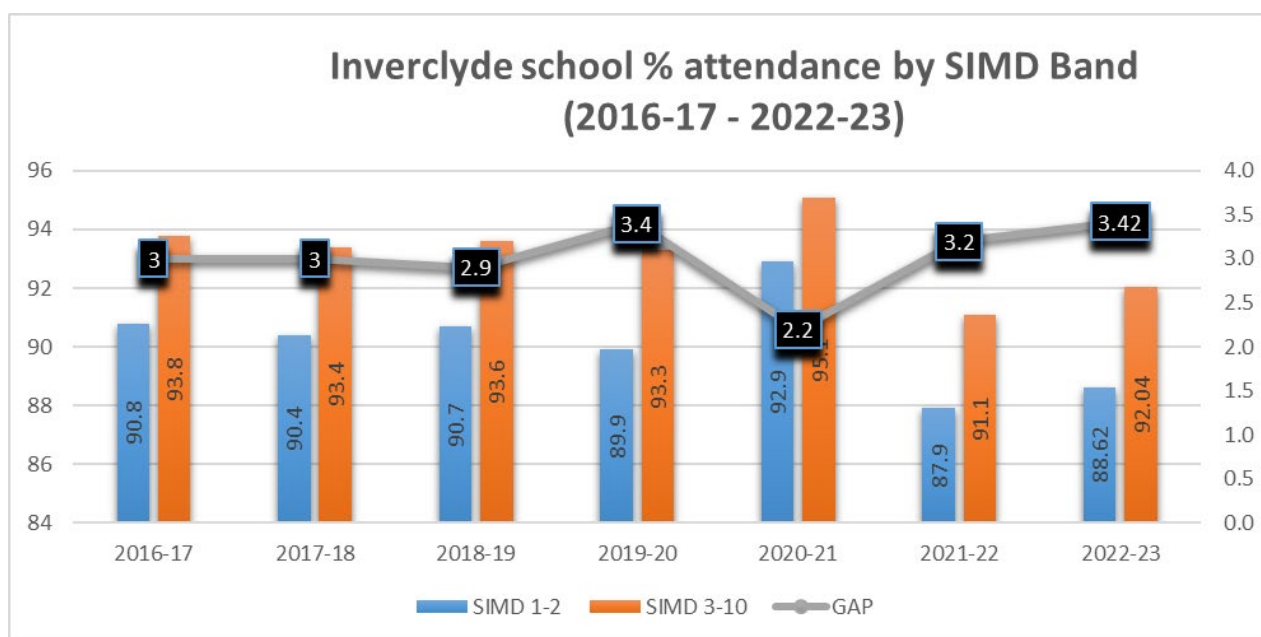
Source: Insight, 2023 (INSIGHT: Breadth and Depth: All Candidates)

C: Improvement in children’s and young people’s health and wellbeing

- C1** Maintain a high-level focus on improving attendance for all pupils – establishing a multi-agency review group.
- C2** Produce a series of Bereavement, Change and Loss lessons for schools to build into their PSE programmes to support the development of approaches to support pupils alongside the Bereavement, Change and Loss Policy.
- C3** Compare the high-level messages from the National HWB survey with the data collected in our survey to identify common themes. Discuss these with focus groups of young people through PSE leads and identify further actions that need to be taken.
- C4** Work with all secondary schools, MVP and CLD to further develop, enhance and embed MVP in all secondary schools.
- C5** Carry out tri-annual review of the Anti-Bullying policy in collaboration with Respect Me, re-launching the revised policy in November 2024, incorporating feedback from the HWB survey, further focus groups and Clyde Conversations.

C1 Overall in 2022/23 attendance improved. This was most pronounced in primary and ASN establishments, with secondary attendance remaining stagnant. Attendance figures since the pandemic have yet to recover and return to where they were pre 2019.





The gap in attendance between pupils in SIMD 1-2 and 3-10 has opened back up and is higher than it was pre-pandemic.

In the last year the team leading on the attendance strategy has rolled out attendance workshops to guidance staff, ASN Leads, senior leaders from schools and central staff. The focus has specifically been on secondary staff where data indicates the need to improve is most needed. An audit tool and individual assessment tool have been shared at these events.

The team has linked with our Attainment Advisor to ensure adherence to the national approach; our Attainment Advisor led on the writing of the Education Scotland report, "Improving attendance in Scotland."

The team have developed an Inverclyde multi-agency response which is enhancing partnership working as a response to addressing low attendance at school.

The overarching governance of the attendance strategy has identified that there is a need to focus on:

- ensuring that schools are reviewing the curriculum in relation to the push and pull effect with a focus on the question, "What is the pull to school within your curriculum offer?"
- ensuring that robust single and multi-agency plans are in place for all low attenders i.e. those below 20%.
- continuing to call into the Authority Screen Group (ASG) all pupils with less than 10% attendance to ensure that effect actions and plans are in place.
- augmenting current approaches by conducting targeted deep dive visits to secondary schools. The process to undertake a deep dive is being piloted in one secondary school with the Attainment Advisor and Depute Principal Educational Psychologist, focusing on the effective use of data. The outcome of this will provide the model for other establishments to conduct their own deep dive.
- further developing primary to secondary transition process with a focus on those pupils with low attendance in primary.
- ensuring that the effective practice around cluster models of tracking attendance with a family focus are rolled out to all six clusters.

- re-organising resources to enhance the early intervention offer.
- creating a needs analysis to provide intelligence regarding the possible development of Inverclyde's virtual learning offer.

C2 In partnership with the Personal, Social and Emotional (PSE) network, one primary school and a former pupil, we have produced guidance and direction on a set of eight lessons on bereavement, change and loss for schools to build into their HWB programmes. These have also been included in the revised HWB curriculum overview and have been shared with all schools, HWB coordinators and PSE leads. One primary and one secondary have recently piloted these lessons. Feedback shows that the lessons have a lot of good resource links however they had to be scaled down to make the content more manageable. It is felt that across each stage, pupils would benefit from possibly another two lessons to support the emotional intelligence of pupils. Pupil feedback states that they found the lessons useful whereby they were exploring feelings, learning how to support others through grief having that realisation that it is alright to be sad.

C3 Inverclyde Council made the decision not to roll out the HWB survey to children and young people this year. This was as a result of a national issue around the use of the strengths and difficulties questions and working in partnership with neighbouring authorities. Moving forward next year, our focus will be on the information gathered from our young people through Clyde Conversations in February 2024 and possibly taking part in the national survey.

The Healthy Minds awareness-raising resource was purchased for all schools to raise awareness of mental health with parents with a view to them having a greater understanding of themselves and how their mental health state impacts on them and as a knock on effect, on their children. The roll out has been led by the mental health focus group who plan to re-visit the resource over the next three years, baselining its use and providing further training for schools.

The mental health focus group also continue to promote the National Health Service five steps to wellbeing. Future plans include awareness raising with parents to promote a common, pro-active language across schools and communities, to allow parents to both support their child's mental health and take action with regards to their own mental health. The mental health focus group have designed and supplied all establishments with posters on the five steps to wellbeing to further raise awareness within the whole school community. Both resources are now on our HWB blog which is available to all GLOW users and are regularly shared as reminders with Health and Wellbeing Coordinators and PSE leads.

A further focus this session has been on substance misuse, working closely with the Young People's Substance Officers. They have been delivering information sessions to parents around substance misuse. The workers met with parent council chairs to inform them of the Substance Use Framework which is being delivered in mainstream secondary schools. They offered all parent councils the opportunity to invite members of the team to a school parent council meeting to hear an overview of the presentation and for parents to ask questions about the framework and its contents.

C4 Our six mainstream secondary schools are now all involved in the Mentors in Violence Prevention (MVP) programme. This has been very well supported by CLD across the authority. This is an ongoing item on the PSE leads' agenda giving them the opportunity to share how the programme is used in the different schools. All schools report that the

programme develops leadership skills and build confidence in senior pupils whilst supporting the more vulnerable, younger pupils.

- C5** The current anti-bullying policy is due for refresh in November 2024. The policy must align to the document Respect for All, which is published by the Scottish Government’s lead agency in this area RespectMe. However, there has been a delay to the publication of this document until around November/December 2024. As a result of this, Inverclyde’s own policy will now be published in August 2025.

In order to prepare the ground work for this, a new working party has been established with membership drawn from all sectors, including the Educational Institute of Scotland and the Children’s Rights Officer. The Interim Director of RespectMe is also supporting this work. At the present time the group is looking at refreshed guidance, pre-publication of Respect for All. This includes a focus on reporting and recording of incidents and curriculum based approaches. This will be rolled out to establishments from May 2024 onwards. The group is also accessing the voices of our pupil population.

Next steps: Improvement in children’s and young people’s health and wellbeing

- C1** Continue to roll out the attendance strategy as outlined above in C1, with a particular focus on ensuring highly effective planning for pupils with less than 20% attendance.
- C2** Link with partners and school leaders to refocus on the substance misuse strategy with a particular focus on vaping, including support for pupils to cease.
- C3** Review approaches to and guidance around the assessment and tracking of health and wellbeing 3–18.
- C4** Review the PSE curriculum 3-18 with a focus on progression and the development of a lifeskills approach, particularly for senior phase pupils in supporting their preparation for leaving school e.g. personal budgeting.
- C5** Carry out a HWB survey with upper primary and secondary pupils to identify trends in data to inform future improvements.
- C6** Publish the revised Inverclyde Anti-bullying policy by August 2025 including refreshed advice on reporting and recording

Maintenance agenda: Improvement in children’s and young people’s health and wellbeing

- Continue to raise awareness of the lessons on bereavement, change and loss and get further feedback on their impact from all schools and establishments.
- Continue to promote and share practice on the MVP programme across secondary schools.
- Work with schools to use the very good programme established by the Young People’s Substance Officers to maintain a focus on substance misuse and risky behaviours.

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

- D1** Updated Action Plan will be created to oversee Additional Support Needs, Curriculum Design and Developing the Young Workforce workstreams.
- D2** Continue to review the curriculum offer in school and in partnership with the college to ensure appropriate courses are in place and progression pathways are available.
- D3** Grow the range of vocational and work based courses on offer through increased partnership working with the college and other agencies.

Inverclyde's Initial School Leaver Destinations increased from 94% in 2021/22 to 96.4% in 2022/23; the highest figure yet achieved. The 2.4% increase represented the largest increase in Scotland last year with Inverclyde improving its place in the Local Government Benchmarking Framework (LGBF) rankings from 31st to 9th.

There continues to be a focus on maintaining and improving our leaver destination figure, with an ongoing focus on sustaining these. There is a particular focus on the destinations of Care Experienced Young People (CEYP) and pupils with ASN, as well as young people from SIMD 1; care experienced and ASN initial positive destinations are approximately 85%.

Figures for 2022/23 indicate that 94% of young people in Inverclyde aged 16-19 were participating in education, training or employment. This is the highest Annual Participation Measure (APM) recorded. There needs to be a continued focus on this figure due to the cyclical nature of employment data. In addition, there are macro and local economic factors that need to be considered.

We need to continue to develop timely communication between all partners e.g. gap analysis has highlighted that young people who are dropping out of college are not highlighted quickly enough to Skills Development Scotland (SDS). This has led to young people not participating in education, training or employment for a number of months which, in turn, makes it much more challenging to support these young people back into a positive destination.

D1-3 The strategic governance group, established in September 2022, has continued to meet on a termly basis this session, overseeing the implementation of this section of the Education Service improvement plan; three workstreams report to this group.

Representatives from five establishments attended an input from SCQF on their framework and the range of qualifications that are available to young people in the senior phase, further enhancing leaders' confidence to broaden the offer within their own schools as well as in parentship. All six secondary schools are working towards SCQF Ambassador status.

Meetings with our college partners have continued to take place with representative also attending our Curriculum Design Workstream. Through closer partnership working the college offer now more closely aligns to learner's needs. New courses offered include a Foundation Apprenticeship in Childhood Practice over one year, Foundation Apprenticeship in Engineering at West College Scotland's (WCS) Paisley campus and partnership with Babcock Engineering and WCS at SCQF level 5 with a pathway onto Babcock's Modern Apprenticeship.

In addition, there has been a greater focus on labour market needs within Inverclyde. Courses are offered in child and social care and a new course for pupils in uniformed services has been introduced. There has also been the development of SCQF level 7 courses from WCS including HNCs for S6 pupils in Television Production, Sound Production, Music and Travel and Tourism. Subject to feedback from young people, schools and college partners, there is also ongoing work re the development of the Foundation Apprenticeship across one year model.

The Curriculum Design workstream has led to less duplication and clearer progression pathways.

CLPL was delivered by West College Scotland to all school guidance staff to increase awareness of the various pathways and the college offer.

- D4** Re-establish subject networks to allow Principal Teachers (PTs) and teaching staff the opportunity to collaborate on Curriculum Design
- D5** Establish locality partnership arrangements between schools to co-deliver courses and review the consortium arrangements.
- D6** Design a remote offer for key subjects areas that will allow equitable access to qualifications across the Local Authority for implementation in 2025/26.

- D4** The PT Network Forum has met several times during 2023/24 with a key focus being on BGE moderation and curriculum pathway developments. A new network has also been established for PT Guidance. These networks are allowing for an improved flow of communication to schools, as well as between them, including building the awareness of the various pathways on offer to young people, amongst those attending, including a chance to inform and develop these.
- D5** Secondary schools have been twinned to look at what can jointly be offered between them as part of the ongoing development of the Inverclyde consortium model. Ongoing work is currently underway to support this work in readiness for 2024/25.
- D6** Work is ongoing to scope out the possibilities of developing existing and historic work around remote approaches to learning. This is increasingly being aligned with approaches to support pupils where emotionally based school avoidance (EBSA) is a factor in their non-attendance at school, as well as work being carried out at a national level to establish a digital academy.

- D7** Launch the post-schools transition guidance documents for young people with Additional Support Needs and/or a Learning Disability for schools.
- D8** Provide appropriate training to school staff who will be responsible for this.
- D9** Develop parent friendly materials to support families preparing for young people leaving school.

- D7/8** A final draft version of the transition guidance for young people with Additional Support Needs and/or a Learning Disability has been created and work is now underway to disseminate and implement this, so that it is being used to support the transition for pupils from 2023/24 into

2024/25. The guidance was workshopped with partners including HSCP, Education Psychological Services and employability team. Within the guidance there is a focus on early intervention and support of those most hard to reach young people particularly

As well as this the Inverclyde Education Service has delivered CLPL to our college partners to support their retention of students with ASN, who are finding the transition to college challenging.

- D9** Work has been carried out to bring the COMPASS App into Inverclyde to support parents and families. The app has been developed by the Association for Real Change (ARC) Scotland to support parents and carers of all young people in Scotland who need support as they make the transition to young adult life. Training for staff has been carried out and it has been presented to lead partner agencies. As the new guidance is launched, information will be passed to the relevant parent cohort as well as access to the App. Baseline data will be taken from the ASN parent cohort in order to evaluate the impact on the confidence of parents navigating the post school offer.

D10 Programme of CLPL will be available for staff, exploring how skills can be embedded into the curriculum.

D11 Increase number of schools who have SCQF Ambassador status.

D12 Revise guidance documents for schools on supporting leavers.

D13 Create marketing toolkit for schools to use for young people who have left school via a non-traditional route.

- D10** Representatives from all schools have attended two CLPL events organised by SDS on embedding Meta Skills in the Curriculum.

All secondary schools have embedded GEN+ into the curriculum across the BGE with guidance staff being trained on the approach. The impact report from GEN+ shows a high level of engagement from pupils, who are articulating meta-skills they have developed across the curriculum.

- D11** Representatives from almost all secondary schools attended an input from the SCQF on the framework and the range of qualifications that are available to young people in the senior phase. Almost all schools are now on the SCQF Ambassador framework. By the end of June 2024, all schools will be registered as working towards SCQF ambassador status. St Columba's High School has achieved the silver award with Inverclyde Academy on course to achieve silver award status by June 2024.
- D12** The authority's new Leaver Guidance is at the draft stage after consultation with partners and young people took place. The guidance will be ready for implementation in 2024/25 which will include a launch event with key school staff including guidance staff and senior leaders.
- D13** New marketing materials have been produced in partnership with the students at WCS media department which includes videos that are suitable for social media. The videos are targeted at young people still at school and will be suitable for the preferred social media channels (Tiktok, Instagram and Snapchat) that young people spend most time on. The focus of the

videos is on the WCS vocational courses and the positive experiences that the young people have had.

Developing the Young Workforce (DYW) Co-ordinators are developing their own website to engage with young people across the authority. This will contain information on work experience, employment opportunities as well as skills for life and work information.

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

- D1** Link to curriculum review work in A4, i.e. carry out a review of the approach to curriculum design across S1-3 of the BGE as well as a review and consultation on the number of qualifications that can be taken in S4.
- D2** Fully implement the leaver's guidance in 2024/25.
- D3** Fully implement the leaver's transition guidance for pupils with ASN in 2024/25.
- D4** Commit to ensuring that every young person will receive an offer for October 2024 that has a maximum chance of being sustained.
- D5** In order to achieve this, continue to work alongside our partners to continue to improve the offer for our young people who are most at risk of missing out (ASN, CEYP and pupils from SIMD1), with a particular focus on pathways in construction, engineering, access courses for Higher Education and opportunities to move into employment from school.

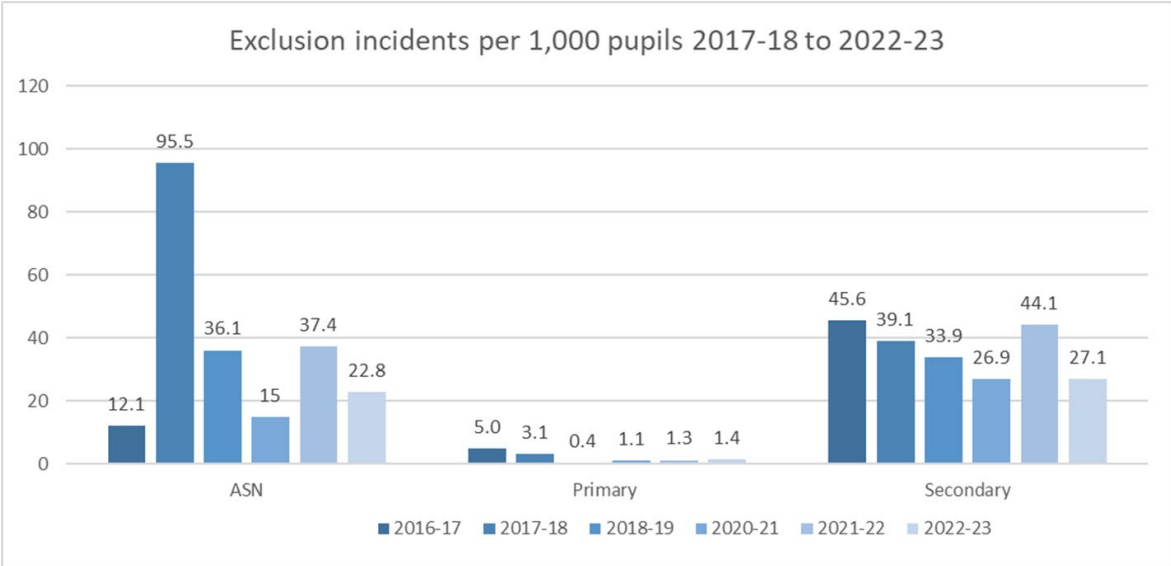
Maintenance agenda: Improvement in employability skills and sustained, positive school leaver destinations for all young people

- Continue to develop staff knowledge of career education standards with a view to embedding employability and meta-skills within the curriculum.
- Continue to work in partnership with the Local Employability Partnership and Inverclyde Task Force to ensure appropriate skills are being developed and that appropriate offers are available.
- Continue to grow the subject networks that have been created with the college to build on curriculum development, progression and pathways.
- Continue to work with the college, employers and third sector to build a range of offers for young people with additional support needs. These opportunities will be promoted more effectively to schools and parents.

E: Getting it Right for Every Child

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

- E1** All education establishments have delivery of the Scottish Government's National Trauma Transformation Programme (NTTP) on their improvement plan. Establishments are progressing through the training aspect of the programme this session and a number are now at the stage of considering post training implementation. This work is being delivered in collaboration with Inverclyde Educational Psychology Service. The offer of training will remain as an ongoing item for establishments in order to ensure sustainability and this will align with the evolving Education Scotland approach to delivery of the NTTP.



By June 2023 exclusions had reduced across all sectors, most notably in secondary and ASN settings. There was also a reduction of almost 50% of the exclusions of CEYP. Ongoing tracking in 2023/24 suggests that this downward trend is being maintained.

- E2** All establishments confirmed a move to the use of single agency planning documentation during their annual ASN visits with training having been delivered at ASN leaders and aspiring leaders’ meetings. Evidence from the Authority Screening Group (ASG) and Additional Support Needs Monitoring Forum (ASNMF) submissions reflects single agency planning documentation is in use. Staff have reported that they are comfortable utilising the single agency planning document.
- E3** Over the first two terms of the ASG it was noted that there was an increase in critical incident reporting. This increased the priority for numbers of staff to complete the Promoting Positive Behaviour (PPB) training. Aligned with the utilisation the authority’s share of funding from the Scottish Government to support training relating to behaviour. Through fortnightly tracking of this data via the ASG, a targeted approach to ensure that the establishment’s most affected reviewed the most support for training of staff.

We have developed the PPB trainers’ network to increase trainers from two in 2023/24 to seven by March 2024. We delivered an intense training programme in February and March 2024 training over 90 members of staff including almost all PSAs at Craigmarloch school. Initial data is showing a decrease in critical incidents and council health and safety accident reports since the training has been completed; this will be monitored at the ASG.

Critical incidents have increased from term 4 2023 to term 4 2024. This is due to extensive training and awareness raising from both EIS and authority to encourage staff to report incidents where appropriate.

- E4** The Inverclyde missing person protocol was reviewed by a multi-agency personnel meeting in November 2023. This has provided much needed clarity to all agencies, regarding reporting processes and appropriate referrals. Police have reported a decrease in missing person reports since this event and a final version of the missing person protocol will be agreed by the ICPC and shared with all agencies before June 2024.

A weapons protocol is now in place for education services. This was developed in conjunction with the Health & Safety team as well as taking advice from EIS and Police Scotland. Any weapons incident reported in school will be recorded via critical incident reporting and all information is shared with Social Work and Police Scotland.

A multi-agency risk group from Education, Social Work, Police Scotland and CLD meet every four weeks to discuss any young people who are identified as high risk within education and the community. This data is taken from referrals to the ASG as well as information shared at the community HUB by police and community wardens. The group reports that this has been an important multi agency development to allow all agencies to share potential supports and improvements for identified young people.

Any incidents disclosed by Police Scotland or community wardens which name young people in education are shared via the CLD link with the Head of Education and the Education Officer for Inclusion This has allowed for critical information to be shared with schools in a timelier manner.

An intervention called Side Step has now been brought to Inverclyde, managed by Action for Children, with a view to supporting the most vulnerable young people to change their choices and “side step” from situations they are finding themselves in. The process for accessing this group is via the Vulnerable Young People group, led by Police Scotland, and is at the early stages of implementation.

- E5** The ASN Principal Teacher network (this includes PTs of ASN services such as ICOS (Inverclyde Communication Outreach Service), EAL (English as an Additional Language) and the CLB (Communication and Learning Base) has been highly successful this year, with all members reporting that they have grown in confidence and feel better supported to carry out their role. They state that they have benefitted greatly from the networking opportunities, visiting other establishments, sharing resources and sharing common concerns. The focus of the network has been on self-evaluation, quality assurance and improvement planning. Whilst participants report the positive impact of this network, there is still work to be done. The group feel that they require more time on strategic planning and would also benefit from a range of training opportunities, identified through a needs analysis.

Early evidence is showing that the leaders have a sharper focus on service improvement through working with staff to agree their rationale for change, setting clear, measurable outcomes and planning steps for improvement.

- E6** The introduction of the ASN Leaders’ programme was very well received by a mixture of primary and secondary teachers and Principal Teachers; 35 in total. Of those who completed an evaluation at the end of the programme, feedback shows that all found the six sessions relevant and of benefit to them. Teachers reported that it has given them a much better grasp of the ASN policy, the roles of the different services and how they link to GIRFEC. They demonstrated an increased knowledge of current policy, how to access and

how to use effectively to support learners. They also found it useful to spend time on HGIOS4 QI 3.1 to inform their own self- evaluation within their establishment. Education Officers report an improvement in the responses to recent Depute Head Teacher interview questions relating to Wellbeing, Equality and Inclusion.

- E7** The Lomond View Academy restructure and delivering differently project has been in place since August 2023. This has allowed a pilot of the new model structure and provision offer to be implemented. Through the BGE, senior phase and EBSA model we have increased support from 10 to 30 pupils. Pupils are being supported to return from an out of authority placement, supported by the Lomond View Academy senior phase model, and others prevented from requiring out of authority provision from the BGE model.

Lomond View has also developed a primary Enhanced Nurture Provision within St Michael's Primary School. This service has been able to support 10 pupils this session. This support has either been in school or out with mainstream provisions with two expansions being temporarily in place due to emergent need. The pupils attending this provision are at risk of requiring out of authority placement and are currently able to remain within in Inverclyde.

Parents report that they feel supported by the new models in place and appreciate the flexible approach of support to meet the needs of the young people.

- E8** As part of the review of the pilot Enhanced Nurture Provision it has been identified that the need was greater than the provision availability. This was reviewed in conjunction with data produced by ASG and ASNMF to determine need across the authority. The data was not fully accurate until term three as during term one and two there was a significant drive from both unions and education authority to request that staff completed paperwork such as critical incidents and H&S accident report forms so that need could be determined.

During term three we determined the need has cross sections of pupils who would historically be open to ICOS as well as the new Enhanced Nurture service. Based on this analysis and the previous service review of ICOS it was determined that it would be beneficial to merge ICOS and Enhanced Nurture service to be managed via Lomond View to support the needs of young people and staff across the authority. This service upgrade will take place during term four.

- E9** The implementation of the 'I CAN' Toolkit in Early Learning and Childcare (ELC) establishments has been aimed at improving the assessment and support of children's language and communication development. On initial analysis, all ELC establishments had received this toolkit, however, 89% reported that they had not used the tool and 91% reported a lack of confidence in its use.

The comprehensive training provided by Speech and Language therapy to all ELC senior leaders and staff members, emphasised a commitment to ensuring consistency in the use of the 'I CAN' toolkit across all settings. All senior leaders reported that the training had developed their confidence in implementing the tool and reported that they felt confident to facilitate training with their staff teams. All senior leaders reported that training has supported staff in the individualised planning and assessment of language and communication.

Initial findings indicate positive outcomes among staff who have utilised the toolkit, including enhanced confidence in assessing children's language and communication and when planning for targeted interventions, either on a one-to-one¹ basis or in small groups.

Senior leaders report that that allocation of ongoing support from the Speech and Language team has further enhanced staff knowledge, skills, and confidence.

The reported benefits extend beyond assessment, with staff utilising the toolkit to develop additional support tools for both the playroom and home environments, therefore senior leaders report this is helping to improve collaboration with parents and to develop their understanding of their child's development.

The recognition of the potential of the toolkit to improve understanding of language development and its integration into individualised planning processes, signifies a promising step towards more effective support for children with language delays. This approach, aligned with future plans in place for an ELC tracking tool, will further develop overall planning and assessment, not just for language and communication but for children's all-round development.

Additional training offered by ICOS, on the 'CIRCLE' tool has further complimented the implementation of the 'I CAN' toolkit and has contributed to the development of a suite of support tools, which align with the future planning for tracking individualised development and learning in ELC establishments.

Due to the phased approach to training aligned with the development of staff confidence in using the 'I CAN' tool, it is too early at this stage to report a reduction in Speech and Language referrals, however, senior leaders report for staff who are using the tool, they are developing understanding of their role in supporting children's language and communication needs, and identifying appropriate referrals to Speech and Language therapy.

- E10** An ASN parent support group has been established with a committee consisting of parents, ASN education staff and health professionals. Parents were surveyed to ask what they would like to see from a parent support group.

The initial requests were for an informal parent support group/coffee morning as well as information sharing events with guest speakers and information on services that are available to support ASN parents and carers.

There have been two successful coffee mornings hosted by parents. The first information sharing event is scheduled for 6 June 2024. Parents within Inverclyde have been positive about the forming of the group and have welcomed the support. There has been a positive relationship between education and the ASN parent group which has allowed for the sharing of information that parents have reported have prevented complaints being raised formally.

- E11** All establishments had the development of anti-racist education as a priority on their improvement plan for session 2023-24. A number of different approaches have been taken to further support this work and are outlined below:

Equalities Coordinator Network

Officers met with colleagues in other authorities and engaged with national activity to research successful approaches to supporting the development of anti-racist education. An Inverclyde Equalities Coordinators network has been established which aims to:

- Reinforce our commitment to equalities consistently across all settings and further develop a more inclusive curriculum.
- Ensure we are acting to meet our legislative duties, as outlined in The Equality Act 2010 and GTCS Standards for Equality and Diversity.
- Facilitate support for staff directly involved in delivering the Equality Outcomes.
- Offer an opportunity to showcase good practice and improvements that relate directly to one or more of the Protected Characteristics.
- Engage with staff, pupils and families on equalities issues.

Every establishment in Inverclyde now has an Equalities Coordinator who have had opportunities to engage with one another and with high quality, sector leading speakers. Approaches to establishing anti-racist groups within their settings and to developing their curriculum offer through use of the anti-racist critical thinking model have been shared. Coordinators are also contributing to the meetings to share their learning and to support one another.

A Microsoft Team has been established, providing coordinators with a space to share materials and learning. Resources such as training materials and a racial equality, diversity and inclusion calendar have already been shared.

“All staff are becoming more aware and gaining confidence when discussing race.” – Equality Coordinator

Following evaluation of learning and impact after two network meetings (November 2023 and February 2024), coordinators reported a shift in confidence in developing racial equality and delivering anti-racist education from a mean of 2.63 to 3.75 on a scale from 1 (not at all) to 5 (completely). Coordinators are gaining confidence, though further work is still required to progress this.

Coordinators reported recording of racist incidences, their own learning journey and challenging of racism in their setting as the areas of highest impact.

Most coordinators reported they are setting up equalities Committees, anti-racist clubs and focus groups with pupils to gather voice and establish areas for development and begin addressing race and racism in their setting.

Some coordinators reported engaging with parents and the wider community through questionnaires, posters, flyers and discussions to develop awareness and identify needs within the school community.

“[MS] Teams has been really helpful easy access, sharing documents and updated on practice.”
– Equalities Coordinator

Inverclyde Support Guide

An anti-racist education support guide has been compiled, providing a step-by-step guide to the development of anti-racist education. This had been shared with all Heads of Establishments and is engaged with at our coordinator meetings. Embedded within the guidance is a comprehensive

padlet which provides links to materials which further support the development of anti-racist education. All coordinators report being aware of the support guide.

“The Inverclyde guide gave us an excellent starting point and support throughout the journey.” – Equalities Coordinator

Ongoing feedback has been gathered from coordinators to ensure that our meetings and materials are meeting the needs of participants including a ‘you asked, we answered’ portion of the network meetings. Coordinators report they develop their practices consistently with the steps of the guide, showing how this framework has impacted on improvement practices. Coordinators show how elements of the support guide resources have been used to develop practice in their setting.

WOSDEC Professional Learning

Two sessions were delivered where participants had the opportunity to explore anti racist education, consider definitions, view examples of good practice, consider planning for next steps and engage with high quality resources. All Newly Qualified Teachers (NQT) attended session one and session two was open to all practitioners across all settings.

“This course is really beneficial for us all at the start of our journeys into anti racist education. It’s vital for recognising the changing demographic within society and the classroom. It’s essential that we recognise these changes in a positive and inclusive way.”- participant.

For those who attended session two and completed an evaluation, all agreed or strongly agreed that the course was useful for developing learning and teaching, that the course has deepened professional understanding of the key themes, and that it had increased confidence to incorporate Global Citizenship into practice.

Newark Anti-Racism Animation

Sharing good practice sessions provided for ELC, primary, secondary pupils and staff.

“A group of pupils who attended the Newark Primary Anti-Racism group session are keen to develop this in Ardgowan and are planning how to take this forward - Awareness in lessons of representing the diversity in the classroom.” – Equalities Coordinator

The animation has gained national interest as pupils from Newark Primary have showcased the animation at the UNESCO Conference in Lanark and for the Anti-Racist Education Programme (AREP). Some coordinators have referred this animation in developing awareness within their own setting.

S2 Curricular Resource – Inverclyde’s Role in the North Atlantic Slave Trade

Our S2 resource, which was part of this work and was piloted last session, has now been updated based on the pupil and staff evaluations. Practitioner CLPL was delivered to staff to support the use of the materials.

This resource has gained local and national interest as it has been shared with our six secondary schools, with the Scottish Government and with attendees at the Education Scotland Supporting Anti-Racist Education across Local Authorities Development Day. All schools are now making use of the resource resulting in all S3 pupils learning about Inverclyde’s historic links to slavery.

Inverclyde Council won the 'Strengthening communities and local democracy' COSLA prize for its commitment to investigate the area's history and address the legacy of slavery following the murder of George Floyd in 2020.

"I found it interesting learning about my town's history of slave trade." – S2 Pupil

Evaluative feedback from pupils and staff show greater awareness of the issues of race and racism in Inverclyde and the importance of addressing this through education. Most (87%) young people evaluated their learning experience as three stars or better. With one being no knowledge of the subject and five being extensive knowledge of the subject, young people reported a shift of 54% to four out of five in their understanding of the subject.

Building Racial Literacy Network

We established a Building Racial Literacy (BRL) support network which allowed practitioners who had completed the BRL training to network and share practice. The aims of this professional learning are to:

- Ensure that every educator in Scotland is racially literate and not 'race evasive.'
- Promote anti-racism as a baseline professional value, empowering educators to identify and implement anti-racist behaviours and processes in their everyday practice.

With the creation of the Equalities network and at the request of the participants, this group has been put on hold. We continue to monitor this and to share the National BRL offer. We have now had practitioners participate in all four BRL cohorts and have participants from previous cohorts supporting the delivery of the national professional learning.

"As a result of BRL programme we are developing and moving forward with anti-racism approach and adapting our curriculum through an IDL and novel: picture book approach." – Equalities Coordinator

Participants now continue to support each other through links made at the Equalities Coordinator Network meetings as well as share good practice through this forum. Coordinators in establishments with trained BRL staff report significantly more progressed practice across the curriculum, CLPL and developing confidence.

One unique area of impact is the development of racial identity (e.g. understanding perceptions, privilege and the impact of one's whiteness / colour in the Scottish context).

"I have made significant progress in my anti-racist journey. I had always thought of myself as "anti-racist" but when reflecting on my learning I found I was really quite ignorant of the depth of racism and how little I had been doing to challenge this. I now understand the different types of racism and their impact, how to identify racism, how to report it and challenge it. I have explored racial identity development models for people who are white and people of colour. I can also view my lessons and resources through an anti-racist lens and I am beginning to develop the curriculum based on my ongoing learning with the Equalities Network and the BRL programme."
– Equalities Coordinator

Next steps: Getting it right for every child

- E1** Continue to ensure that practice and provision of all establishments is trauma informed.
- E2** Implement the attendance strategy as in B2, with a focus on effective planning for pupils who have less than 20% attendance.
- E3** Implement the revised Child protection audit process alongside the work of the newly formed Child protection sub group.
- E4** Continue to review and develop capacity of specialist ASN provision.
- E5** Continue to support ASN Leaders through CLPL with the assessment processes relating to identifying the needs of ASN pupils.
- E6** Ongoing roll out of PPB training for targeted schools, as well as offering a rolling programme of training to support all practitioners around de-escalation techniques.
- E7** Continue to support establishments with their approaches to developing an inclusive curriculum with a focus on anti-racist education, with a focus on curriculum mapping where anti-racist education and the wider equalities agenda is being delivered.

Maintenance agenda: Getting it right for every child

- Education Psychologists will continue to support educational establishments in their development of the joint support team structure. There will also be an introduction to the structure to Heads of Establishment. Negotiations with members of the Health and Social Care Partnership (HSCP) will also take place to see how they can support the roll out.
- Maintain and update the ASL policy.
- Continue to develop the ASN parent group.
- Continue to engage in national developments in relation to REAREP and Education Scotland, and to support establishments with the development of a more inclusive curriculum

F: Improving outcomes of care experienced children, young

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

F1 The Care Experienced Children and Young Person's attainment fund has been approached more strategically this year. There was a requirement to add resources to the virtual school to offer targeted support for care experienced learners with barriers to learning and this led to a portion of the fund being allocated to two Education Support Worker posts on a temporary contract for 23 months, who took up post in November 2023. These workers have been offering targeted pieces of work to support successful engagement and attendance at school. There is a focus on young people who may leave school and struggle to maintain a positive destination, as well as a broader support service being offered for wellbeing, attendance, and engagement.

There has been varied success with this intervention and it continues to be developed as we learn more about the most effective inputs. There will be a review of the service in 2024/25, and it is under continuous evaluation due to it being a new service. Using a portion of the fund for targeted support has allowed mechanisms to be put in place which can monitor more closely the impact. This is allowing us to be more responsive if an intervention is not working.

The remainder of the fund has continued to be spent through self-directed funding via applications from social workers. However, a more effective tracking and monitoring system was developed to ensure there was better proposed outcome data in relation to the expected impact. A new tracker and process has improved the overall effectiveness of the self-directed funding model. This improved tracking provides a clearer picture of spend and will evidence impact through updates from lead social workers relating to the referral on identified outcomes. Most importantly, a review period has been established requiring staff to report back on the impact of the intended spend. This data will help us to shape future decisions around the fund, as it has given clear patterns of where the need is within this group. Implementing the review period has again provided an opportunity for measuring impact, as previously once the funds were allocated there was no requirement to consider impact.

F2 The virtual school continues to receive monthly data from both SEEMIS and Swift regarding the care experienced cohort. This is used to analyse attendance and exclusion data as well

as track changes in status and records for schools. This data has been the main tracking method for the virtual school and will be used in conjunction with the dashboards when they are developed. There continue to be improvements in the data between the two systems, and most importantly tracking the data using this system has led to accurate data being held at establishment level. There has been a direct improvement in tracking systems within schools since the establishment of this system.

The development of a virtual school dashboard for BGE and senior phase is almost ready to launch. Once launched, this will give the Virtual School Head Teacher more robust tracking system to identify trends, patterns and comparisons to support schools on their journey to improve the overall attainment for care experienced young people. Having this level of data will allow a bigger focus on attainment as we move forwards with the virtual school.

- F3** This year the Virtual School Head Teacher has been working alongside the I Promise Manager and Children's Rights Officer to develop an engagement plan to ensure our families and young people's views are reflected in individual plans and help shape our future delivery model. This involved completing a consultation with Education, HSCP and all third sector partners to establish how, when and what we are consulting on with young people and their families, as well as a coherent picture of how we are engaging with them across Inverclyde.

We also consulted with young people and families at this point on how they felt about their involvement and how it shapes the support they receive. There is interest among partners to be involved in the engagement plan and we are seeking views on what would be most helpful within the plan. Some of the early feedback suggests the plan should focus on a more robust understanding across Inverclyde of what each service is offering and how to pull this together more. Once completed we will then look to share this widely across the authority to look at ways to work collegiately on this process moving forward.

There have been several examples of joint work between the virtual head and colleagues this year. Building on the training offered last year we have further developed the joint process for imbedding more specific education outcomes into child plans through the LAC review process. We also revisited the request for assistance process this year with ASN leads to ensure progress had been made. Further partnership working opportunities were provided through an event specific to children's hearings, which was attended by multi-agency representatives. This was to tackle some of the issues being highlighted from designated managers.

Training for education staff has continued with the launch of the Education Scotland Keeping the Promise Award. This is building on the training delivered in year one of the virtual school. Recognition for completing this award will also be recognised through the Inverclyde Promise Keeper Award, creating two recognised achievements for both individuals and establishments who complete this training and commit to keeping the promise.

Consistency of practice continues to be a high priority. The continued evaluation and progress of the out of authority JST, with multi-agency representation, has had a positive impact on information sharing, and processes and has offered a space for a shared understanding of roles, leading to more effective partnership working and planning for this particular cohort.

We are also developing education guidelines for care experienced children and young people. This will be ready to launch in June 2024 and sets out the roles and responsibilities

of all stakeholders. This will ensure ongoing improvement in the consistency of practice. This guidance will be specifically helpful for the newly created designated manager roles within the school. These managers are engaging in self-evaluation specific to care experienced children and young people and will have opportunities to share good practice and further develop a consistent approach to support.

- F4** The focus of the attendance work with secondary schools this year has been on early intervention and prevention with S1 pupils. Secondary leads have taken the process created last year and have applied to a new cohort. This has included robust tracking of attendance, data analysis to understand the causes for lower attendance, and establishing mentoring for targeted pupils to discuss attendance. 72% of this cohort remain with attendance of 90% or above with 24% between 80-90%.

There is recognition that the targeted work on care experienced pupils should now become part of the wider authority attendance strategy next year. Within the strategy, a tiered response has been created in consultation with multi-agency partners. The purpose of this guidance is to ensure establishments can direct young people to an appropriate intervention to support attendance at key stages. Having agreement from our partners will ensure that referrals are more likely to be successful. This will be launched in the summer term. Having opportunities this year to drive the multi-agency group forward and create a shared understanding of the challenges we face has created a culture where joint working towards improving attendance will be improved.

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

- F1** Evaluate impact of self-directed referral spreadsheet as a tracking tool for impact of CECYP Fund
- Investigate project opportunities to support better use of the CECYP Fund
- Tracking and monitoring process to evaluate impact of education support workers.
- F2** Continue to develop the virtual school dashboard enabling more robust tracking of attainment across the cohort. This will assist with the continuation of the stretch aim to improve the number of care-experienced young people achieving level 5 by S5.
- F3** Use the launch of the education guidance and designated manager role to continue to develop processes, procedures and strategies to ensure consistency of practice.
- F4** Continue to embed the attendance strategy across the authority and monitor the effectiveness of the tiered response and access to services for care experienced children and young people.

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

- Continue to work in partnership with the promise team to promote and embed the key messages from the Promise in all education establishments and across the partnership.
- Continue to have the VSHT as the education representative on multi-agency groups to drive forward improvements in outcomes for care experienced children and young people.

Glossary of Terms

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

Report To:	Education & Communities Committee	Date:	21 May 2024
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/21/24/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
- Independent Review of Qualifications and assessment
- Education and skills reform
- Pupil Equity Funding (PEF)
- Equality in Education – anti-racism in education
- Children’s Advocacy in children’s hearings
- Gaelic Medium Education – Secondary GME progress
- Update on teacher numbers

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**

Lady Alice Primary School Nursery Class was inspected in January 2024. The full report can be found here: [Find care \(careinspectorate.com\)](https://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?	Good
How good is our leadership?	Good
How good is our staff team?	Good

3.2 **Independent Review of Qualifications and assessment**

The Cabinet Secretary led a debate in Parliament on the 28 February 2024 on the recommendations in the Independent Review of Qualifications and Assessment.

A full analysis of the recent School/College survey was published on 27 February 2024. The online survey ran between July and October 2023 and received 2,152 responses – 61% were from individuals and 39% (835) were from groups. In total, the group responses represent the views of approximately 9,328 people. Views from the survey indicate that almost all respondents wish to see some change to qualifications and assessment. Whilst some were very supportive of the proposals, others favoured a much more incremental approach to change.

A Scottish Government response to the Independent Review will be published in the coming weeks.

3.3 **Education and skills reform**

On Education Reform more broadly, work continues on the establishment of new national bodies and a Centre for Teaching Excellence. Refreshed programme governance arrangements are now in place which include representation and input from local government.

As indicated by the Scottish Government previously, a bill will be laid before Parliament which will underpin the establishment of a new qualifications body and inspectorate function, with new organisations to be in place following the exam diet in 2025.

The co-production group for the Centre for Teaching Excellence is now established, with its second meeting having taken place at the end of March.

3.4 **Pupil Equity Funding (PEF)**

The Scottish government is undertaking a PEF sampling exercise as they seek to develop a collective understanding of the important contributions PEF is making to improve the outcomes of children and young people impacted by poverty. This will be done with a view to identifying and promoting good practice/key learning, to then be shared with Local Authorities and headteachers.

They are taking a two-fold approach:

- Scottish Government is undertaking analysis across all 32 Local Authorities, to identify primary and secondary schools making progress in closing the poverty-related attainment gap between 2017/18 and 2022/23. This analysis will be based on the core measures. Following that the Scottish Government will consider the School Improvement Plans and Standards and Quality Reports of those schools. Local authorities will be updated with this ongoing work.

- We have been approached to share practice from our schools where PEF is being used in an innovative and impactful way.

National data on PEF spending has yet to be published as of 26th April 2024.

3.5 **Equality in Education – anti-racism in education**

The Anti-Racism in Education Programme (AREP) structure consists of a programme board and four thematic subgroups. The Programme Board and the subgroups include representation from a broad range of anti-racism and education stakeholders. Carrie Lindsay and Andrea Reid represent ADES on the AREP, and COSLA is represented by Simon Cameron and Matthew Sweeney. Michael Roach, Head of Education, Inverclyde is also the ADES rep on the Curriculum sub group.

The AREP provides a strategic and coherent approach when it comes to embedding anti racist practice in key areas identified by education and race equality stakeholders. These are:

- Ensuring that Scotland's educators are confident and empowered to promote equality, foster good relations, and identify, prevent, and deal with racism. As a result of understanding race in a school context, and by deploying skilled and passionate leadership, they can empower and support an anti-racist culture across school communities.
- Increasing the racial diversity of the Teaching Profession and wider Education Workforce.
- Developing and embedding anti-racism and racial and cultural literacy in the curriculum
- Supporting schools and school staff to improve their understanding of racism and ensure that it is properly identified, addressed and prevented in future.

Update on progress within the AREP:

- Work is well underway on the development of a sector wide commitment that will be launched as part of an upcoming Anti-Racism in Education summit on 08 May 2024. ADES have been a key partner in the development of the commitment, alongside other key education and anti-racism stakeholders. Michael Roach will be part of a panel discussion during the event.
- The fourth cohort of the award-winning Building Racial Literacy Programme will end in March 2024. The programme results in teachers who are racially literate as opposed to race evasive, contributing to the creation of an anti-racist environment.
- The Diversity in the Teaching Profession and Education Workforce subgroup, in partnership with ADES, have contracted an individual to develop an Anti-Racism Framework for Education or Action Guide Employers. The document will assist in addressing barriers to the recruitment, retention and progression of minority ethnic teachers and will sit alongside that developed by the Scottish Council of Deans of Education for ITE. It is expected that the framework/guide will publish in late May 2024.
- Asif Chishti's funded secondment at GTC Scotland as their National Race Diversity Lead is coming to an end in March 2024, work is underway with Asif to consider how to bring sustainability to the work that he has undertaken. He is currently working for GTCS on developing models of sponsoring for local authorities, this work is due for completion soon.
- A set of Anti-Racist Curriculum Principles was developed by the Curriculum Reform working group, signed off by the Cabinet Secretary for Education and Skills and published in June – <https://education.gov.scot/resources/breaking-the-mould-principles-for-an-anti-racist-curriculum>
- Scottish Government commissioned Intercultural Youth Scotland to carry out a programme of engagement with children and young people on behalf of the AREP. This work is now underway with engagement meetings currently being undertaken. Following these

meetings the young people will develop a set of recommendations for each of the subgroups.

- An information factsheet was developed by the Diversity in the Teaching Profession and Education Workforce subgroup, in collaboration with other AREP members, and has recently been published. This document provides an overview of the work of the AREP and can be shared with anyone with an interest.

Next Steps

- To progress engagement with children and young people in order that they are part of the ongoing development of AREP actions.

3.6 Children's Advocacy in children's hearings

The Scottish Government has appointed an organisation to carry out an evaluation of the Children's Hearings Advocacy Scheme Scotland-wide provision. Following a tender exercise the contract was awarded to Research Scotland. Work has already been undertaken to compile a Literature Review Report and field work will take place between April and June, leaving the period July to September for report writing. The researchers will meet with children and young people, advocacy workers and other key stakeholders in children's hearings including education staff, Reporters, Children's Hearings panel members, safeguarders, legal representatives and local authority social workers.

The evaluation is expected to Report and conclude by November 2024.

A child/young person who has a Children's Hearing can get independent advocacy support if they wish. A dedicated [website](#) for children, young people and those supporting them advises about advocacy and how to obtain it for Children's Hearings.

3.7 Secondary GME progress

It was agreed at the January committee that a regular update would be given to committee re the progress being made around the inception of our secondary GME provision at Inverclyde Academy.

We are continuing with the recruitment process to find a teacher for the post.

The GME webpage updated for education services is now up to date and is now dual language: [Gaelic Medium Education - Inverclyde Council](#)

Ongoing communication is in place with parents regarding places at the secondary provision.

3.8 Teacher numbers update

Further to the March 2024 update report to committee in relation to the need to maintain teacher numbers in the 2023 census in comparison to the 2022 census, the authority received communication from the Scottish Government's Learning Directorate on 5th April 2024 asking directors to sign off on a commitment to maintain teacher numbers by 26 April. For Inverclyde this was to be no lower than 722 which is the same number as reported in the 2023 census. As previously reported to committee, Inverclyde can anticipate having at least 15 fewer teachers than 722 due to the reduction in Attainment Challenge funding. There will also be other mitigating factors such as the number of probationary teachers and also the number of pupils. On 26 April COSLA agreed with the Scottish Government to extend the deadline for signing the grant letter so that further discussions can take place.

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.

Report To:	Education & Communities Committee	Date:	21 May 2024
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/22/24/MR
Contact Officer:	Michael Roach Head of Education	Contact No:	01475 712850
Subject:	Strategic Equity Fund (SEF) Plan 2024 - 2026 with Associated Stretch Aims Update		

1.0 PURPOSE AND SUMMARY

1.1 ☐ For Decision ☒ For Information/Noting

1.2 The purpose of this report is to ask the Education and Communities Committee to note:

- the updated Strategic Equity Funding (SEF) Plan 2024 – 2026
- the Strategic Equity Fund (SEF) Exit Strategy

1.3 The Scottish Government provided updated guidance in May 2023 indicating that Local Authorities should plan for the remainder of the Attainment Challenge programme through to the end of Session 2025/26.

1.4 The plan continues to be updated as a result of the year-on-year reduction in funding of £718,000. The fund available for session 2024/25 is £1,311,926 and for the final year of the programme, session 2025,26, is £593,532.

1.5 The updated SEF Plan 2024 - 26 indicates the CORE and CORE+ stretch aims including commentary and graphs highlighting proposed trajectory (Appendix 1).

1.6 Also included in this report is the Strategic Equity Fund (SEF) Exit Strategy which outlines the approach to planning for the remainder of the programme in more detail, including the impact on staffing and the proposed interventions through to June 2026 (Appendix 2).

2.0 RECOMMENDATIONS

2.1 It is recommended that the Education Committee notes:

- the content and the publication of the SEF Plan for 2024 – 26 including the detailed Stretch Aims (Appendix 1)
- the content of the SEF Exit Strategy (Appendix 2)

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 The Education and Communities Committee agreed the SEF Plan 2023/24 and associated provisional stretch aims for session 2023/24 plan at the committee meeting on 7 November 2023.

3.2 The Scottish Attainment Challenge funding will cease in its current form after March 2026. To enable a smooth exit from the fund, an updated plan has been created to ensure the remainder of the programme considers the potential impact of the reduced capacity while at the same time focusing on sustainability.

3.3 Strategic Equity Plan 2024 – 2026 (Appendix 1)

3.4 The Strategic Equity Plan 2024 – 2026 outlines Inverclyde's context in relation to tackling the poverty related attainment gap and through the use of an Attainment Challenge Logic Model, short, medium and long term outcomes have been identified. CORE and CORE+ Stretch Aims are included in the plan along with a commentary and graph trajectory which demonstrate the ambition we have for our children and young people. This includes identifying and agreeing CORE and CORE+ stretch aims and trajectories for improvement. CORE and CORE+ stretch aims are indicated in the SEF Plan 2024 -2026.

3.5 Core Stretch Aims must include the following measures:

- a) Achievement of Curriculum for Excellence Levels (literacy at primary 1, 4 and 7 combined; and numeracy at primary 1, 4 and 7 combined).
- b) the proportion of school leavers attaining 1 or more award at SCQF level 5 based on Insight (All SCQF Awards) information.
- c) the proportion of school leavers attaining 1 or more award at SCQF level 6 based on Insight (All SCQF Awards) information.
- d) the proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure produced by Skills Development Scotland; and
- e) a locally identified aim for health and wellbeing, to be measured using local datasets. – Secondary Attendance

3.6 Core+ (PLUS) Stretch Aims are specific to the local authority's own context and datasets. For Inverclyde we have identified the following Core+ Stretch Aims:

- a) Attendance – Primary pupils (SIMD quintile 1)
- b) Increase Primary pupils (SIMD quintile 1) Reading attainment
- c) Increase Primary pupils (SIMD quintile 1) Writing attainment
- d) Increase CECYP achieving 1 or more Level 5 at S5 for the August 2023 cohorts

3.7 The plan will be reviewed each year to ensure progress and any amendments will be made based on a robust evaluation process.

3.8 Strategic Equity Fund (SEF) Exit Strategy

3.9 The Strategic Equity Fund (SEF) Exit Strategy outlines the decision-making process that resulted in the updated SEF plan 2024 – 2026. All decisions were taken with the view of embedding current practice and building a sustainable model when the funding is no longer available.

3.10 An evaluation process identified the key outcomes and interventions that would provide the opportunity to embed what we know works and build capacity within the system through improving pedagogy, supporting leadership and delivering professional learning.

3.11 A year on year decrease of funding has led to a reduction in staffing delivering interventions. In session 23/24 we had 15.4FTE teaching staff and 19.0FTE non-teaching staff delivering interventions and supporting the programme. This will reduce in session 24/25 to 3.0FTE

teaching staff and 17.0FTE non-teaching staff with further decreases coming in the final year of the programme, session 25/26.

3.12 Building a sustainable model means looking at delivery in a different way through increasing the professional development of the staff we currently have and utilising digital interventions. To support the updated plan, we intend to:

- create 3 new Strategic Pedagogical Lead posts which will drive forward pedagogy in learning and teaching, embedding the evidence-based approaches we know work especially linked to the new Inverclyde Literacy Framework.
- employ a Procurement Officer to support head teachers in implementing their Pupil Equity Fund (PEF) plan.
- employ an Education Officer (0.5FTE) with the key purpose of supporting our young people towards positive and sustained destinations.
- Some existing roles will remain throughout the final 2 years of the programme in a reduced capacity.

3.13 Funding for the remainder of the programme has been carefully considered and is planned to remain within budget.

4.0 PROPOSALS

4.1 That the SEF plan 2024 – 2026 be implemented with a continued focus on supporting children and families impacted by poverty.

4.2 That the Project Lead provides an annual report on the associated stretch aims to the Education and Communities Committee in September 2024.

4.3 That the Committee notes the content and the publication of the SEF Plan for 2024 – 26 including the detailed Stretch Aims (Appendix 1).

4.4 That the Committee notes the content of the SEF Exit Strategy (Appendix 2).

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
02545	Employee Costs & Other Expenditure	2024/25	£1,311,926	N/A	
02545	Employee Costs & Other Expenditure	2025/26	£593,532	N/A	

Annually Recurring Costs/ (Savings)

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

5.3 Legal/Risk

N/A

5.4 Human Resources

See SEF Exit Strategy (Appendix 2)

5.5 Strategic

N/A

5.6 Equalities, Fairer Scotland Duty & Children/Young People

N/A

(a) Equalities

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

	YES – Assessed as relevant and an EqIA is required.
X	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required.

(b) Fairer Scotland Duty

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

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

(c) Children and Young People

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

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

5.7 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

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

5.8 Data Protection

Has a Data Protection Impact Assessment been carried out?

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

6.0 CONSULTATION

6.1 N/A

7.0 BACKGROUND PAPERS

7.1 Appendices:

1. SEF Plan 2024 – 2026
2. SEF Exit Strategy – April 2024

Strategic Equity Plan

2024-26

THE SCOTTISH ATTAINMENT CHALLENGE

Inverclyde council

THE SCOTTISH
ATTAINMENT
CHALLENGE

Inverclyde
council

Context:

Primary Schools - % by Qunitile

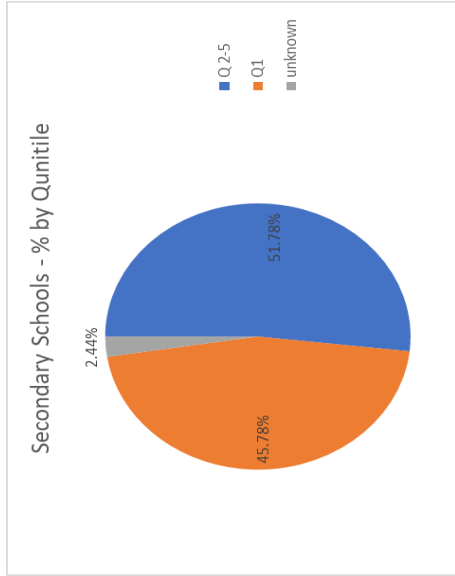
Qunitile	%
Q 2-5	47.89%
Q1	48.07%
unknown	4.04%

Q1 = 50% v Q5 = 15%

Secondary Schools - % by Qunitile

Qunitile	%
Q 2-5	51.78%
Q1	45.78%
unknown	2.44%

Q1 = 47% v Q5 = 13.5%



Q1 = 47% v Q5 = 13.5%

How will we measure our success?

To ensure a balanced measurement, we compare SIMD 1 + 2 data with SIMD 3 – 10 data. Fluctuation of cohorts within SIMD 9/10 indicates that the trend data would be unreliable and skew the process of interrogation resulting in the increased potential for misplaced interventions. Low numbers of pupils living in Q5 mean that some schools can have no Q5 pupils, in addition national data can at times be redacted. Comparing Quintile 1 data with Quintile 2-5 data provides a balanced approach which provides increased accuracy for identifying and providing the supports to where they are really needed.

How will we measure our success?

To ensure a balanced measurement, we compare SIMD 1 + 2 data with SIMD 3 – 10 data. Fluctuation of cohorts within SIMD 9/10 indicates that the trend data would be unreliable and skew the process of interrogation resulting in the increased potential for misplaced interventions. Low numbers of pupils living in Q5 mean that some schools can have no Q5 pupils, in addition national data can at times be redacted. Comparing Quintile 1 data with Quintile 2-5 data provides a balanced approach which provides increased accuracy for identifying and providing the supports to where they are really needed.

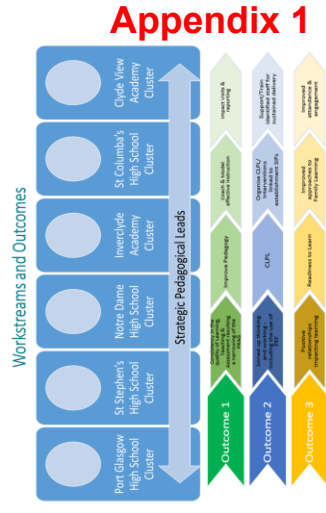
		Overall levels	ACEL P1, 4, 7 Literacy Combined			
			Q1	Q5	Q2-5	Gap (Q1 to Q2-5)
Current level (2021/22)		71.43%	65.38%		81.93%	16.56%
Stretch aim to be achieved 2022/23 ⁺		75.77%	67.45%		83.33%	15.89%
Improvement (percentage point)		4.34%	2.07%		1.40%	0.67%

	ACEI P1, 4, 7 Literacy Combined				
	Overall levels	Q1 Q1	Q5 Q5	Q2.5 Q2.5	Gap (Q1 to Q2.5)
Current level (2021/ 22)	71.43%	65.38%		81.93%	16.56%
Stretch aim to be achieved 2023 ²	75.77%	67.45%		83.33%	15.88%
Improvement (percentage point)	4.34%	2.07%		1.40%	0.67%

Logic Model (Page 12)

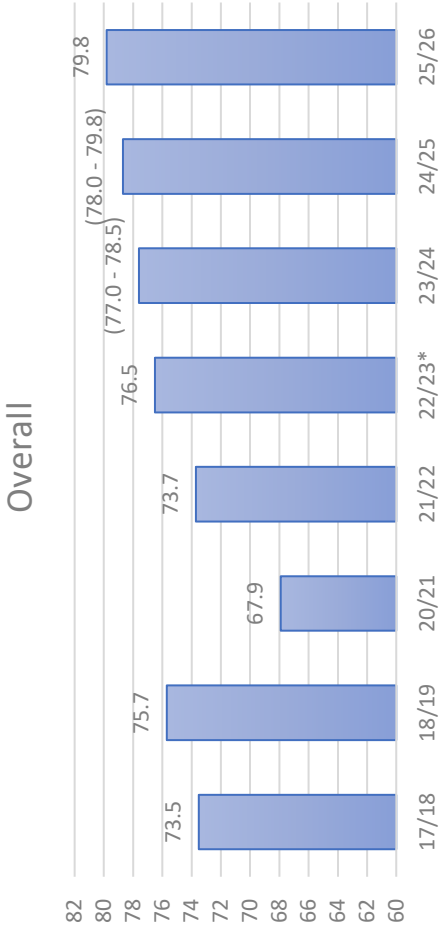
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Workstreams (Page 13)



Literacy Combined	Overall levels	Q1	Q5	Q2-5	Gap Q1 to 5	Gap Q1 to Q1 to 2-5
June 2023 - Progress	76.5%	67.7%	91.6%	84.9%	23.9%	17.2%

Stretch Aim 1 - ACEL Literacy Combined – P1, P4, P7					
Annual Trajectory	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)	
2023 - 24	(77% - 78.5%)	(68% - 69.8%)	(86.5% - 87.6%)	(-19% / - 17.5%)	
2024 - 25	(78% - 79.8%)	(69.5% - 71.6%)	(87% - 88.1%)	(- 18% / - 16.5%)	
2025 - 26	79.8%	71.6%	88.1%	-16.5%	



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Achievement

The table to the left indicates our current position in literacy combined and to ensure a balanced and rigorous measurement, within Inverclyde, we compare Q1 data with Q2-5 data. Fluctuation of cohorts within Q5 indicates that the trend data would be unreliable with low numbers of pupils living in Q5, in addition national data can at times be redacted.

Overall Attainment

The graph below demonstrates a trajectory which takes account of prior increases to predicted outcomes in session 25/26. The trajectory indicates a targeted 1.1% increase year on year from session 22/23 maintaining our improvement journey as we face a tapered funding approach resulting in reduced capacity. The ACEL Literacy Combined P1, P4, P7 stretch aims for 2026 are therefore ambitious and demonstrate continued improvements over time with a significant reduction in funding. This represents an overall gain of 3.3% from our current overall Literacy levels of attainment in June 2023 and an increase in Q1 attainment of 3.9%.

Gap:

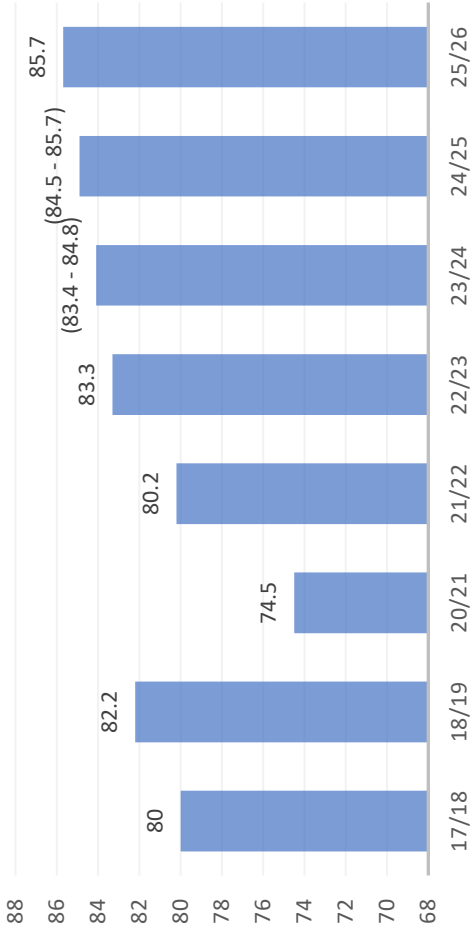
Trajectory data for Q1 indicates an increase of 1.3% year on year improvement from 2022/23, which is above the overall level increase by 0.6%, over the next 3 years. Q5 gains are small due to fluctuating numbers within this cohort.

If Q1 levels of attainment continue to increase as indicated above, then the predicted 2026 aim would result in a narrowing of the gap over the next three years by 7.4%..

Numeracy Combined	Overall levels	Q1	Q5	Q2-5	Gap Q1 to 5	Gap Q1 to 2-5
June 2023 - Progress	83.3%	77.3%	92.8%	89.2%	+15.5%	+11.9%

Stretch aim 2 - ACEL Numeracy Combined – P1, P4, P7					
Annual Trajectory	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)	
2023 - 24	(83.5% - 84.8%)	(77.5% - 79.0%)	(92% - 92.8%)	(-15.5% / - 14.0%)	
2024 – 25	(84.5% - 85.7%)	(78.5% - 80.0%)	(92.5% - 93.1%)	(-14.5% / - 13.1%)	
2025 – 26	85.7%	80.0%	93.1%	-13.1%	

Inverclyde%



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Achievement

The table to the left indicates our current position which is positive across all aspects with the gap closing particularly in comparison to Q2-5.

Overall Attainment:

The graph below demonstrates a trajectory which takes account of our high starting point for Numeracy and prior increases from session 17/18 through to predicted outcomes in session 25/26. The trajectory indicates a 0.8% increase year on year from session 22/23 maintaining our improvement journey. This, therefore, demonstrates an ambitious approach to maintaining continuous improvement, making marginal gains and closing the poverty related attainment gap within Inverclyde with a reducing capacity.

The ACEL Numeracy P1, P4, P7 stretch aims for 2026 are ambitious and demonstrate continued improvements over time. This represents an overall gain of 2.4% from our current overall Numeracy levels of attainment in June 2023 and an increase in Q1 attainment of 2.7%. The continued focus on raising the attainment of Q1 pupils will influence the overall attainment levels in Inverclyde.

Gap:

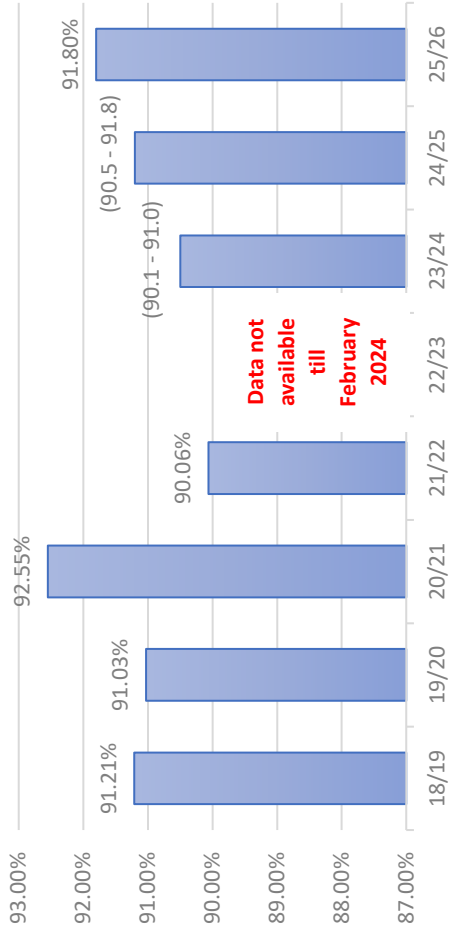
The current Q1 Numeracy level of 77.3% is the highest we have attained over the past 5 years and is 5.3% above our average Q1 attainment levels over the same period, exceeding pre-covid levels. Trajectory data for Q1 indicates an increase of 0.9% year on year improvement from 2022/23, which is above the overall level increase by 0.3%, over the next 3 years.

If Q1 levels of attainment continue to increase as indicated above, then the predicted 2026 aim would result in a narrowing of the gap over the next three years by 2.4%. When we analyse the journey from session 17/18, we see a trajectory increase of 5.7% in overall attainment and a 9.3% increase in Q1 attainment.

SCQF Level 5 (All)	Overall levels	Q1	Q5	Q2-5	Gap Q1 to 5	Gap Q1 to 2-5
18/19 – Pre-covid levels	89.5%	82.3%	96.3%	94.8%	-14.0%	-12.5%

Stretch Aim 3 - SCQF Level 5 (All)					
Annual Trajectory	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)	
2023 - 24	(90.1% - 91.0%)	(86.0% - 87.5%)	(97.6% - 97.8%)	(-11.6% / -10.3%)	
2024 - 25	(90.5% - 91.8%)	(87.3% - 88.9%)	(97.7% - 97.9%)	(-10.4% / -9.0%)	
2025 - 26	91.8%	88.9%	97.9%	-9.0%	

L5 Overall



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Achievement

The current position of overall attainment at SCQF level 5 is unavailable at this time as leavers will not be confirmed until February 2024 via Insight.

Overall Attainment:

The graph demonstrates a trajectory which takes account of our identified stretch aim of 91.8% and lists prior increases from session 18/19 through to predicted outcomes in session 25/26. The trajectory indicates a 0.6% increase year on year through to Session 25/26 maintaining our improvement journey as reduced funding will impact on service delivery.

This is a hugely ambitious approach to maintaining continuous improvement as pupils return to full examinations.

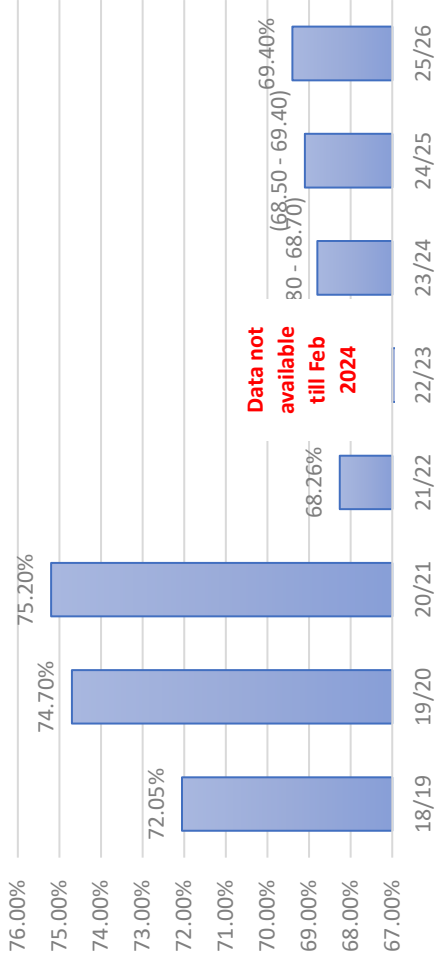
Gap:

The Q1 trajectory of year-on-year increases of 1% reflects an increased pace of learning which is 10 times faster than Q5 attainment to attempt to narrow the poverty related attainment gap. This indicates continued improvements from 22/23 to 25/26 and a commitment to a highly ambitious aim for our young people.

SCQF Level 6 (All)	Overall levels	Q1	Q5	Q2-5	Gap Q1 to 5	Gap Q1 to 2-5
18/19 – Pre-covid levels	67.4%	53.6%	85.4%	77.6%	-31.8%	-24%

SCQF Level 6					
Annual Trajectory	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)	
2023 – 24	(67.8% - 68.7%)	(59.0% - 59.9%)	(87.0% - 87.6%)	(-28% / -27.6%)	
2024 – 25	(68.5% - 69.4%)	(59.6% - 60.5%)	(87.4% - 88.0%)	(-27.8% / -27.5%)	
2025 – 26	69.4%	60.5%	88.0%	-27.5%	

L6 Overall



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Achievement

The current position of overall attainment at SCQF level 6 is unavailable at this time as leavers will not be confirmed until February 2024 via Insight.

Overall Attainment:

The graph demonstrates a trajectory which takes account of our identified stretch aim of 71.5% and lists prior increases from session 18/19 through to predicted outcomes in session 25/26. The trajectory indicates a 0.3% increase year on year from session 21/22 maintaining our improvement journey as reduced funding will impact on service delivery. This is an ambitious approach to maintaining continuous improvement as pupils return to full examinations. This increase represents an overall gain of 3.0% from our overall SCQF level 6. The trajectory from the last robust data set we have in session 21/22 highlights the journey Inverclyde is on as a result of the impact of the pandemic and the drop from ACM approach.

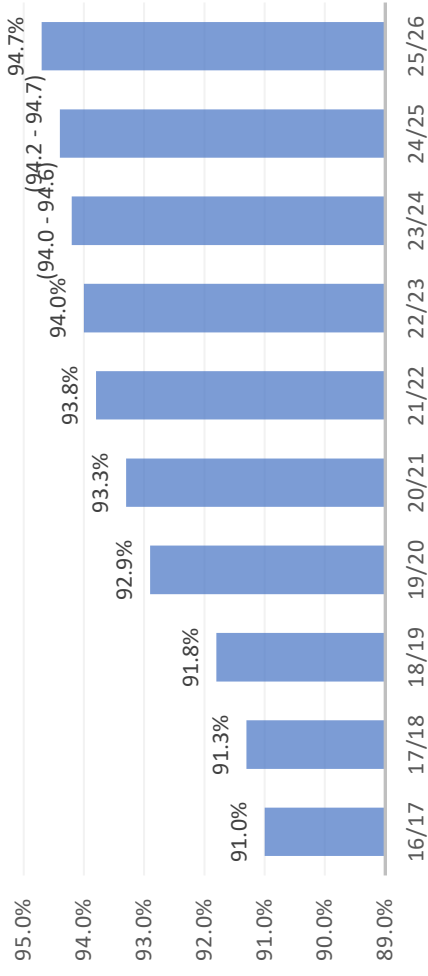
Gap:

The Q1 trajectory of year-on-year increases of 0.5% which reflects an increased pace of learning which is 5 times faster than Q5 attainment to attempt to narrow the poverty related attainment gap. The consistently high levels of attainment of our Q5 pupils over time and the small numbers of pupils within this band increases the challenge for Inverclyde to narrow the poverty related attainment gap. This indicates continued improvements from 22/23 to 25/26 and a commitment to a highly ambitious aim for our young people.

Participation Rates - the proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure produced by SDS *				
August 2023 – Progress (From SDS Data Table 1.11a)	Overall levels	Q1	Q5	Gap Q1 to Q5
	94.0%	91.5%	96.7%	5.2%

Stretch Aim 5 - APM – Annual Participation Measures				
Annual Trajectory	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023 - 24	(94.0% - 94.6%)	(91.5% - 92.3%)	(96.3% - 96.6%)	(-5.0% / - 4.5%)
2024 - 25	(94.2% - 94.7%)	(92.0% - 92.8%)	(96.4% - 97.0%)	(-4.7% / - 4.2%)
2025 - 26	94.7%	92.8%	97.0%	-4.2%

APM Overall



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Achievement

The top table indicates the current data from the August 2023 release of School Leavers Destinations for the young people of Inverclyde.

Overall Destinations:

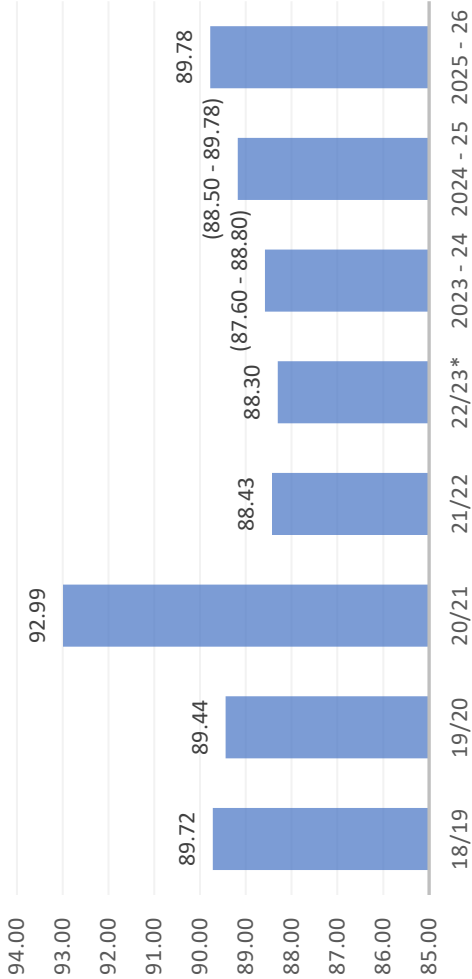
The Annual Participation Measure for our young people are the highest they have ever been, exhibiting a positive trend every year since 17/18. Ensuring employability skills and careers education is embedded in the curriculum as well as close working relationships with our partners in Skills Development Scotland and More Choices, More Chances has helped to facilitate this improvement.

GAP:

There has been improvement in the Q1 cohort from 87.4% to 91.5%, with a high of 92.5% in 21/22. Analysis of Q5 in the same time period indicates a positive trajectory to 96.7% from 96.3% however we recognise the data for Q 5 is not a robust measurement due to fluctuations in this cohort. This has resulted in closing the GAP to 5.2% from 8.9%. It is worth noting that Q1 destinations were 1% lower than 21/22, highlighting that there needs to be a focus on this percentile.

Session Year Attendance		21-22	22-23	% Change
Local Authority		89.48%	90.15%	0.67%
Secondary		88.12%	87.98%	-0.14%
Stretch aim 6 - Health & Wellbeing – Secondary Attendance				
Annual Trajectory	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
2023 - 24	(87.60% - 88.80%)	(85.60% - 86.90%)	(91.30% - 91.90%)	(-5.40% / - 4.70%)
2024 - 25	(88.50% - 89.78%)	(86.40% - 87.81%)	(91.50% - 92.20%)	(-4.90% / - 4.39%)
2025 - 26	89.78%	87.81%	92.20%	-4.39%

Attendance



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Attendance

The overall attendance for Secondary pupils across Inverclyde currently stands at 87.98% which is a dip on the previous session by 0.14% and when compared to Inverclyde’s overall attendance is below by 2.17%.

Attendance:

The current overall attendance of Secondary pupils in Inverclyde for session 22/23 sits at 87.98% which is below our pre covid attendance level of 89.72% in session 18/19. Inverclyde has been recovering from the impact of the pandemic and we are seeing increased absence rates as a result. Engagement with the Inverclyde Attendance Strategy focusing on identifying the reasons for absences and identifying possible solutions for children, young people and families to address this issue will see improvements in attendance rates overall. Improving attendance for all pupils across Inverclyde with Q1 pupils improving at a faster rate is key to improvements in attainment levels.

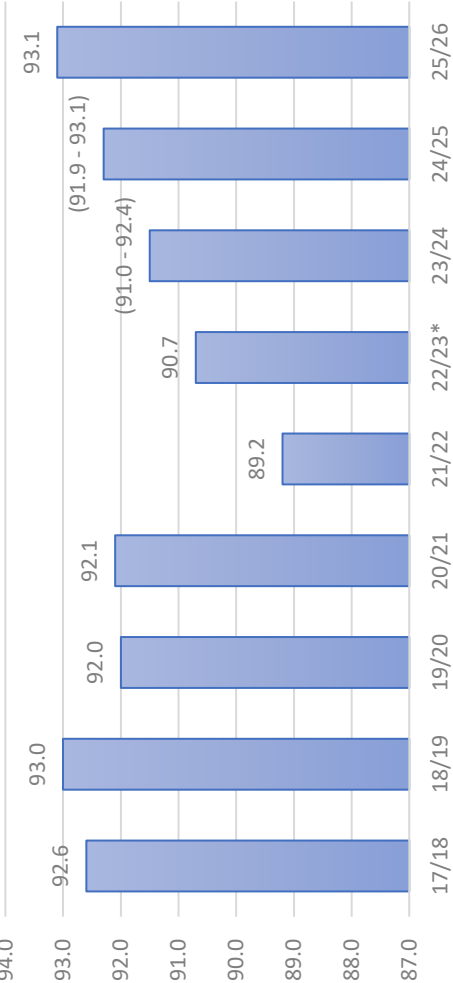
Gap:

A trajectory increase of 0.60% year on year from 22/23 to 25/25 in overall attendance positively impacts attainment and a focus on improving attendance rates of Q1 pupils by 0.60% year on year demonstrates the challenges we face in Inverclyde.

Session Year Attendance	21-22	22-23	% Change
Local Authority	89.4%	90.1%	0.7%
Primary	90.7%	92.1%	1.4%

Stretch Aim 1 - SIMD Quintile 1 Attendance - Primary	
Annual Trajectory	Overall Q1 Levels
2023 - 24	(91% -92.4%)
2024 - 25	(91.9% - 93.1%)
2025 - 26	93.1%

Q1



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Attendance

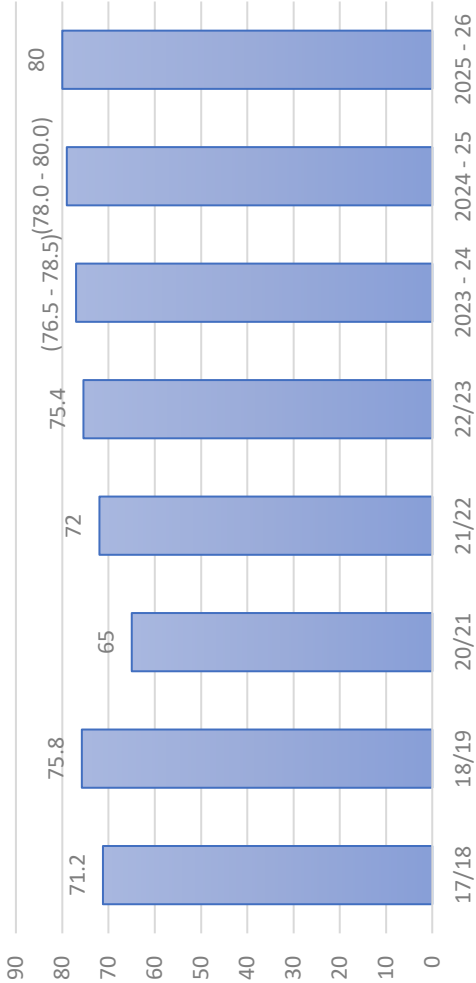
The overall attendance for Primary pupils across Inverclyde currently stands at 92.1% which is an increase of 1.4% on the previous session.

Q1 Attendance:

The current attendance of Q1 primary pupils in Inverclyde for session 22/23 sits at 90.7% which is a slight improvement on last session, however, is below the pre-covid high of 93.0% in session 18/19. Primary attendance in Inverclyde is higher than the overall authority figures by almost 2% however the gap remains between Q1 and Primary overall attendance levels. The recovery in attendance levels post pandemic is proving a challenge locally as well as nationally and the gap between Q1 attendance and the overall attendance, 1.44%, reflects the challenges we face if we hope to achieve increased rates of attendance similar to pre-covid. As mentioned previously, improved attendance of above 90% impacts positively on attainment, particularly in relation to Q1 pupils

Reading	Overall levels	Q1	Q2-5	Gap Q1 to 2-5
18/19 – Pre-covid levels	83.0%	75.8%	89.7%	6.7%
Stretch Aim 2 - SIMD Quintile 1 Reading (ACEL- P1, P4, P7)				
Annual Trajectory		Overall Levels		
2023 - 24		(76.5% - 78.5%)		
2024 - 25		(78.0% - 80.0%)		
2025 - 26		80.0%		

Q1



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Achievement

Recovery of Q1 attainment in Reading is almost complete to a pre-covid year’s high of 75.8%. Reading levels in Inverclyde suffered greatly during the pandemic and through a targeted recovery approach we are now starting to see tangible increases.

Overall Attainment:

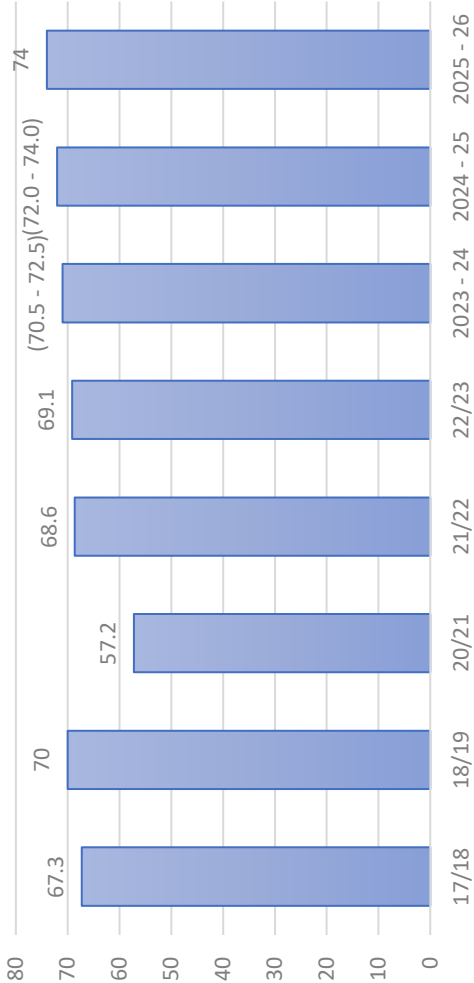
Literacy attainment in Inverclyde has consistently been lower than Numeracy and a focus on addressing this is a priority within the Council’s Improvement Plan. The launch of Inverclyde’s Literacy Framework with a focus on the development of Reading ensures establishments can access key messages, up-to-date educational research and effective reading instruction which should see a greater consistency in the quality teaching of reading across the authority.

With increased focus on Q1 attainment and focusing on the trajectory data, an increase of 4.2% was achieved from 17/18 to 22/23 – slightly above a 1% increase per year. On further analysis, an increase of 10.4% is evident from 20/21 to 22/23 indicating strong recovery journey so far.

The stretch aim for session 25/26 is extremely ambitious when considering the impact of the pandemic on Q1 Reading attainment in session 20/21. A 3% increase from 22/23 to 25/26 represents the potential impact of the new Writing Framework to support improved pedagogy positively impacting attainment.

Writing	Overall levels	Q1	Q2-5	Gap Q1 to 2-5
18/19 – Pre-covid levels	77.7%	70.0%	84.7%	7.0%
Stretch Aim 3 - SIMD Quintile 1 Writing (ACEL- P1, P4, P7)				
Annual Trajectory		Overall Levels		
2023 - 24		(70.5% - 72.5%)		
2024 - 25		(72.0% – 74.0%)		
2025 - 26		74.0%		

Q1



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Achievement

Recovery of Q1 attainment in Writing is almost complete to a pre-covid year’s high of 70.0%. Writing levels in Inverclyde suffered greatly during the pandemic and through a targeted recovery approach we are now starting to see tangible increases.

Overall Attainment:

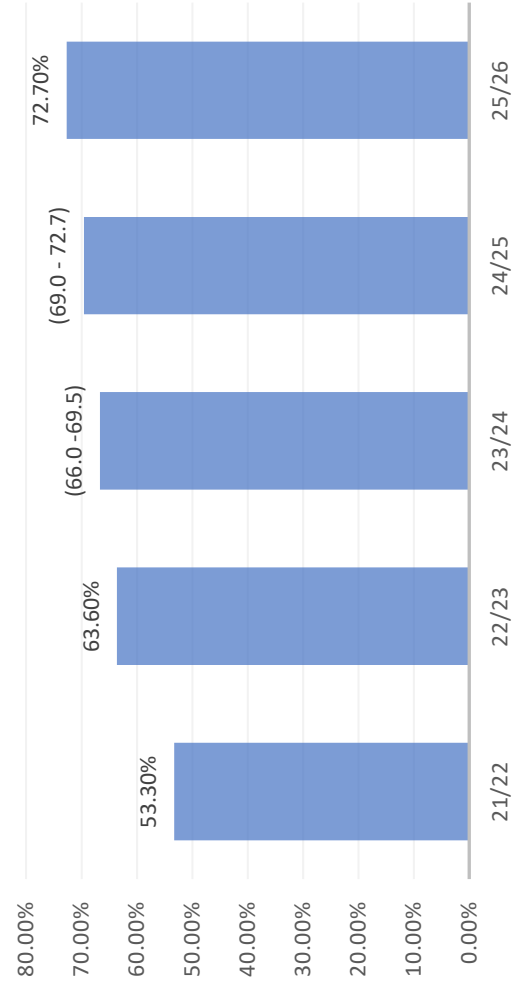
Literacy attainment in Inverclyde has consistently been lower than Numeracy and a focus on addressing this is a priority within the Council’s Improvement Plan. The launch of Inverclyde’s Literacy Framework with a focus on the development of Reading will improve pedagogy and increase attainment.

Gap:

The stretch aim for session 25/26 is extremely ambitious when considering the impact of the pandemic on Q1 Writing attainment in session 20/21 – 57.2%. Trajectory over the period indicates a slow rate of improvement initially. This would increase after the launch of the Writing Framework in September 2024 which will support continued improvements in the quality of teaching writing.

Stretch Aim 4 - CECYP SCQF 1 @ Level 5 by S5		
Annual Trajectory	Overall Levels	
2023 - 24	(66.0% - 69.5%)	
2024 - 25	(69.0% - 72.7%)	
2025 - 26	72.7%	

CECYP - % of currently looked after young people achieving 1 or more at Level 5 by S5



Additional Information (Maximum 300 words)

Current 2022/23 Levels of Achievement

Stretch Aim: Increase the % of currently looked in August 2023 after pupils achieving 1 or more @ SCQF Level 5 by S5

Overall Attainment:

CECYP attainment of currently looked after children and young people in Inverclyde has been increasing steadily and with the creation of the Virtual school supported by the Head Teacher of the Virtual School the trajectory indicates continued sustained improvement year on year. To effectively track the progress of currently looked after children and young people over the next 3 years it is important that we follow the cohort, for tracking purposes, to demonstrate improvements over time. With changes included within Senior Phase Action plan, currently looked after children and young people will be able to access appropriate pathways leading to positive destinations. The continuous increase in attainment over time and the trajectory from session 20/21, an increase of 25.3%, demonstrates our ambition for our Care experienced children and young people.

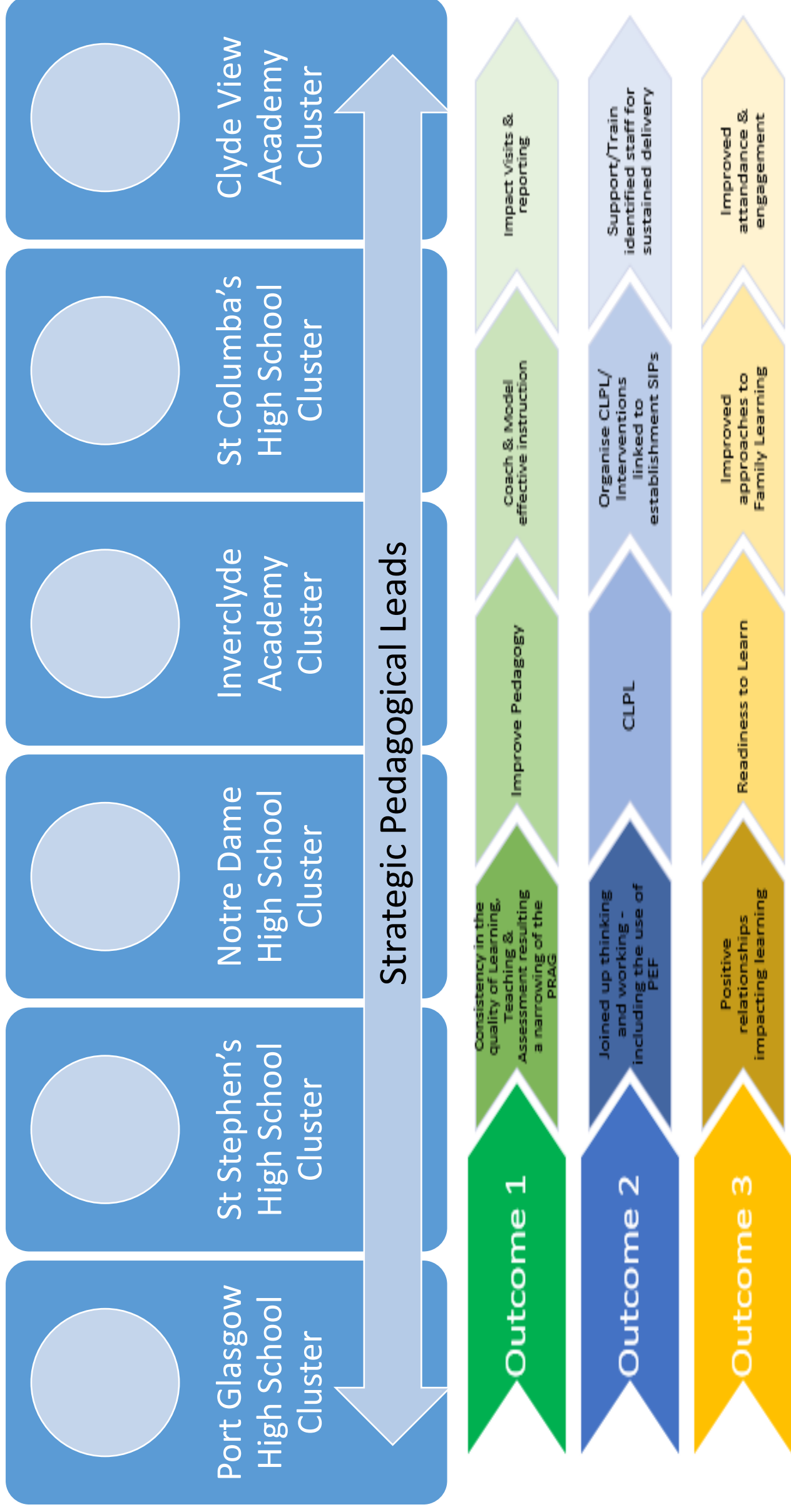
Gap:

With increased focus on targeted CECYP attainment and focusing on the trajectory data, an increase of 6.0% from 22/23 to 25/26 is anticipated.

SEF Plan – 2024/26

Key Area	Outcomes – Year 2 (Short)	Planning/reporting (Annual outcome and measures within individual plans)	Long Term
Leadership	L1: HTs will be confident that they are effectively using PEF to CPRAG through robust monitoring processes L2: CECYP will have increased attainment through robust tracking of progress and interventions	PL AA	Continuously closing PRAG
Professional Learning	PL1: Improved Teaching & Learning through upskilling pedagogical approaches including Play Pedagogy (PASE Web Blog and Literacy Framework) PL2: Sustainable approach to the delivery of quality CLPL	PL Strategic Pedagogical Leads	Embedded Practice
Teaching, Learning & Assessment:	T1: Improvements in attainment especially Level 5 and 6 T2: Increased targeted approach to closing the poverty related attainment gap T3: Improved pathways leading to positive sustained destinations T4: Increase the number of leavers in a sustained positive destination T5: Increased uptake and achievement of diverse accreditation and awards T6: Improved moderation and assessment at school/cluster level	PL CLD Secondary APM Education Officer	Consistency in the quality of T & L & A
Collaboration:	C1: Increased collaboration between establishments focusing on Reading and Writing C2: HTs are skilled in evaluating, planning, and tracking improvements in PEF through collaborative approaches	PL Strategic Pedagogical Leads	Joined up thinking & working – including the use of PEF
Data and evidence:	D1: Increased use of data tools to support improved decision-making in all schools D2: All schools are skilled in tracking pupils’ attainment and attendance across establishments D3: Annual Stretch Aims met	PL Data Lead	Streamlined effective data strategy
Understanding:	U1: Through improved data sharing, establishments are more aware of good practice U2: Governance Group remains diverse with non-attainment challenge services beyond education included	PL	Understanding of what closes the PRAG
Readiness to learn:	R1: Increase in “Readiness to learn” of targeted pupils whose family receives bespoke services R2: Increased number of parents improving their mental health through targeted interventions R3: Increase in positive child parent/carer relationships and family functioning of targeted families as a result of bespoke interventions R4: Increased in targeted families with enhanced parenting skills	Barnardo’s	Positive relationships impacting learning and relationships
Engagement:	E1: Increased attainment at SCQF Level 5 for Care Experienced young people	PL VHT	Improved attendance & engagement
Approaches:	A1: Learner participation in SEF Self-evaluation process	PL	Embedded practices

Workstreams and Outcomes





SEF Exit Strategy

April 2024

Rationale:

The Scottish Attainment Challenge funding will cease in its current form after March 2026. To enable a smooth exit from the fund, an updated plan has been created to ensure the remainder of the programme considers the potential impact of the reduced capacity while at the same time focusing on sustainability. Through stakeholder engagement and data interrogation, evidence will direct the pathway through to the end of the programme. A transparent consultation process involved stakeholders engaging in a self-evaluation process which identified the areas of strength and areas for continued development. Through this process we were better placed to make decisions regarding interventions that require exiting, those interventions that are embedded in current practice and those that could possibly be transferred via another funding source. The key aim of the exit strategy is to ensure that we continue to plan to use education to improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty-related attainment gap.

Consultation Process:

Stakeholders across the programme participated in several SEF (Strategic Equity Fund) evaluation activities to identify the key areas of strength and areas for development while also indicating the areas where the programme has successfully managed to embed evidence-based interventions and pedagogies. The consultation period began in February 2024 and continued through to March 2024. The Project Lead collated the information gathered through the evaluation process and created a plan that was presented April 2024 to stakeholders.

Feedback:

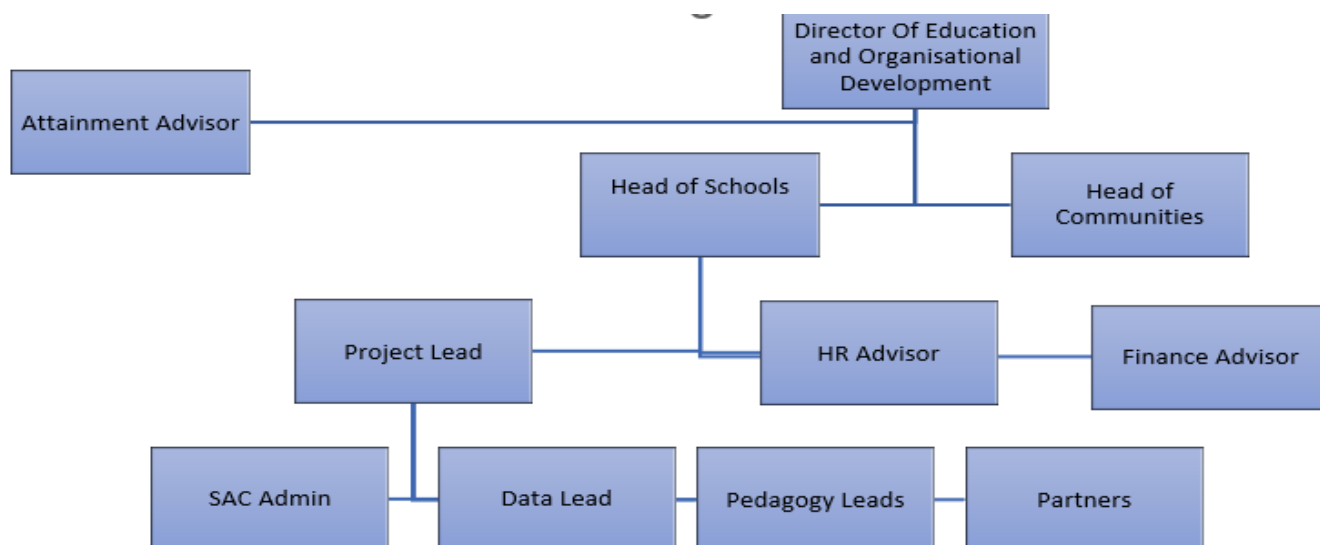
- Creating a sustainable model which harnesses the good practice within the local authority
- Increase capacity in establishments through upskilling staff
- Focus on improving pedagogy
- Focus on using data effectively to support decision-making
- Increased opportunities for collaboration leading to impact, particularly within the Pupil Equity Fund planning process
- Access to Nurture provision would be key however aware that funds would not be sufficient to support this
- Continued support for improving play pedagogy beyond Primary 1 and 2
- Access to FSW (Family Support Work) service to prevent families reaching crisis point
- Further implementation of the Literacy Strategy and Framework
- Increased focus on L5/L6 awards supporting improved pathways in the Senior Phase – Diverse awards and accreditation as well as SCQF Certification
- Improved sustained positive destinations for all young people
- Ambition to meet stretch aims through continued improvement

Staffing Implications

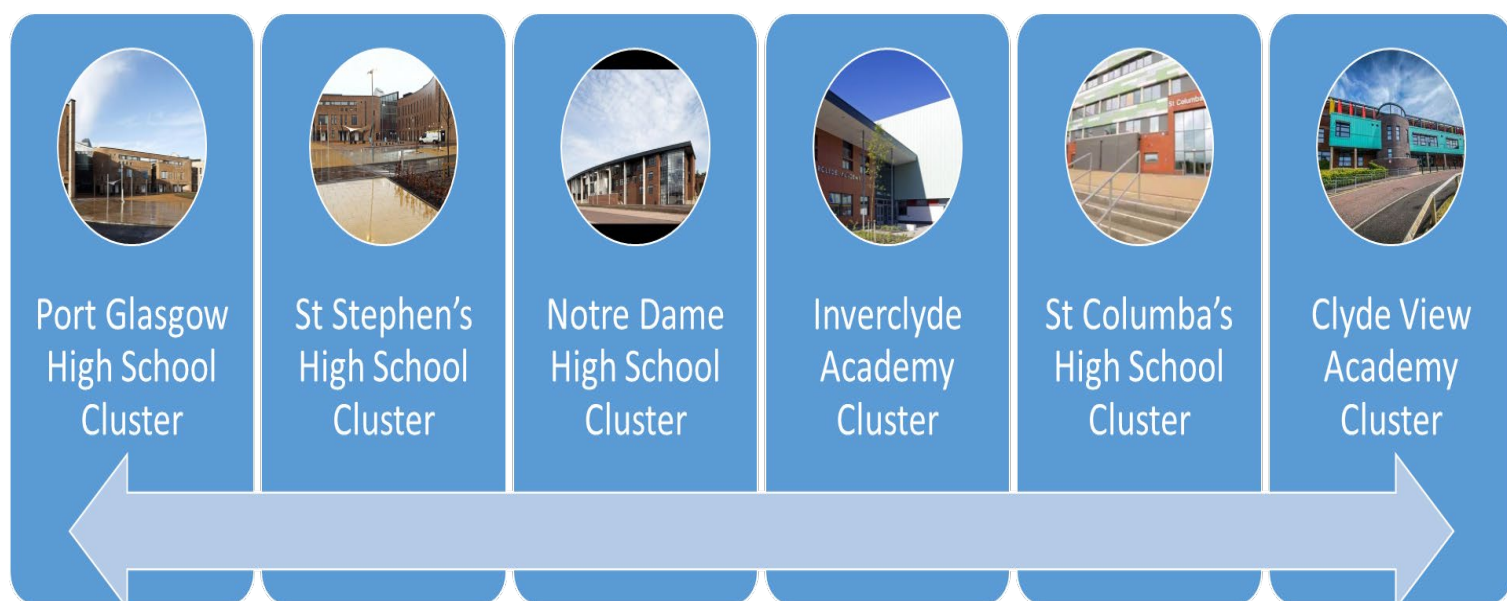
Teaching Staff per session					
2023/24	FTE	2024/25	FTE	2025/26	
CMOs x 3	3.0	Strategic Pedagogical Leads x 3	3.0	Strategic Pedagogical Leads x 3	3.0
Outreach Teachers x 7	7.0				
Nurture Teachers x 8	4.8				
Play Associate Cover x 3	0.6				
Total	15.4		3.0		3.0

Non-teaching Staff per session					
Project Lead	1.0	Project Lead	1.0	Project Lead	1.0
Admin	1.0	Admin	0.5	Admin	0.5
Data Lead	1.0	Data Lead	0.5	Data Lead	0.5
CLD Secondary x 4	4.0	CLD Secondary x 2	2.0	CLD Secondary x 2	2.0
FSW (Barnardo's) x 12	12.0	FSW (Barnardo's) x 12	12.0	FSW (TBC)	TBC
		Education Officer	0.5	Procurement Officer	0.5
		Procurement Officer	0.5		
Total	19.0		17.0		4.5 min

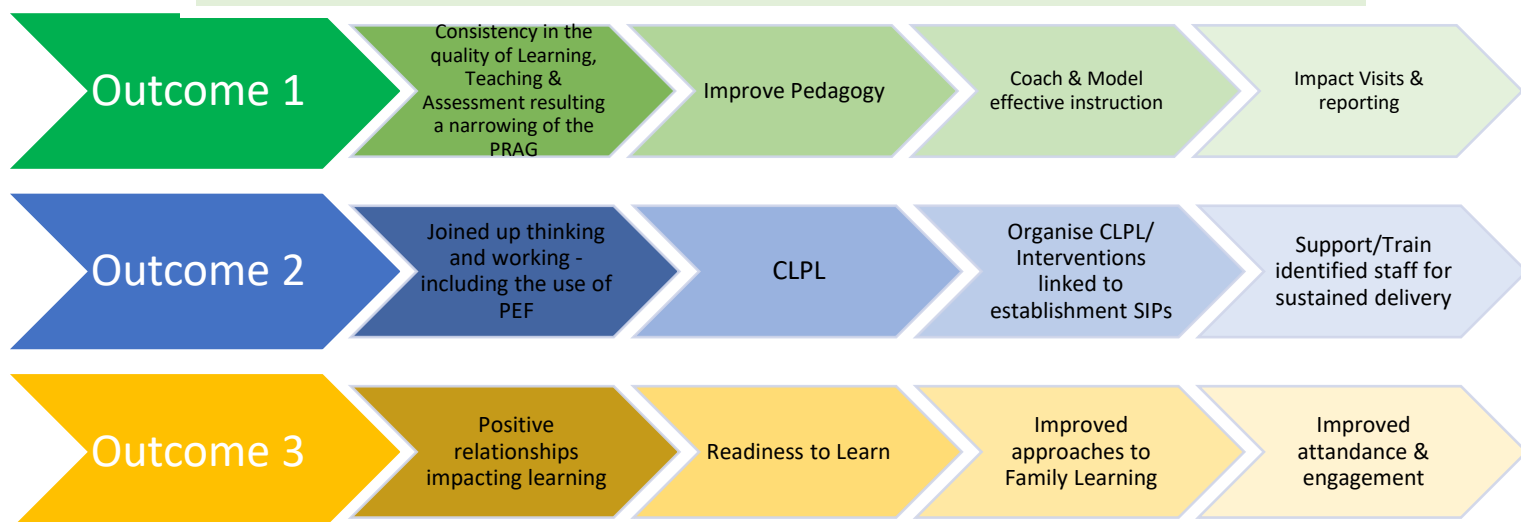
SEF Plan 24 – 26 Overview



(Strategic Pedagogy Leads to support the Clusters)



2 x CLD Workers to support Secondary Young People – Pathways



Funding

The table below indicates the funding available and is split between staffing and resources. A 5% pay award per year has been built into this model. If the pay awards vary, there is flexibility within the plan to support either a higher or lower award.

The funding model is based on academic year planning to ensure interventions can be implemented across each session with the opportunity to balance the budget of the 2 years.

Session	Funding	Staffing	Resources
2024/25	£1,251,926	£1,152,000	£17,000
2025/26	£593,352	£659,278	£17,000
Total	£1,845,278	£1,811,278	£34,000

Strategic Pedagogy Lead – New Post		
Role	• Primary/Secondary	Impact
Leadership	<ul style="list-style-type: none"> Share Coaching/Modelling approach with Senior Leadership Teams to support improved pedagogy 	<ul style="list-style-type: none"> Evidence of Coaching/Modelling approach positively impacting pedagogy Improved collaboration within and across Clusters
Learning, Teaching & Assessment	<ul style="list-style-type: none"> Support the Coaching/Modelling process in targeted schools Support targeted moderation Support teachers who volunteer to deliver quality training (evidence-based) 	<ul style="list-style-type: none"> Coaching/Modelling Training delivered to targeted teachers Targeted support for teachers/stages Impact visits improving quality ~ L/T/A
CLPL	<ul style="list-style-type: none"> Co-deliver with SLT, quality CLPL for school/cluster support linked to establishment/cluster SIPs Support Practitioner Enquiry approach 	<ul style="list-style-type: none"> Delivery of quality CLPL linked to school/cluster priorities Practitioner Enquiry Models leading to evidence-based pedagogical improvements
Identifying & Sharing Good Practice	<ul style="list-style-type: none"> Create network where good practice within and out-with Inverclyde could be shared/monitored/tracked 	<ul style="list-style-type: none"> Create network Update PASE Web Blog with Good Practice Access Peer Review ~ Good Practice
Family Engagement	<ul style="list-style-type: none"> Use the template in place to support establishments to improve parental engagement/learning 	<ul style="list-style-type: none"> Increased opportunities for targeted family engagement/learning
Literacy Framework	<ul style="list-style-type: none"> Drive the Literacy Framework across all establishments – L&T/Reading/Writing 	<ul style="list-style-type: none"> Signpost Literacy Framework Support and deliver Literacy CLPL Access expertise from Literacy Network Support the English PTs and Literacy Network

New/Amended SEF Posts 2024 – 26

- 3 Strategic Pedagogical Leads supporting sustainable model focusing on improved pedagogy
- 2 CLD Workers – Matched Funding with CLD to improve pathways for young people at risk of no award/positive destination
- 0.5FTE Education Officer Post to support APM Stretch Aims
- 1 Procurement Officer to create Framework to support HTs re PEF compliance

Timescale:

Action	Timescale
Evaluation process	February – March 2024
Collation of findings	March 2024
CLD Meeting – Clarify Offer – L5/L6 Awards focus	April 2024
Data Lead confirmation	April 2024
Finalise Plan and budget	April 2024
Presentation of Draft Plan to Director of Education/HoE/EOs/HTs/Partners	April 2024
Ed Officers – Awareness raising	April 2024
CMT – Present Exit Strategy & Plan	April 2024
Ed Committee – Present Exit Strategy & Plan	May 2024
Staffing processes	May – June 2024
Implement Plan	August 2024

Appendix 1: Withdrawal Implementation Plan (completed at project leads' request when withdrawing/exiting)

Agency	Intervention	Type of intervention universal, targeted or intensive/ extensive	How will this intervention be sustainable? Level of risk of the sustainability (RAG)	Exited Transferred Maintained (why if maintained)	What will an exit look like?	Timescales needed
Nurture Teachers	0.6FTE in 8 establishments	Targeted interventions – small groups/1 – 1 – whole school Nurture support	RED	Exited	<ul style="list-style-type: none"> Intervention will cease at the end of session 23/24 HR involved to support staff who have permanent contracts 	April 2024 – June 2024
Outreach Teachers	7.0FTE working in targeted attainment Challenge Primary establishments	Targeted interventions in Literacy/Numeracy supporting “Cuspy” Q1 pupils in P1 – 3 / also targeted support for writing and also identified Stretch Aims pupils	RED	Exited	<ul style="list-style-type: none"> Intervention will cease at the end of session 23/24 HR involved to support staff who have permanent contracts 	April 2024 – June 2024
Play Associates	3 Play Associates (0.2FTE Each) providing targeted support to Attainment Challenge Primary establishments	Providing targeted support and challenge for Attainment Challenge establishments to improve play pedagogy	AMBER	Transferred to additionality intervention	<ul style="list-style-type: none"> Intervention will cease at the end of session 23/24 	April 2024 – June 2024

CMOs	3.0FTE	Targeted support for Attainment Challenge establishments – Coaching & Modelling/CLPL – Additional support for Professional Learning Community staff – CLPL (Gateway)	AMBER – use of remaining funds to support new approach for cluster programme	Exited – March 2026 – Return to substantive posts	<ul style="list-style-type: none"> Intervention will cease at the end of Term 3 (March 2024) HR involved to support staff re Right of Return 	January 2024 – March 2024
CLD Secondary	4.0FTE	Targeted support for Secondary establishments – focus on pupils achieving diverse awards and accreditation	AMBER – matched funding SEF/CLD	Partial maintain 2.0FTE posts for remainder of programme	<ul style="list-style-type: none"> Intervention will cease at the end of the SEF programme 	April 2024 – June 2026
Barnardo's	12.0FTE	12 FSW (8 Primary/4 Secondary) providing targeted support to children and families via establishment referrals – Readiness to Learn/Supporting improved relationships and engagement in their child's/children's learning	GREEN	Optional 3 rd Year (Session 24/25 then intervention ceases)	<ul style="list-style-type: none"> Intervention will continue for optional 3rd session Tendering process for final year of programme 	April 2024 – June 2025
Data Lead	1.0FTE	Targeted support to Local Authority – supporting Data Strategy	GREEN	Exit at end of SEF Programme	<ul style="list-style-type: none"> Intervention will be reduced to 0.5FTE then cease at the end of the SEF Programme 	January 2024 – March 2026 (Possibly June 2026)
Admin	1.0FTE (Job-share)	Targeted support to Project Lead and remaining Staff Team	GREEN	Exit at end of SEF Programme	<ul style="list-style-type: none"> Intervention will be reduced to 0.5FTE then cease at the end of the SEF Programme 	January 2024 – March 2026 (Possibly June 2026)
Project Lead	1.0FTE	Targeted support to all establishments	GREEN	Exit at end of SEF Programme	<ul style="list-style-type: none"> Intervention will cease at the end of the SEF Programme 	January 2024 – March 2026 (Possibly June 2026)

Report To:	Education & Communities Committee	Date:	21 May 2024
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/29/24/MR
Contact Officer:	Head of Education	Contact No:	01475 712824
Subject:	Report on Primary Enhanced Nurture Provision		

1.0 PURPOSE AND SUMMARY

- 1.1 ☐ For Decision ☒ For Information/Noting
- 1.2 The purpose of this report is to provide a more detailed update to the committee on the development of a primary enhanced nurture provision called Thrive based at St Michael's Primary School. This project for primary school aged children was taken forward as part of the ongoing review of delivery of provision at Lomond View Academy.
- 1.3 Officers highlighted the need to review the delivery of provision at Lomond View Academy through the delivering Differently Programme. Although Lomond View was historically targeted towards secondary pupils, primary school provision was also considered in the review.
- 1.4 During the academic year 2023/24 an initial pilot has been carried out to maximise the use of resources, enhance the pathways for young people and to decrease the spend on out of authority placements for both primary and secondary pupils. This pilot has proven to be successful, and this paper outlines how the Thrive in primary model has been achieved by redirecting and amalgamating resources.

2.0 RECOMMENDATIONS

- 2.1 The Education and Communities Committee are asked to note:
- the contents of the report and the success of the primary enhanced nurture provision called Thrive as part of the Delivering Differently Project at Lomond View Academy

Ruth Binks
Corporate Director
Education, Communities and Organisational Development

3.0 BACKGROUND AND CONTEXT

- 3.1 The Enhanced Nurture service called Thrive was set up as a provision to meet the needs of those pupils within the primary sector with additional support needs relating to social and emotional wellbeing.
- 3.2 The need for this service was identified due to the increasing level of need being displayed by primary pupils in mainstream settings. As well as this there were increasing costs linked to out of authority placements and this was a focus of the Delivering Differently Project at Lomond View Academy, already reported to Committee in March 2024.
- 3.3 The Enhanced Nurture service is currently housed at St Michael's Primary School. The provision provides small group enhanced nurture for pupils for either 4 mornings a week or 4 afternoons in addition to a 1 full day at the pupil's base school.
- 3.4 Although pupils attend Thrive, they will also attend their own school. As part of the offer an outreach provision will also be provided from a Principal Teacher to build capacity in each pupil's base school, including training and modelling. Pupils are supported to transition back to their full-time mainstream setting or next educational setting as appropriate. The measurement of success includes a reduction in exclusion, critical incidents and the use of the Boxall profile on emotional and behavioural development to measure baseline and improvement.
- 3.5 The initial work to pilot the service was carried out from June 2023 to September 2024. This included allocation of staff, sourcing and fitting out of a suitable location and identification of pupils to be supported. The initial cohort comprised of 4 pupils who were supported for 4 mornings as part of a core group and 2 pupils supported individually for 1 afternoon each for targeted work. This allowed for 2 afternoons and 1 full day to be utilised for outreach work to support schools and families.
- 3.6 Feedback from schools and families was positive in the first term. Pupils were able to regulate and engage in educational activities when attending the Enhanced Nurture service. Parents felt supported by the communication and the increased engagement of the young people. The next stage was to be able to transfer these skills to be evident within a mainstream setting by supporting the pupils and upskilling staff.
- 3.7 The upskilling of staff and outreach support section of the model has not been as effective as we would have liked due to the requirements to support more pupils directly within the Enhanced Nurture Service.
- 3.8 Ongoing analysis of the pilot identified that the greatest level of need of pupils within the primary sector is not solely social and emotional wellbeing. The greatest need has been identified as pupils with both social and emotional wellbeing needs as well as a neuro divergent profile. Therefore, it has been decided to merge the existing ICOS service as part of the overall Lomond View Academy offer to better meet this level of need, utilising the existing staff expertise both from within Lomond View and ICOS. This approach will also allow the service to provide more targeted and streamlined outreach support for both schools and families.
- 3.9 Feedback from parents and school has been positive. School feedback is positive regarding increase in pupil engagement and reduction in critical incidents. However, they have noted that they would benefit from a higher level of outreach support. Parents have all commented that they have seen a positive impact in the home since their children have accessed enhanced Nurture and would like this to continue.

4.0 PROPOSALS

- 4.1 A revised leadership / staffing structure resulting from the merger of the Virtual School and Lomond View Academy has been identified and was agreed at committee in March 2024. This

structure is enhanced by funding from the core education budget and the Care Experienced Young People Fund.

4.2 As a reminder, 'Appendix 2: Models of placement at LVA' (appended to this report as Appendix 1) outlines the models of provision that Lomond View Academy now offers. The models are broadly summarised here:

- Flexible support placements at Lomond View Academy, both full time and part time split with mainstream settings
- Support for low/non-attendance at school
- Primary provision (Thrive)
- Ongoing support and advice for Care Experienced Young People via the Virtual School as well as at Lomond View Academy where required

4.3 From April 2024 we have extended the location within St Michael's Primary School to include a further 3 classrooms. This has allowed us to extend support to 11 children from across 9 schools. From August 2024 we would expect to be able to support up to 18 young people in conjunction with their base school.

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

This has previously been reported to committee as part of the Lomond View Academy paper.

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 £000	Virement From (if Applicable)	Other Comments
Lomond View Academy Staffing - Thrive	Employee Costs	2024/25	£318,167		Core Education BUB

The above staffing includes a Principal Teacher, three class teachers and three PSAs. In 2023/24 the staffing has been a Principal Teacher, 1 teacher and 1 PSA. The enhanced staffing for 2024/25 allows us to meet the needs or more pupils as above in 4.3.

5.3 Legal/Risk

N/A.

5.4 Human Resources

The staffing structure will be fully costed and taken forward as part of the 2024/25 academic year staffing exercise.

5.5 Strategic

This report supports the work of the Council and Partnership 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:

Y	YES – Assessed as relevant and an EqIA is required and copy of which will be made available on the Council website: Equality Impact Assessments 2024 - 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?

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

(c) Children and Young People

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

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

5.7 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

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

5.8 Data Protection

Has a Data Protection Impact Assessment been carried out?

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

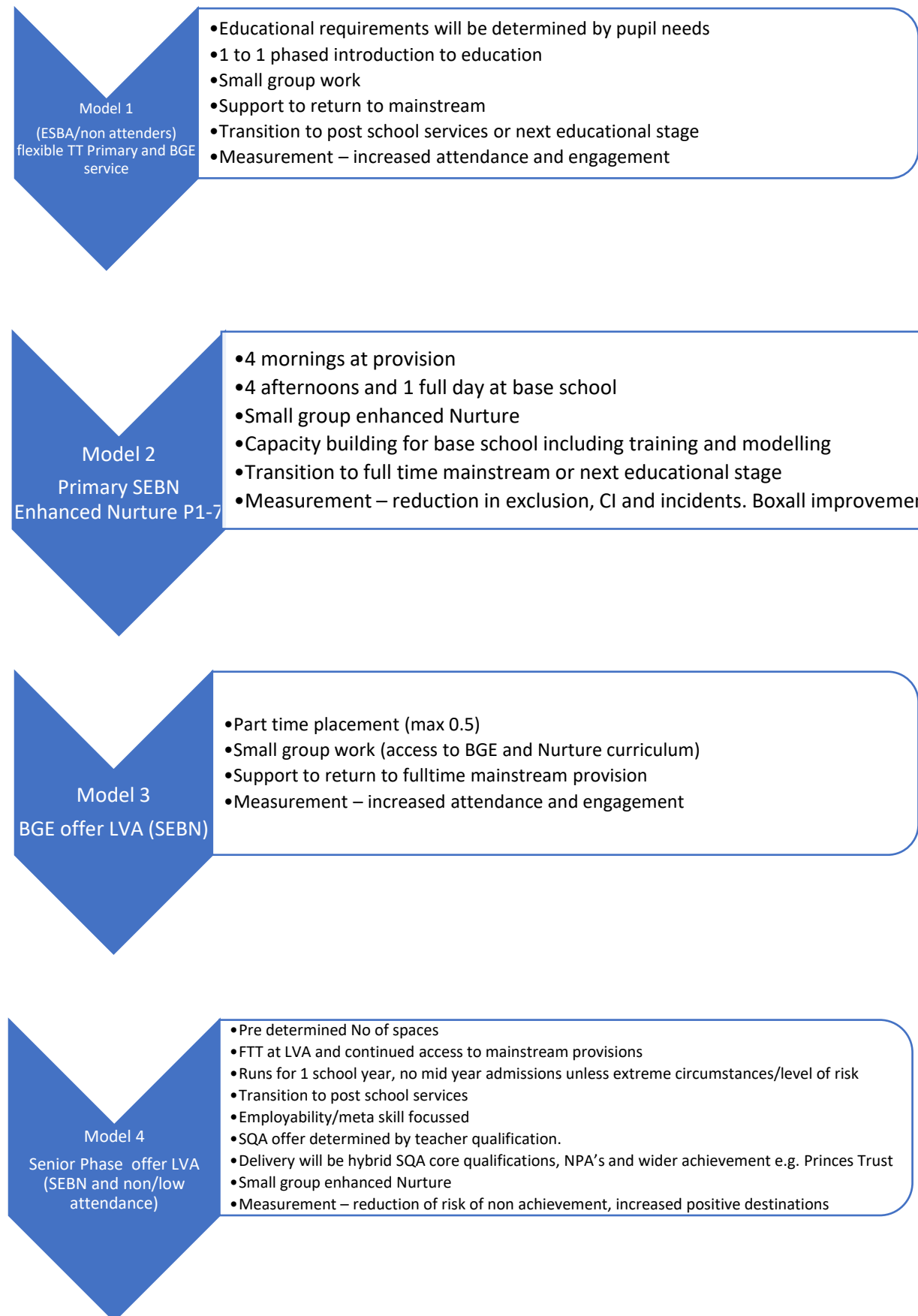
6.0 CONSULTATION

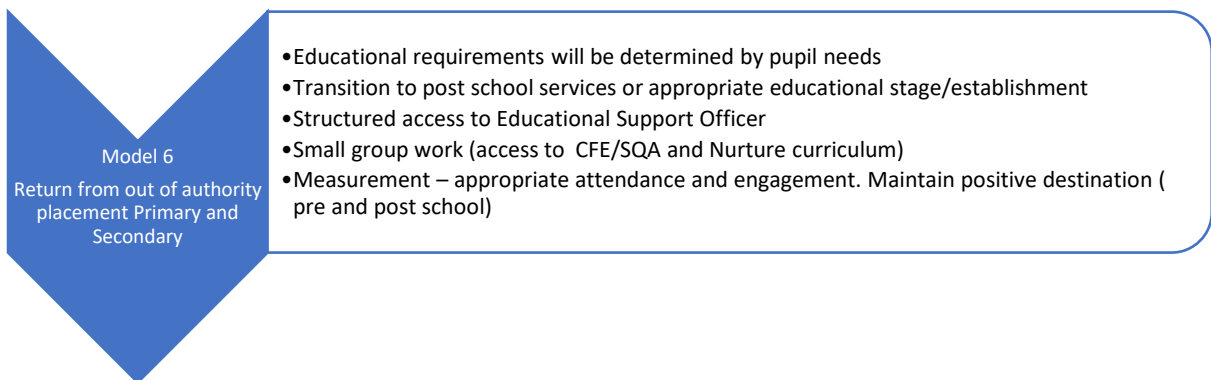
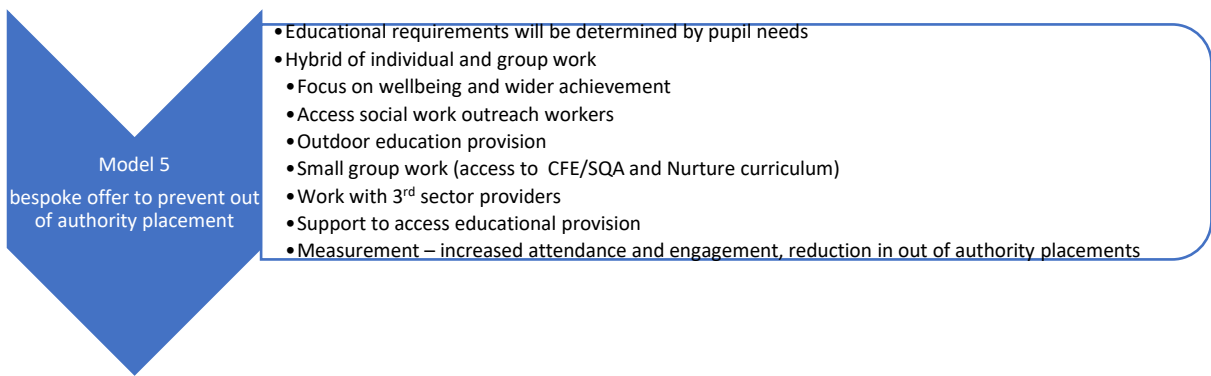
- 6.1 Ongoing consultation with all stakeholders has been carried out as part of the school's improvement process since August 2022 which has included a review of the vision, values and aims. Ongoing feedback has been sought from pupils, their families and linked mainstream schools, where appropriate, on their experiences of the provision, identifying what is working well and next steps. This feedback has been built into the ongoing development of the models as well as the planning for future school improvement.

7.0 BACKGROUND PAPERS

- 7.1 [Lomond View Academy \(glowscotland.org.uk\)](https://www.glowscotland.org.uk)

Appendix 2: Models of placement at LVA





Report To:	Education & Communities Committee	Date:	21 May 2024
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/20/24/RB
Contact Officer:	Ruth Binks	Contact No:	Internal
Subject:	Update on West Partnership Regional Improvement Collaborative		

1.0 PURPOSE AND SUMMARY

- 1.1 ☐ For Decision ☒ For Information/Noting
- 1.2 To inform the Committee of the plans for the West Partnership Regional Improvement Collaborative (RIC) following the national review of RICs undertaken by the Scottish Government and the associated reduction in funding for 2024-25 onwards.
- 1.3 In a statement to Parliament in November 2023 the Cabinet Secretary indicated that it had been decided, in light of the most recent national review of RICs, that the funding for RICs would be tapered repurposing this funding to better support teachers in classrooms. RICs will be provided with 50% of the 2023-24 funding. For the West Partnership this amounts to around £750,000.
- 1.4 Directors have been meeting to collaborate on the West Partnership Improvement Plan for next year and an update on the priorities, governance and staffing model will be presented at the next Glasgow City Region Education Committee at the end of May 2024 and thereafter an update will be provided to this Committee.

2.0 RECOMMENDATIONS

- 2.1 The Committee is asked to note the contents of this report.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

- 3.1 Regional Improvement Collaboratives were established in 2017 as a national initiative to bring about improvement for all schools in Scotland. They are intended to bring together local authorities and Education Scotland, facilitate collaborative working and provide educational support to practitioners. The Glasgow City Region Education Improvement Collaboration, known as the West Partnership, brings together authorities from across the Glasgow City Region; East Renfrewshire is a member of the West Partnership.
- 3.2 The Education Committee noted the progress of the West Partnership in 2022-23 and approved the contents of its Improvement Plan for 2023-24 in November 2023.
- 3.3 At the end of June 2023, the Cabinet Secretary for Education and Skills announced a rapid review of the impact that RICs have had on supporting pupils and practitioners. It was commissioned as part of the current education reforms, to inform future decisions on RIC support and further consideration of the future relationships between our new national bodies and local government in the area(s) of educational improvement. This was the third review of RICs, with previous reports published in 2019 and 2021.

4.0 PROPOSALS

- 4.1 The Scottish Government review was published in January 2024; the Executive Summary set out six key themes:
- RIC engagement with, and support to, pupils and practitioners across early years, primary, special and secondary settings has continued to expand and deepen since the last evaluation of the RICs;
 - Evaluation of RIC supports by practitioners who are directly engaged with RICs are consistently strong;
 - While, as with other parts of a complex system, the collective impact of RIC supports on improved outcomes for children and young people cannot be quantified, a wide and increasing range of practitioner and pupil programmes are clearly evidenced;
 - While the number of staff engaged in regional activities at any time remains a minority, support has continued to increase with evidence suggesting that approximately 30% of schools engaged in some form of RIC activity across a school year, whether directly or through supports provided to school leaders and practitioners;
 - The use of research, data and evidence to focus and shape RIC supports, including evaluation from practitioners and others, is evidenced strongly; and,
 - RICs have continued to strengthen collaboration across and between local authorities, between RICs and with other partners.
- 4.2 The review noted that across Scotland RICs were engaging with approximately 30% of schools whilst accounting for 0.1% of education spending in Scotland.
- 4.3 Locally, the latest evidence demonstrates that during 2023-24 the West Partnership is reaching approximately 25% of staff across the region and has engaged with 87% of primary, secondary and special schools. In addition, qualitative evidence from the three workstreams continues to demonstrate how we have provided opportunities for collaboration and knowledge/confidence enhancement. (More detail is available in [West Partnership Interim Evaluation Report – January 2024](#)).
- 4.4 In a statement to Parliament in November 2023 the Cabinet Secretary indicated that it had been decided, in light of the review, that the funding for RICs would be tapered repurposing this funding to better support teachers in classrooms. Part of this change would include the setting up of the Centre for Teaching Excellence.

- 4.5 Funding for 2024-25 was clarified by the Scottish Government on 30 January 2024; RICs will be provided with 50% of the 2023-24 funding. For the West Partnership this amounts to around £750,000. Following confirmation of the funding the WP team have begun to finalise scenario planning to ensure the continuation of the highly effective programmes and networks on the 50% funding for the coming year.
- 4.6 Discussions with Directors and Chief Education Officers have highlighted the need for the West Partnership to continue to add value to the work of individual LAs and to continue the focus on:
- The aspiration to build a networked learning system across the West Partnership, thereby adding value to the work of individual Local Authorities;
 - Continued buy-in to maintain a strong collective focus on pedagogy; and
 - Support and scope for a flexible approach, to enable the participation of teachers, middle and senior leaders to shape and drive the work of the West Partnership more directly.
- 4.7 In planning for 2024-25 West Partnership officers are considering each programme, collaborative enquiry activity, professional learning activity and network against a set of criteria to establish which have the most significant impact and reach and where West Partnership activity is different from other local and national offers. As a RIC we are currently in the process of developing more detailed plans setting out the themes that we will continue to collaborate on and how these will be supported strategically and operationally in 2024-25 and then beyond. Part of these plans will be setting out the required staffing in terms of the West Partnership Core Team for 2024-25 and what this might look like in 2025-26 and beyond.
- 4.8 The analysis and evidence will be used to inform the West Partnership Improvement Plan for next year. This will be the subject of a future paper to Committee. Given the reduction in funding and staff team, discussion is taking place nationally about the expectations in relation to planning and reporting. An update on the priorities, governance and staffing model will be presented at the next Glasgow City Region Education Committee at the end of May 2024.

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		✓
Legal/Risk		✓
Human Resources		✓
Strategic (Partnership Plan/Council Plan)		✓
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		✓
Environmental & Sustainability		✓
Data Protection		✓

5.2 Finance

One off Costs

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

Annually Recurring Costs/ (Savings)

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

5.3 Legal/Risk

N/A.

5.4 Human Resources

N/A.

5.5 Strategic

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.
✓	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required.

(b) Fairer Scotland Duty

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

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

(c) Children and Young People

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

	YES – Assessed as relevant and a CRWIA is required.
✓	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.
✓	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.
✓	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.