



**Clackmannanshire  
Council**

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**Greenfield, Alloa, Scotland, FK10 2AD (Tel.01259-450000)**

## **Education, Sport and Leisure Committee**

**Thursday 24 April 2014 at 10.00 am**

**Venue: Council Chamber, Greenfield, Alloa, FK10 2AD**

Date	Time
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## EDUCATION, SPORT AND LEISURE COMMITTEE

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To determine policies for the promotion of education, sport and leisure in Clackmannanshire within the strategic policy framework approved by the Council in relation to the following:

- early years education
- primary education
- secondary education
- additional support needs
- adult education
- community learning
- sports development and provision
- leisure development and provision

With the exception of those matters reserved to Council or delegated to a Committee or an officer, advising the Council on education matters and discharging functions of the Council in relation to education matters

In consultation with the Housing, Health & Care Committee, the promotion of children's health and welfare (including the preparation, publication and review of a plan for the provision of services for children in Clackmannanshire);

To set standards for service delivery.

To secure best value in the provision of services.

To consider valid petitions submitted which relate to the areas covered by the Committee

To monitor performance in the delivery of services including consideration of:

- quarterly service performance reports
- inspection or other similar reports
- financial performance
- reports on the development and implementation of shared services

To keep under review the impact of the Committee's policies on Clackmannanshire

To hear representations on petitions which have been accepted by the Director of Finance and Corporate Services as valid in accordance with the council policy and criteria. The Committee shall report on every petition in respect of which it has heard representations to Council with its recommendations on how the petition should be disposed of, which may include a recommendation that no action be taken.

**14 April 2014**

**A MEETING of the EDUCATION, SPORT AND LEISURE COMMITTEE will be held within the Council Chamber, Greenfield, Alloa, FK10 2AD, on THURSDAY 24 APRIL 2014 at 10.00 am.**

**Nikki Bridle  
Director of Finance and Corporate Services**

**B U S I N E S S**

	<b>Page No.</b>
1. Apologies	--
2. Declaration of Interests Elected Members are reminded of their obligation to declare any financial or non-financial interest which they may have in any item on this agenda in accordance with the Councillors' Code of Conduct. A Declaration of Interest form should be completed and passed to the Committee Officer.	--
3. Confirm Minutes of Meeting held on 4 February 2014 (Copy herewith)	07
4. Education Services Quarter 4 Performance 2013/2014 Progress Report - report by the Head of Education (Copy herewith)	13
5. Sports Development Update - report by the Sports Development Manager (Copy herewith)	31
6. Cost of Increased Early Learning and Childcare Entitlement to 600 Hours - report by the Head of Education (Copy herewith)	37
7. Inspection of St Bernadettes's RC Primary School Publication of Education Scotland's Report - report by the Head of Education (Copy herewith)	45



## EDUCATION, SPORT AND LEISURE COMMITTEE – MEMBERS (COMMITTEE QUORUM 4)

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### Councillors

### Wards

Councillor	Ellen Forson	(Convenor)	4	Clackmannanshire South	SNP
Councillor	Walter McAdam, MBE	(Vice Convenor)	2	Clackmannanshire North	SNP
Councillor	Gary Womersley	(Ex officio; non-voting)	3	Clackmannanshire Central	SNP
Councillor	George Matchett, QPM		1	Clackmannanshire West	LAB
Councillor	Les Sharp		1	Clackmannanshire West	SNP
Councillor	Jim Stalker		1	Clackmannanshire West	LAB
Councillor	Bobby McGill		2	Clackmannanshire North	LAB
Councillor	Alastair Campbell		5	Clackmannanshire East	CONS
Councillor	Irene Hamilton		5	Clackmannanshire East	SNP

### Appointed Members (3)

Rev Sang Y Cha	Church of Scotland
Father Michael Freyne	Roman Catholic Church
Pastor David Fraser	Scottish Baptist Church





**MINUTES OF MEETING of the EDUCATION, SPORT AND LEISURE COMMITTEE held within the Council Chamber, Greenfield, Alloa, FK10 2AD, on TUESDAY 4 FEBRUARY 2014 at 10.00 am.**

**PRESENT**

Councillor Ellen Forson, Convenor (In the Chair)  
Councillor Walter McAdam, MBE, Vice Convenor  
Councillor Alastair Campbell  
Councillor Irene Hamilton  
Councillor George Matchett, QPM  
Councillor Bobby McGill  
Councillor Les Sharp  
Councillor Jim Stalker

Father Michael Freyne, Appointed Member (Roman Catholic Church)  
Pastor David Fraser, Appointed Member (Scottish Baptist Church)

**IN ATTENDANCE**

David Leng, Head of Education  
Kevin Kelman, Assistant Head of Education  
Alan Milliken, Assistant Head of Education  
Sharon Johnston, Acting Assistant Head of Education  
Michael Boyle, Education Business Support Manager  
Sharee MacKerron, Head Teacher, Alva Academy  
Janice McCrum, Solicitor, Legal Services (Clerk to the Committee)

**ESL(14)68 APOLOGIES**

Apologies for absence were received from Councillor Gary Womersley (Ex Officio Member) and Rev Sang Y Cha, Appointed Member (Church of Scotland).

**ESL(14)69 DECLARATIONS OF INTEREST**

None

**ESL(14)70 MINUTES OF MEETING: 21 NOVEMBER 2013**

The minutes of the meeting of the Education, Sport and Leisure Committee held on Thursday 21 November 2013 were submitted for approval.

**Decision**

The minutes of the meeting of the Education, Sport and Leisure Committee held on Thursday 21 November 2013 were agreed as a correct record and signed by the Convenor.

**ESL(14)71      EDUCATION SERVICES QUARTER 3 PERFORMANCE 2013/14  
PROGRESS REPORT**

A report which provided the Committee with an update for the third quarter (October-December 2013) on the progress made against the targets contained within the Business Plan for Education was submitted by the Head of Education.

**Motion**

That the Committee agrees the recommendations set out in the report.

Moved by Councillor Ellen Forson. Seconded by Councillor Irene Hamilton.

**Decision**

Having commented on and challenged the performance of the Education Services over the third quarter of the 2013-2014 plan, the Committee agreed unanimously to note the information set out in the report.

**ESL(14)72      PLACING REQUEST - RESERVED PLACES**

A report which identified the number of places requiring to be reserved in Clackmannanshire's schools during academic session 2014/15 to ensure sufficient provision for children at their local catchment schools, was submitted by the Head of Education.

**Motion**

That the Committee agrees the recommendations set out in the report.

Moved by Councillor Ellen Forson. Seconded by Councillor Irene Hamilton.

**Decision**

The Committee agreed unanimously to:

- (1) approve the recommended places to be reserved for catchment area children for session 2014/15 at the following primary schools:
  - Abercromby Primary School
  - Menstrie Primary School
  - Redwell Primary School
  - St Serf's Primary School, and
  - Sunnyside Primary School
- (2) delegate authority to the Head of Education to determine allocation of reserved places at specific year stages in each school.

**Action**

Head of Education

**ESL(14)73      INCREASE IN EARLY LEARNING AND CHILDCARE ENTITLEMENT TO  
600 HOURS**

A report which summarised the results of consultations with stakeholders and outlined the preferred model of delivery of 600 hours of early learning and childcare for 2014/2015 in Clackmannanshire was submitted by the Head of Education.



The Children and Young People Bill is currently going through the Scottish Parliament and is expected to become an Act in 2014. The Bill sets out the intention to increase the amount and flexibility of funded early learning and childcare to meet local need.

### **Motion**

That the Committee agrees the recommendations set out in the report.

Moved by Councillor Ellen Forson. Seconded by Councillor Irene Hamilton.

### **Decision**

The Committee agreed unanimously to :

- (1) the delivery of 600 hours of early learning and childcare for all 3 and 4 year olds as outlined in the report for session 2014/2015.
- (2) the joint work being undertaken to develop a model of delivery for Looked After 2 year olds and 2 year olds subject to a Kinship Care Order.
- (3) Continued work to develop a more flexible model of delivery of 600 hours early learning and childcare from August 2015.

### **Action**

Head of Education

### **ESL(14)74 INSPECTION OF ALVA ACADEMY - PUBLICATION OF EDUCATION SCOTLAND'S REPORT**

A report which updated the Committee on the outcome of the recently published (5 November 2013) report by Education Scotland on their inspection of Alva Academy was submitted by the Head of Education.

### **Motion**

That the Committee agrees the recommendations set out in the report.

Moved by Councillor Ellen Forson. Seconded by Councillor Walter McAdam, MBE.

### **Decision**

Having had opportunity to put questions to the Head Teacher of Alva Academy who was in attendance and having considered the outcome of the inspection and commented on the key findings identified in the published inspection report attached as Appendix 1, the Committee agreed unanimously to note the information set out in the report.

- ***Councillor Campbell withdrew at this point in the proceedings. Seven elected members and two appointed members remained present.***

### **ESL(14)75 NOTICE OF MOTION IN TERMS OF STANDING ORDER 16.0 - SUPPORT FOR SCOTLAND'S FAMILIES**

A notice of motion in terms of Standing Order 16.0 which asked Committee to welcome the Scottish Government's announcement of additional funding to support free school meals and an expansion in child care provision and to recommend that Clackmannanshire Council

expresses its commitment to delivering this package, was submitted by Councillor Ellen Forson.

In terms of Standing Order 10.8, Councillor McGill raised a point of order regarding the competency of the motion in that the motion recommends that Clackmannanshire Council expresses its commitment to delivering a package for families across Clackmannanshire where there has been no previous debate or discussion on the matter.

The meeting adjourned at 11.02 am to allow the Clerk to consider whether or not the motion was competent. When the meeting resumed at 11.08 am, 7 elected members and 2 appointed members remained present.

Having considered the position, the Clerk ruled that the motion was competent in terms of Standing Order 16.7.

### **Motion**

The Committee welcomes the Scottish Government's announcement that families and young people across Scotland will benefit from millions of pounds of additional funding, to support free school meals and a significant expansion in childcare provision, which will deliver:

- 600 hours of free nursery education for all 2 year olds in workless households, benefitting 8,800 children across Scotland - 15% of all 2 year olds - from August 2014;
- The extension of 600 hours of free child care to 2 year olds from the hardest pressed families in receipt of a range benefits, benefitting 15,400 children - 27% of 2 year olds - from August 2015;
- £3.5m in 2014-15 to support an additional 2,000 child care workers;
- And, from January 2015, free school meals for all children in primaries 1-3, saving families over £300 per child per year and benefitting approximately 1730 pupils in the Clackmannanshire Council area.

The Committee notes that the Scottish Free School Meals Campaign is supported by EIS, STUC, UNISON, Children in Scotland, Church of Scotland, Save the Children, Child Poverty Action Group in Scotland, Poverty Alliance, One Parent Families Scotland, Shelter Scotland and Children 1st.

The Committee recommends that Clackmannanshire Council express their commitment to delivering this package for families across Clackmannanshire.

Moved by Councillor Ellen Forson. Seconded by Councillor Irene Hamilton.

Councillors Matchett, McGill and Stalker withdrew from the meeting at this point in the proceedings (11.18 am). A quorum of 4 elected members remained present.

### **Voting**

In terms of Standing Order 14.8, Councillor Sharp asked for a roll call vote. The Committee agreed that a vote be taken by calling the roll and at this stage there were four elected members present who were eligible to vote. On the roll being called, the members present voted as follows:

#### **Votes for the motion (4)**

Councillor Ellen Forson  
Councillor Irene Hamilton  
Councillor Les Sharp  
Councillor Walter McAdam

**Decision**

The motion was carried by 4 votes.

Accordingly, the Committee agreed to welcome the Scottish Government's announcement that families and young people across Scotland will benefit from millions of pounds of additional funding to support free school meals and a significant expansion in child care provision and recommended that Clackmannanshire Council expresses its commitment to delivering the package for families across Clackmannanshire.

**Action**

Chief Executive

ENDS 11.20 am



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**Report to Education, Sport and Leisure Committee**

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**Date of Meeting: Thursday 24<sup>th</sup> April 2014**

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**Subject: Education Service Quarter 4 Performance 2013 / 2014  
Progress Report**

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**Report by: Head of Education**

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**1.0 Purpose**

- 1.1 The purpose of this report is to provide the Education, Sport and Leisure Committee with an update, for the third quarter, January – March 2014, on the progress made against the targets contained within the Business Plan for Education.
- 1.2 This report presents the latest information on the performance indicators, and on progress in implementing the strategic priorities, overseen by the Education Committee.
- 1.3 The report includes financial performance up until the end of February 2014.
- 1.4 Appendix 1 to the report includes information generated through the Covalent performance management system. The report is presented in a format which is consistent to that used across the Council.
- 1.5 The report also details other Education Service actions within the Education Business Plan in order to provide the committee with a more detailed update on key priority areas.

**2.0 Recommendations**

- 2.1 It is recommended that the Education, Sport and Leisure Committee notes the content of the report while commenting on and challenging the performance of the Education Service over the fourth quarter of the 2013 – 2014 plan.

**3.0 Considerations**

- 3.1 The vision of the Education Service is one of high achievement, attainment and excellence and ambition for all. We believe that the vision will be realised through a continued focus and commitment to the principles that underpin Curriculum for Excellence and Getting it Right for Every Child.

- 3.2 In line with national and local priorities, there continues to be a particular focus within the Education Service on improving outcomes of potentially disadvantaged groups and on individuals at risk of missing out.
- 3.3 The Education Service has identified performance measures, key performance indicators (KPIs) on which it will report progress on a quarterly basis. However, through its establishments, the Education service progresses broader areas of work, which are qualitatively evaluated through a rigorous process of self-evaluation.
- 3.4 Reporting quarters are determined corporately and fall within a financial year, April – March; Education Services are delivered within an academic year, August – June.
- 3.5 Quarter 4 2013/2014 correlates with the third term of the academic session 2013/2014. Therefore, Quarter 4 data pertaining to the Education Service describes the progress three quarters of the way through the academic session 2013/14.

### 3.6 Service Activity:

3.6.1 The Shared Education Service was awarded a Silver Cosla Excellence Award. This was in recognition of the innovative work undertaken by Stirling and Clackmannanshire Councils in progressing the shared services agenda.

#### 3.6.2 School Estate

A Depute Head Teacher from one of Clackmannanshire's secondary schools has been seconded as an Education Officer to progress the review of the school estate. Having visited every establishment within the authority he is now reviewing catchment areas and future roll projections in order to consider capacity issues. As part of this review the officer is also considering different models of delivery of education within different environments thus ensuring that Clackmannanshire is well placed to deliver education for its children and young people well into the 21<sup>st</sup> Century.

Progress is well underway with the planned opening of the new Redwell Primary School. Staff, pupils and parents are very well prepared for the planned opening in August 2014.

#### 3.6.3 Early Years and Parenting

The Education Service will meet the timeline for implementation of 600 hours of early learning and childcare from August. An early adopter nursery class has been identified to implement from April 2014 the 3 hours 10 minute session. All nurseries are currently in the process of identifying appropriate models of delivery; this is including consulting with staff and communicating with parents.

In March, the Education Service will launch a recruitment campaign to appoint fully qualified early years workers. It is considered that in so doing, the quality of early learning and childcare will be maintained and improved through the course of this current expansion.

In January 2014, a Parenting Co-ordinator was appointed with role of leading the development of a Parenting Strategy across children's services in Stirling and Clackmannanshire including supporting the Psychology of Parenting Programme. The Shared Education Service were successful in gaining funding for the Psychology of Parenting Project (PoPP). This Scottish Government funded project seeks to improve the parenting of vulnerable three and four year old children through the use of two parenting programmes: Incredible Years and Triple P. A range of staff from Education, Health, Social Care and voluntary sector have been trained in these programmes. Staff in a range of settings are now delivering the programmes thus supporting the Education Service commitment to early and effective intervention.

#### 3.6.4 Work Placements

Colleagues in schools and Youth Services have worked with Skills Development Scotland in increasing both the quantity and quality of work placements for young people in their Senior Phase (S4-S6).

Gateway Shared Services are undertaking a programme of work experience for our senior pupils with local employers. Gateway ensure the suitability of the work placements with regard to health and safety. They also visit and verify the appropriateness of the employer to offer such a place.

Pupils are also able to source their own placements but these may only be used once they have been verified by Gateway. This ensures that our young people receive appropriate work experience placements supporting them in achieving positive destinations.

#### 3.6.5 Assessment

Schools and nurseries continue to develop practice in sharing standards and expectations in line with national guidance. All learning communities are represented on the local authority group which has been established to support moderation and quality assurance. The group completed the first round of moderation in Feb. 2014 with participants from all sectors. Feedback on the process was very positive and areas for development were identified to ensure moderation activity results in an impact on learning and attainment.

Senior phase (S4-S6) presentations for the new national examinations are registered and have been positively verified by SQA throughout the year. SQA and the education service have prepared and delivered staff development on standards and moderation in English, Maths and all three sciences, which teachers have found very useful. Similar events are running in preparation for the introduction of the new Highers.

Links have been made with Forth Valley College to extend choice for pupils in the senior phase to include NC and HNC qualifications with pathways leading to HND and Higher Education.

## 4.0 Financial Performance

4.1 The projected overspend on the Education budget has reduced from an overspend of £43,000, reported at the time of the report to Education Sport and Leisure Committee in January to the current projected underspend of £6,338. The main reasons for the change are that the costs for teaching supply cover this year are considerably reduced due to the inability to obtain cover. In addition the Student Support Service has received additional income from other local authorities for providing education placements for children temporarily resident in Clackmannanshire. Within the projected outturn is £134,000 of additional costs relating to auto enrolment of staff into the Local Government Pension Scheme.

4.2 The table below provides an overview of Education Services outturn position within each service area.

Service Area	Annual Budget 2013/14	Actual to 28/02/14	Projected Outturn	Variance Outturn v. Budget
Service Management	599,300	393,666	562,872	(36,428)
Early Years	2,784,120	2,330,487	2,761,074	(23,046)
Primary Education	11,435,740	10,381,201	11,391,125	(44,615)
Secondary Education	12,646,037	11,155,141	12,869,713	223,676
ASN Education	5,392,433	4,764,342	5,283,170	(109,263)
Education Psychology Service	251,380	250,093	242,218	(9,162)
School Crossing Patrols	90,650	89,510	103,130	12,480
Sports Development	316,460	99,191	289,895	(26,565)
Youth Services	467,420	440,991	474,006	6,586
	<b>33,983,540</b>	<b>29,904,622</b>	<b>33,977,202</b>	<b>(6,338)</b>

4.3 Appendix 2 to this paper contains a detailed analysis of variances in respect of each service area.

4.4 The main areas of budget variance are as follows:

4.4.1 The underspend in service management is due to posts in the shared service structure being unfilled. In particular the service was without an Assistant Head of Education for a number of months.

4.4.2 There are savings in staffing at ABC Nursery. These are partly offset by a reduction in income.

4.4.3 The underspend on primary education is due to the inability of the service to recruit supply teachers to cover absences. This is a national issue and the service is addressing this as part of its workforce planning for next session and it is also hoping that the recently agreed changes in teachers' conditions of service will increase the availability of supply teachers.



4.4.4 The overspend on secondary education is due to a number of factors. There is a projected overspend on the home to school transport budget, but is offset by an underspend on absence cover.

4.4.5 The overspend on school crossing patrols is due to a payment in relation to a death in service.

4.4.6 The underspend on the additional support needs budget is in relation to vacancies within the service. There is also a saving on additional support needs transport budget.

Additional income of £37,370 is projected to be received from other local authorities as a result of children from outwith Clackmannanshire who are being educated at the Student Support Service.

4.4.7 The projected saving on sports development budget is as a result of additional income from football development charges.

## 5.0 Sustainability Implications

5.1 This paper has no sustainability implications.

## 6.0 Resource Implications

6.1 None

## 7.0 Exempt Reports

7.1 Is this report exempt? No

## 8.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) **Our Priorities** (Please double click on the check box )

The area has a positive image and attracts people and businesses

Our communities are more cohesive and inclusive

People are better skilled, trained and ready for learning and employment

Our communities are safer

Vulnerable people and families are supported

Substance misuse and its effects are reduced

Health is improving and health inequalities are reducing

The environment is protected and enhanced for all

The Council is effective, efficient and recognised for excellence

(2) **Council Policies** (Please detail)

Not applicable

**9.0 Equalities Impact**

9.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

No

**10.0 Legality**

10.1 In adopting the recommendations contained in this report, the Council is acting within its legal powers.

Yes

**11.0 Appendices**

11.1 Appendix 1: Education Business Plan 2013-14 Progress Report – Quarter 4 Performance.

11.2 Appendix 2: Education Services budget v. outturn of January 2014.


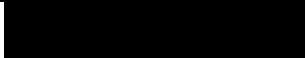
**12.0 Background Papers**

12.1 None

**Author(s)**

NAME	DESIGNATION	TEL NO / EXTENSION
Alan Milliken	Assistant Head of Education	01786 233225/33225
Fiona MacDonald	Service Manager	01786 233213/33213
Michael Boyle	Business Manager	01786 233215/33215

**Approved by**

NAME	DESIGNATION	SIGNATURE
David Leng	Head of Education	
Elaine McPherson	Chief Executive	

## Education Business Plan 2013-14 - Q2 Performance Report

**Th 1** Our children and young people, particularly those at risk of disadvantage or failure, have improved life chances through the highest levels of attainment, achievement and attendance

 Actions	 0	 0	 3	 0
 PIs	 0	 1	 19	 0

**Th 2** Our children and young people are successful learners, confident individuals, effective contributors and responsible citizens making a positive contribution to their communities



 Actions	 0	 0	 5	 0
 PIs	 2	 0	 14	 1

**Th 3** Our children and young people get the best start in life through early intervention and through the implementation of Getting it Right for Every Child (GIRFEC) principles and practice







 Actions	 0	 0	 6	 0
 PIs	 2	 0	 2	 2

**1 Our children and young people, particularly those at risk of disadvantage or failure, have improved life chances through the highest levels of attainment, achievement and attendance**



Covalent Ref.	PI Description	2012/13	2013/14	Q3 2013/14		Latest Note	Lead
		Value	Target	Value	Short Trend		
SCH ATD C1a	Percentage of half days attended by pupils in primary schools	N/A		94.97%	↓	368, 605 Attendance openings out of a possible 388, 139 openings. This is a decrease in attendance from last quarter and is typical of the Oct, Nov, Dec period. However, when compared to the same quarter the previous year, attendance has increased.	Kevin Kelman; Alan Milliken
SCH ATD C1b	Percentage of half days attended by pupils in secondary schools	N/A		90.87%	↓	90.87% = 236,339 actual openings out of a possible 260,079 openings. This is a decrease in attendance from last quarter and is typical of the Oct, Nov, Dec period. However, when compared to the same quarter the previous year, attendance has increased.	Kevin Kelman; Alan Milliken
SCH ATT C01	% of pupils achieving SCQF Level 3 in Maths and English by end of S4	97%		Annual measure			Kevin Kelman; Alan Milliken
SCH ATT C02	% of pupils achieving 5+ awards at SCQF Level 3 by end of S4	98%		Annual measure			Kevin Kelman; Alan Milliken
SCH ATT C03	% of pupils achieving 5+ awards at SCQF Level 4 by end of S4	79%		Annual measure			Kevin Kelman; Alan Milliken
SCH ATT C04	% of pupils achieving 5+ awards at SCQF Level 5 by end of S4	28%		Annual measure			Kevin Kelman; Alan Milliken
SCH ATT C05	% of pupils achieving 5+ awards at SCQF Level 5 by end of S5	51%		Annual measure			Kevin Kelman; Alan Milliken
SCH ATT C06	% of pupils achieving 1+ awards at SCQF Level 6 by end of S5	45%		Annual measure			Kevin Kelman; Alan Milliken
SCH ATT C07	% of pupils achieving 3+ awards at SCQF Level 6 by end of S5	24%		Annual measure			Kevin Kelman; Alan

Covalent Ref.	PI Description	2012/13	2013/14	Q3 2013/14		Latest Note	Lead
		Value	Target	Value	Short Trend		
							Milliken
SCH ATT C08	% of pupils achieving 5+ awards at SCQF Level 6 by end of S5	10%		Annual measure			Kevin Kelman; Alan Milliken
SCH ATT C09	% of pupils achieving 1+ awards at SCQF Level 6 or above by end of S6	54%		Annual measure			Kevin Kelman; Alan Milliken
SCH ATT C10	% of pupils achieving 3+ awards at SCQF Level 6 or above by end of S6	35%		Annual measure			Kevin Kelman; Alan Milliken
SCH ATT C11	% of pupils achieving 5+ awards at SCQF Level 6 or above by end of S6	21%		Annual measure			Kevin Kelman; Alan Milliken
SCH ATT C12	% of pupils achieving 1+ awards at SCQF Level 7 or above by end of S6	16%		Annual measure			Kevin Kelman; Alan Milliken
SCH ATT C13	Average tariff score of lowest performing 20% of S4 pupils in mainstream schools	82	75	Annual measure			Kevin Kelman; Alan Milliken
SCH ATT C14	Average tariff score of highest performing 80% of S4 pupils in mainstream schools	219	220	Annual measure			Kevin Kelman; Alan Milliken
SCH EXC C1a	Cases of exclusion rate per 1000 pupils (primary)	11.64	8.00	4.21		There were 17 Exclusion Incidents out of a roll of 4,034. This is an increase from last quarter as is typical for the Oct, Nov, Dec period. Compared to the same quarter in previous years, figures are higher. This current quarter the incidents were spread across a number of Primary schools.	Kevin Kelman; Alan Milliken
SCH EXC C1b	Cases of exclusion rate per 1000 pupils (secondary)	38.83	61.00	16.11		There were 44 Exclusion Incidents out of a roll of 2,732. This is an increase from last quarter as is typical for the Oct, Nov, Dec period. However, compared to the same quarter in previous years, figures are comparable.	Kevin Kelman; Alan Milliken
SCH LVR C01	% of school leavers who initially go on to positive destinations		87.0%	Annual measure			Kevin Kelman
SCH LVR C02	% of school leavers who are in a follow-up		88.0%	Annual measure			Kevin








Covalent Ref.	PI Description	2012/13	2013/14	Q3 2013/14		Latest Note	Lead
		Value	Target	Value	Short Trend		
	positive destination						Kelman

Covalent Ref.	Action	By When	Reviewer (Owner)	Progress	Expected Outcome	Latest Note
EDU SCH 001	Identify and share best practice	01-Aug-2014	Marie Louise O'Neill	 85%		Leadership has become a focus this session. A small working group of Head Teachers have carried out an audit of leadership needs at all levels across schools. Head teachers network, DHT network, Learning Communities and PT subject network groups continue to be a key means of sharing practice across schools. Within schools, teachers share practice through collegiate activities.
EDU SCH 002	Promote nurturing approaches across all schools.	01-Aug-2014		 90%		New nurture groups are now established in schools. Identified children are benefitting from an intensive approach with a small, supportive environment for learning. Approaches for young children are play-based. Assessments are on-going within schools and are used to adapt approaches for individual children, where appropriate.
EDU SCH 011	Continue to improve the school estate so that children and young people are able to attain, achieve and flourish.	01-Jul-2014		 95%		The new Redwell Primary School is on target for opening in August 2014. Review of school estate is currently underway.











**2 Our children and young people are successful learners, confident individuals, effective contributors and responsible citizens making a positive contribution to their communities**

Covalent Ref.	PI Description	2012/13	2013/14	Q3 2013/14		Latest Note	Lead
		Value	Target	Value	Short Trend		
GOV SAB 01a	% Sickness Absence (Teachers)	1.95%				New i-Trent system will improve recording.	Lisa Simpson
GOV SAB EDU	Days lost due to sickness - teaching staff		8.0	3334.0		Equates to an average of 3.26 days per member of teaching staff. An increase of 1.78 days per employee compared to Q2.	
EDU SCH 031	Percentage of primary schools achieving positive (satisfactory or better) inspection reports	100.00%		Annual measure			


Covalent Ref.	PI Description	2012/13	2013/14	Q3 2013/14		Latest Note	Lead
		Value	Target	Value	Short Trend		
SCH ACH C01	Young people undertaking a work placement as part of their senior phase	64.0%	68.0%			Percentage value represents the number of places booked compared with the total number required. 130 places have been booked against 540 required. In Q2, very few young people will have a work placement as part of their senior phase with the exception of those who have a placement as an alternative to a curriculum area.	Kevin Kelman
SCH BUD C01	Percentage of pupils accessing paid instrumental music tuition where entitled to a concession	3.0%	4.0%	5.5%	↑	198 children are accessing paid instrumental tuition, of which:  11 children are receiving concessions (5.5%) and 187 children are paying full price (94.5%)	Michael Boyle
SCH EMP C01	Staff receiving Professional / Performance Review and Development	80.00%	100.00%	93.00%	↑	Schools' staff undertake review meetings throughout the year and staff are engaged in ongoing development. A review of PRD for education staff is currently in progress with a view to ensuring PRD is embedded and reported equitably across the Service. Currently some groups of staff are not recording an annual meeting to discuss development activities effectively. Revised systems due to be implemented from summer 2014 will address this issue.	Alan Milliken
SCH EMP C02	Occurrences of physical assaults against staff in schools	32	16	17	↓	There has been an increase in the number of physical assaults on staff this quarter. Throughout this time additional support was offered to staff from a range of agencies including: Primary Pupil Support, Inclusion Support, Educational Psychology and senior staff from Education Services.	Michael Boyle
SCH HEA C02	Percentage of schools and nurseries accredited as Health Promoting (FV 2011 scheme)	37.00%	50.00%	50.00%	▬	11 establishments now have HPS status	Kevin Kelman
SCH HEA C03	Primary schools delivering 2 hours of quality curriculum PE (P1 to P7)	100.00%	100.00%	100.00%	↑	the Primary PE team are delivering 90 minutes per pupil per week and all pupils get an additional 30 minutes per week making up their 2 hours per pupil per week	Alan Milliken
SCH HEA C04	Secondary schools delivering 2 periods quality curriculum PE (S1 to S4)	100.00%	100.00%	100.00%	▬	pupils get 2 periods per week of PE and 174 pupils across S1 to S3 are engaged in Schools of sport and get a minimum of 4 sessions per week plus specific sessions such as flexibility, sports science, strength and conditioning, nutrition and mind set	Alan Milliken

Covalent Ref.	PI Description	2012/13	2013/14	Q3 2013/14		Latest Note	Lead
		Value	Target	Value	Short Trend		
SCH HEA C05	Percentage of primary pupils participating in extra curricular sporting activities	62.0%	63.0%	41.0%		there has been an increase in distinct participant numbers this term compared to last term, this is due to a wider range of sports and physical activities and a targeted approach in some primary schools	Alan Milliken
SCH HEA C06	Percentage of secondary pupils participating in extra curricular sporting activities	33.0%	31.0%	33.0%		participation has increased in all three secondary schools this term and in some instances by 10%, the PEPAS faculty approach in Lornshill is a significant factor and the schools of sport in each school is also a significant factor	Alan Milliken
SCH INS 01b	Preschool settings receiving a positive inspection in all indicators (Care Inspectorate)	100.0%	100.0%			3 early establishments were inspected by Care Inspectorate in Q2. 12 grades awarded: all very good and good.	Kevin Kelman; Alan Milliken
SCH INS C02	Primary schools receiving positive HMIE inspections in all indicators	100.0%	100.0%	100.0%		St Bernadette's Primary School was inspected in this quarter. It is a positive report with all indicators exceeding the national target of "satisfactory or better", receiving four good and one satisfactory grading. The "good" ratings were for the following QIs : Meeting Learners' Needs; Learning and Teaching; Improvements in Performance and Self-evaluation. It received a "satisfactory" grading in Curriculum.	Kevin Kelman; Alan Milliken
SCH INS C03	Secondary schools receiving positive HMIE inspections in all indicators	100.0%	100.0%	100.0%		The inspection report on Alva Academy was published in Q3. The school received a positive inspection, exceeding the national target of 'satisfactory or better' in all the reference QIs: improvements in performance; learners' experiences; meeting learners' needs. The school received a grading of 'good' in all the reference QIs. The additional QIs evaluated: the curriculum; improvements through self-evaluation were given a grading of 'satisfactory'.	Kevin Kelman; Alan Milliken
SCH INS C1a	Preschool settings receiving a positive inspection in all indicators	100.0%	100.0%	100.0%		There were no inspections carried out or reports published in Q4.	Kevin Kelman
YTH ACH C01	Young people who are registered with Youth Services who complete and achieve an accredited award	50.0%	60.0%	100.0%		There are currently 453 young people registered with youth services. Of these 167 (37%) signed up for awards with 161 (36%) going on to complete. This equates to 98% of young people who have signed up for an award going on to complete.	Mary Fox; Bill Miller



Covalent Ref.	Action	By When	Reviewer (Owner)	Progress	Expected Outcome	Latest Note
EDU SCH 006	Make the most of culture and sport or personal and community wellbeing including Clackmannanshire Sports Hubs.	01-Jul-2014	Alan Milliken	 95%		Sports development continues to be a strength of the Education Service. Secondary school sports hubs are serving to increase participation in sports across Clackmannanshire.
EDU SCH 007	Prioritise post school destinations	01-Aug-2014		 75%		Between October and December of the 271 placements required 184 were successfully placed. This shows an increased number of places for young people in their senior phase.
EDU SCH 008	Create opportunities for life long learning	01-Aug-2014	Alan Milliken	 70%		Staff in school, Sports Development and Youth Services are continuing to work together with a range of partners in order to provide enhanced opportunities for life long learning including the opportunity to participate in award bearing courses.
EDU SCH 009	Improve the co-ordination of work experience placements for children and young people	01-Jul-2014	Kevin Kelman	 92%		Working with colleagues Education Service have ensured that the majority of young people in their Senior Phase have been able to successfully complete a work placement.
EDU SCH 010	Assess skills for learning, life and work	01-Aug-2014	Alan Milliken	 85%		Schools and nurseries continue to develop practice in sharing standards and expectations in line with national guidance. All learning communities are represented on the local authority group which has been established to support moderation and quality assurance. The group completed the first round of moderation in February 2014 with participants from all sectors. Feedback on the process was very positive and areas for development were identified to ensure moderation activity results in an impact on learning and attainment.

**3 Our children and young people get the best start in life through early intervention and through the implementation of Getting it Right for Every Child (GIRFEC) principles and practice**

Covalent Ref.	PI Description	2012/13	2013/14	Q3 2013/14		Latest Note	Lead
		Value	Target	Value	Short Trend		
EYO LEG C1a	Number of hours of early learning and childcare per year provided for children aged 3 & 4 years	475 hours	600 hours	475 hours		Agreement reached that the model of implementation of the 600 hours will be to offer 3 hour and 10 minute sessions in nursery classes from August 2014. The Education Service is currently engaging with Head Teachers and staff over possible models of starting and finishing times so that these can be shared with parents. Menstrie Primary will be an early adopter nursery class in which the 3 hour 10 minute sessions	

Covalent Ref.	PI Description	2012/13	2013/14	Q3 2013/14		Latest Note	Lead
		Value	Target	Value	Short Trend		
						will be piloted from April - June 2014.	
EYO LEG C1b	No. hours of early learning and childcare available for looked after 2 year olds and 2 year olds subject to a Kinship Care Order.		600 hours	0 hours		A protocol is being devised with Social Care colleagues to be implemented in August 2014.	
PSS SCH C1a	Pupils out of the total number who participated in a FRIENDS programme with Psychological services who report a reduction in anxiety and low mood, and report an increase in self-esteem			Annual measure			
PSS SCH C1b	Pupils, out of the total number who participated in a Seasons for Growth Programme with Psychological Services, who report that they had been helped cope with their feelings of grief and loss.		80.0%	Annual measure			
SCH GIR C01	Establishments using Integrated Assessment Framework (IAF)	0%	100%	100%		Core planning paperwork is being used routinely by Clackmannanshire schools. Guidance is near completion, which will support full use of the observation and assessment elements of the framework. These are already well used across most schools and early years establishments. Chronologies are currently being audited and this will result in updated advise to establishments and also prompt the few remaining to put them into full use.	Kevin Kelman
SCH HEA C01	Primary schools with a breakfast club.	100%	100%	Annual measure			Michael Boyle

Covalent Ref.	Action	By When	Reviewer (Owner)	Progress	Expected Outcome	Latest Note
EDU SCH 003	Increase ASD Provision	01-Aug-2014	Kevin Kelman			Status showing 95% as this is a temporary based for young children with ASD. Children have settled well and are making progress.
EDU SCH 004	Implement CP inspection recommendations	01-Aug-2014	Kevin Kelman			Regular reviews at both the Multi Agency Continuous Improvement Group (MACIG) and Child Protection Committee (CPC) meeting ensure that all services are continuing to develop a coordinated response to Child Protection. Lead officers for each element of the action plan ensuring that actions are progressed. Following the recent Integrated

Covalent Ref.	Action	By When	Reviewer (Owner)	Progress	Expected Outcome	Latest Note
						Children's Services inspection an action plan will be drawn up to ensure that progress to date is continued.
EDU SCH 005	Improve the empathy, resilience and social competences of children and young people who are vulnerable and at risk.	01-Jun-2014	Kevin Kelman	<div style="width: 75%;"><div style="background-color: #4F81BD; height: 10px;"></div></div> 75%	✓	Lornshill Learning Community early years staff have carried out important work on assessing children's social and emotional wellbeing; they have been well supported by an Educational Psychologist. A range of work continues within schools to ensure that children and young people are developing within the 4 capacities.
EDU SCH 012	In conjunction with partners introduce the Psychology of Parenting Project.	01-Aug-2014	Kevin Kelman	<div style="width: 86%;"><div style="background-color: #4F81BD; height: 10px;"></div></div> 86%	✓	In January 2014 a parenting coordinator was appointed with the role of leading the development of a parenting strategy across Children's services in Stirling and Clackmannanshire. The local implementation of the Psychology of Parenting Project (PoPP) has been very well progressed with targets being on schedule to be completed.
EDU SCH 013	Provide 600 hours of early learning and childcare for three and four year old children and two year olds who are LAC.	31-Aug-2014	Kevin Kelman	<div style="width: 75%;"><div style="background-color: #4F81BD; height: 10px;"></div></div> 75%	✓	The Education Service will meet the timeline for implementation of 600 hours of early learning and childcare from August 2014. An early adopter nursery class has been identified to implement a 3 hour 10 minute session from April 2014. All nurseries are currently in the process of identifying appropriate models of delivery ; this is including consulting with staff and communicating with parents. In March, the Education Service will launch a recruitment campaign to appoint fully qualified early years workers. It is considered that in so doing, the quality of early learning and childcare will be maintained and improved through the course of this current expansion.
EDU SCH 014	All early years establishments will have suitably qualified staff.	01-Aug-2014	Kevin Kelman	<div style="width: 100%;"><div style="background-color: #4F81BD; height: 10px;"></div></div> 100%	✓	Overtaken.



## Appendix 2 Education Services Budget v's Outturn

As at February 2014

	Budget £'000	Outturn £'000	Variance £'000
<b>Education Outturn Variance</b>	<b>33,984</b>	<b>33,977</b>	<b>(7)</b>
<b>Service Management</b>			
Shared Services - due to vacancy mangement and secondments			(36)
<b>Total Service Management</b>	<b>599</b>	<b>563</b>	<b>(36)</b>
<b>Early Years</b>			
Auto enrol			29
Vacancies in ABC and Kidzone offset by reduced income			(117)
Other minor adjustments			25
<b>Total Early Years</b>	<b>2,784</b>	<b>2,721</b>	<b>(63)</b>
<b>Primary</b>			
Savings due to teaching vacancies			(82)
Overspend on support staff			66
Auto enrol			5
<b>Total Primary</b>	<b>11,436</b>	<b>11,425</b>	<b>(11)</b>
<b>Secondary</b>			
Auto enrol			49
Vacancy management			(6)
Overspend on home to school transport budget as a result of the 2 year extension to the contract that was approved in August 2012			136
Ringfenced property maintenance now forecast underspent			(18)
Death in service payments			38
Other various adjustments			7
<b>Total Secondary</b>	<b>12,646</b>	<b>12,852</b>	<b>206</b>

## Appendix 2 Education Services Budget v's Outturn

As at February 2014

	Budget £'000	Outturn £'000	Variance £'000
<b>Additional Support Needs</b>			
Auto enrol			37
Vacancy management - Learning Support teachers			(19)
Underspend on Inclusion Support Worker			(29)
Underspend on additional support needs - pupil transport			(56)
Additional learning assistants expenditure offset by external income			28
External placement forecast income greater than budget			(53)
Other various adjustments			7
<b>Total Additional Support Needs</b>	<b>5,392</b>	<b>5,307</b>	<b>(85)</b>
			(9)
<b>Total Educational Psychology Service</b>	<b>251</b>	<b>242</b>	<b>(9)</b>
<b>School Crossing Patrols</b>			
Death in service payment			12
<b>Total School Crossing Patrols</b>	<b>91</b>	<b>103</b>	<b>12</b>
<b>Total Sports Development</b>			
Auto enrol			7
Grant income more than budget			(34)
<b>Total Sports Development</b>	<b>316</b>	<b>290</b>	<b>(27)</b>
<b>Youth Services</b>			
Auto enrol			7
<b>Total Youth Services</b>	<b>467</b>	<b>474</b>	<b>7</b>
<b>Education Total</b>	<b>33,984</b>	<b>33,977</b>	<b>(6)</b>

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**Report to Education, Sport and Leisure Committee**

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**Date of Meeting: 24th April 2014**

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**Subject: Sports Development Update Report**

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**Report by: Marjorie Macfarlane, Sports Development Manager**

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**1.0 Purpose**

The purpose of this report is to update the Committee on the range of opportunities and programmes provided by the Sports Development Services .

**2.0 Recommendations**

- 2.1. It is recommended that the Committee note the work and activities undertaken by the Sports Development Service towards Making Clackmannanshire Better.

**3.0 Considerations**

- 3.1. Within the Council's Single Outcome Agreement 2013 to 2023 Health and Wellbeing is a key area of focus. The Sports Development Service source resources and provide opportunities to support the Council's nine priority outcomes. Within the Council's vision for Clackmannanshire there are six key areas of inequality which have been identified. The Sports Development Service are currently delivering against three of these six areas.
- 3.2. The three key areas of inequality addressed by the Sports Development Service are; Early Years and Early Intervention, Employment and Health Improvement.
- 3.3. The Council's vision for integrated service delivery and Making Clackmannanshire Better has helped drive and target resources which provide activities and programmes delivered by the Sports Development Service.
- 3.4. The Sports Development Service situated within the Council's shared education service has a specific role in The Customer Journey Through Life Stages. With the view that healthy lifestyles are embedded early in life, the Sports Development Service deliver quality training, activities and opportunities for pre school children, primary school pupils and target young people such as disengaged youths, girls, young people with a disability etc.

- 3.5. As part of Making Clackmannanshire Better the Council approved the Leisure and Sport Strategy 2013 to 2015. The Sports Development Service are vital in working towards achieving the five main goals;
1. Increased participation in leisure and sport
  2. Increased numbers of people leading more active lives
  3. Improvements in adult health and reduction in levels of childhood obesity
  4. Reductions in the gap between the highest and lowest life expectancy rates
  5. Improvements in the quality of life within all our communities
- 3.6. The Sports Development Service is the mechanism through which Active Schools, Community Sport Hub, Cashback, Schools of Sport, health and fitness activities and other sports and physical activity initiatives are resourced and delivered.
- 3.7. National publications such as "Lets Make Scotland More Active" and "Reaching Higher" along with regular monitoring and evaluation of the activities as well as feedback from participants has helped shape the service
- 3.8. The Sports Development Service benefits from a core budget of £305,228. The table below provides indicative figures for the financial year 2013/ 14. The external resources are in the form of income from classes and leisure activities, grants, sponsorship and benefit from partnership working.

	Financial Year 2013/14
Council budget	£305,228 **
External funding	£399,892 **
Total annual expenditure	£705,120 **

\*\* this figure has still to be confirmed by the Council's finance department in line with the end of financial year reports

- 3.9. The Sports Development Service support the Early Years Collaborative with specialism from the Active Start team. Active Start provides physical activity and movement co-ordination for babies and preschool children, inform mother and toddler groups, childminders, nursery staff and families about the importance of physical development. Active Start is purchased by other local authorities across Scotland.
- 3.10. The strength of the Sports Development Service in Clackmannanshire is in its partnership working and integrated approach, this has helped attract funding, created opportunities to try ideas often with new external resources and a willingness to look for new and innovative ways to engage young people and their families in being physically active.



3.11. Appendix 1 provides an overview of the key links to the Single Outcome Agreement and Sport and Leisure Strategy. The table also details the key resources which support the programme.

#### 4.0 Sustainability Implications

4.1 With the Council's continued investment in the Sports Development Service priorities of the Single Outcome Agreement and the Sport and Leisure Strategy can progress.

#### 5.0 Resource Implications

5.1. Financial Details

The full financial implications of the recommendations are set out in the report. This includes a reference to full life cycle costs where appropriate.

Yes

Finance have been consulted and have agreed the financial implications as set out in the report.

Yes

5.2. Staffing - There are no staffing implications in this report.

#### 6.0 Exempt Reports

6.1. Is this report exempt? Yes  (please detail the reasons for exemption below) No

#### 7.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) **Our Priorities** (Please double click on the check box )

- |  |                                     |
|--|-------------------------------------|
| The area has a positive image and attracts people and businesses         | <input type="checkbox"/>            |
| Our communities are more cohesive and inclusive                          | <input type="checkbox"/>            |
| People are better skilled, trained and ready for learning and employment | <input checked="" type="checkbox"/> |
| Our communities are safer  | <input type="checkbox"/>            |
| Vulnerable people and families are supported                             | <input type="checkbox"/>            |
| Substance misuse and its effects are reduced                             | <input type="checkbox"/>            |
| Health is improving and health inequalities are reducing                 | <input checked="" type="checkbox"/> |
| The environment is protected and enhanced for all                        | <input type="checkbox"/>            |
| The Council is effective, efficient and recognised for excellence        | <input type="checkbox"/>            |

(2) **Council Policies** (Please detail) N/A

## 8.0 Equalities Impact

- 8.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations? Yes   
No

## 9.0 Legality

- 9.1 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes

## 10.0 Appendices

Appendix 1 provides an overview of Sports Development Priorities and Resources.

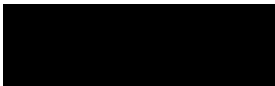
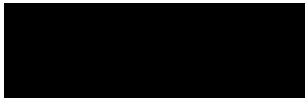
## 11.0 Background Papers

- 11.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)  
Yes  (please list the documents below) No

### Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Marjorie Macfarlane	Sports Development Manager	01259 452352

### Approved by

NAME	DESIGNATION	SIGNATURE
David Leng	Head of Education	
Elaine McPherson	Chief Executive	

## Overview of Sports Development Priorities and Resources

SOA Priority Outcome Area	Sport and Leisure Strategy	Activity	Core Resources	External Resources
Early Years & Early Intervention	Increased participation in leisure & sport	Active Start (Pre-school programme)	Manager Development Officer Community Classes (income generation) Mother & Toddler Groups Training	Officer application for lottery grants made on behalf of partner agencies - <b>£12,915*</b> awarded - <b>£7,440*</b> pending
Early Years & Early Intervention  Employment  Health Improvement	Increased participation in leisure & sport  Increased numbers of people leading more active lives  Reduction in levels of childhood obesity	Active Schools	Investment Agreement between Council & SportScotland 25% Council / 75% SportScotland Active School Co-ordinators Operational Budget  Extra curricular schools clubs School to club links Support for Curriculum for Excellence Delivery of national initiatives  School Sport Competitions Officer - pilot secondary events role	Active Girls - 3 year dance leadership project for all secondary schools - <b>£2,200*</b> for 13/14  Officer application for lottery grants made on behalf of schools - <b>£3,277*</b> awarded - <b>£10,000*</b> pending  Bikeability - training for adults & pupils in cycling efficiency - <b>£2,000*</b>  Young Ambassador, Lead 2014 & Sports Leader Programmes - <b>£3,000*</b>  Club Golf / Golf Extreme - training & equipment for P5 & secondary schools - <b>£1,150*</b>  Jump to it Basketball Initiative for 14 primary schools, coaching, festivals & trip to Emirates arena - <b>£10,000*</b>

<p>Employment</p> <p>Health Improvement</p>	<p>Increased participation in leisure &amp; sport</p> <p>Increased numbers of people leading more active lives</p> <p>Improvements in adult health and reduction in levels of childhood obesity</p> <p>Reductions in the gap between the highest &amp; lowest life expectancy rates</p> <p>Improvements in the quality of life within all our communities</p>	<p>Active Communities</p>	<p>Development Officer</p> <p>Fitness Coaches</p> <p>Operational budget through Tullibody Healthy Living Initiative &amp; Clackmannanshire Healthier Lives</p> <p>Community Classes (income generation)</p> <p>Health Checks for employees and other external groups</p>	<p>Fitness training and courses for people developing their fitness industry skills</p>
<p>Early Years &amp; Early Intervention</p> <p>Employment</p> <p>Health Improvement</p>	<p>Increased participation in leisure &amp; sport</p> <p>Increased numbers of people leading more active lives</p> <p>Reduction in levels of childhood obesity</p> <p>Improvements in the quality of life within all our communities</p>	<p>Sports Development</p>	<p>Sports Specific &amp; generic officers</p> <p>Community classes (income generation)</p> <p>Club support</p> <p>Training for coaches and leaders</p> <p>Holiday programmes</p> <p>Midnight Leagues</p> <p>Rugby FSA initiative</p> <p>Local Sports Partnerships for football, lawn bowls, rugby &amp; ClubGolf</p>	<p>Central Sports Partnership - network of regional support &amp; expertise in priority sports - <b>£600,000*</b></p> <p>Access to Club Investment Grant - - <b>£40,000*</b> over 4 years</p> <p>Additional projects &amp; support from National Governing Bodies - <b>£3,250*</b> (8 young footballers to Cardiff)</p> <p>Schools of Sport at all 3 secondaries including national pilot of Girls Football Academy at Lornshill Academy - - <b>£8,300*</b></p>
<p>Early Years &amp; Early Intervention</p>	<p>Increased participation in leisure &amp; sport</p> <p>Increased numbers of people leading more active lives</p> <p>Improvements in the quality of life within all our communities</p>	<p>Community Sport Hub</p>	<p>Principal Officer</p> <p>100% funded by SportScotland</p> <p>Sense of Community / Club support</p> <p>Branding / Promotion</p> <p>Training</p>	

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**Report to Education, Sport and Leisure Committee**

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**Date of Meeting: 24 April 2014**

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**Subject: Cost Of Increased Early Learning And Childcare  
Entitlement To 600 Hours**

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**Report by: Head of Education**

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**1.0 Purpose**

- 1.1. The purpose of this report is to provide the Education, Sport and Leisure Committee the cost of implementing the first phase of the 600 hours of early learning and childcare entitlement for all 3 & 4 year old children from August 2014.
- 1.2. The report outlines for Committee the detail of the funds provided by Scottish Government to Clackmannanshire Council for the purposes of local implementation of 600 hours of early learning and childcare and describes the cost of taking forward the model as agreed locally.

**2.0 Recommendations**

- 2.1. It is recommended that the Education, Sport and Leisure Committee:
- Agrees to note the finances made available from Scottish Government to Clackmannanshire Council for year 1 (2014/2015) implementation of 600 hours of early learning and childcare for 3 and 4 year olds and Looked After 2 year olds and 2 year olds subject to a Kinship Care Order.
  - Agrees the model and notes the costs associated with implementing the locally agreed model of delivery.
  - Approves that further work be undertaken to develop a more flexible model of delivery of 600 hours early learning and childcare for all 3 and 4 year olds as well as Looked After 2 year olds beyond August 2015 and within available resources.

### **3.0 Considerations**

- 3.1. Clackmannanshire Council is committed to introducing a model of delivery for 600 hours Early Learning and Childcare, which builds on the existing strengths in practice. To do this, the Education Service will introduce 600 hours in all of its nurseries from August 2014, and support its partner nurseries to do so within the same time-frame.
- 3.2. The Council is committed also to continuing to work with parents and carers to provide further flexibility for the ways in which 600 hours are delivered within settings.
- 3.3. The Education Service has secured details on the arrangements made by Scottish Government to fund the implementation of the increase in annual provision of early learning and childcare from 475 hours to 600 hours from August 2014 in accordance with the Children and Young People Bill.
- 3.4. Early learning and childcare services should meet the needs of parents; however, there has been acknowledgement made of the fact that councils require a longer period of implementation to offer fully flexible services than was first anticipated; therefore, a more phased approach was made permissible by Scottish Government. It is anticipated that councils will introduce fully flexible early learning and childcare services by 2017/18.
- 3.5. Members will be fully aware of previous papers to the Education, Sport and Leisure Committee in February 2014 at which approval was given to the Education Service to implement its first-phase model of delivery of 600 hours of early learning and childcare to all 3 and 4 year old children and Looked After 2 year olds, and for 2 year olds subject to a Kinship Care Order.
- 3.6. The implementation of the 600 hours has been progressed locally by an Early Years Core Group through which the Education Service has worked closely with representatives from Council-run nurseries, partner nurseries and support services to progress with the implementation of the agreed model of 3 hour 10 minute sessions in all establishments from August 2014. This group will continue to lead the implementation of more flexible services beyond August 2015.

### **4.0 Sustainability Implications**

- 4.1. The Scottish Government has committed funding for the next 5 years until 2018/2019 to enable the full, flexible delivery of 600 hours of early learning and childcare; however, the specific funding to Councils has not yet been determined.

## 5.0 Resource Implications

- 5.1. Appendix 1 shows the Education Service's spending plan for 2014/15.
- 5.2. Table 1 below shows the allocation of additional funds from Scottish Government to Clackmannanshire Council for the provision of early learning and childcare (600 hours) for 2014/15. For Scotland this includes £50.8 million revenue funding and £30 million capital funding in 2014/15.
- 5.3. The revenue funding for Clackmannanshire in 2014/15 based on the GAE share is £607K for part year implementation from August 2014.

Clackmannanshire Council has also been allocated £357K for capital projects associated with the policy.

*Table 1: Allocation of additional funds for Early Learning and Childcare 2014/15 Revenue Based on Pre-School Education GAE and LAC Early Years Fund Allocations*

	GAE Share 2014/15	Revenue (minus LAC provision) allocated on GAE share	Looked After 2 Year Olds Provision Share 2014/15	Looked After 2 Year Olds Provision Share 2014/15	Total Revenue allocation in current GAE and LAC allocations
<b>Clackmannanshire</b>	<b>1.20%</b>	<b>579, 000</b>	<b>1.30%</b>	<b>28, 000</b>	<b>607, 000</b>
Scotland	100%	48,579, 000	100%	2,270,000	50,849,000

- 5.4. For implementation within Clackmannanshire, the Education Service has provided the indicative costs of implementation for 2014/15, based on the initial implementation model: 3 hour 10 minute sessions in all nursery classes.
- 5.5. ABC Nursery in Alloa has had a tradition of being able to deliver preschool education and childcare more flexibly and, therefore, will continue to do so within this current expansion. In addition, ABC Nursery will be core to the future expansion of early learning and childcare to certain 2 year olds; therefore, it is probable that further investment will be required to modernise the building and make it suitable for the additional number of 2 year olds being placed. This is shown separately in Appendix 1.
- 5.6. As reflected nationally, the main cost associated with implementation is for the provision of additional staff. The Education Service has estimated that it will require an additional 8.75 Early Years Workers (EYW) to support the delivery of the agreed model to all 3 & 4 year olds.
- 5.7. Also included within the overall costs are the monies needed for the provision of additional support for learning estimated at an additional £6,200 (part-year) and £9,920 (full-year). Whilst these costs have not been included within the

staffing costs, it is likely that the monies will be utilised to enable for the provision of additional time from learning assistants.

- 5.8. The Education Service has prepared a spending plan, which details the primary costs of implementation. The spending plan is attached as Appendix 1 of this paper.

## 6.0 Exempt Reports

- 6.1. Is this report exempt? Yes  (please detail the reasons for exemption below) No 4

## 7.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

- (1) **Our Priorities** (Please double click on the check box )

The area has a positive image and attracts people and businesses	<input type="checkbox"/>
Our communities are more cohesive and inclusive	4
People are better skilled, trained and ready for learning and employment	4
Our communities are safer	<input type="checkbox"/>
Vulnerable people and families are supported	<input type="checkbox"/>
Substance misuse and its effects are reduced	<input type="checkbox"/>
Health is improving and health inequalities are reducing	<input type="checkbox"/>
The environment is protected and enhanced for all	<input type="checkbox"/>
The Council is effective, efficient and recognised for excellence	<input type="checkbox"/>

- (2) **Council Policies** (Please detail)

Not applicable

## 8.0 Equalities Impact

- 8.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

Yes  No 4



## 9.0 Legality

9.1 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes 4

## 10.0 Appendices

10.1 Appendix 1: Education Service Spending Plan: Implementation of 600 hours

## 11.0 Background Papers

11.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)



Yes 4 (please list the documents below) No

- Children and Young People Bill

### Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Sharon Johnston	Assistant Head of Education	01786 233202

### Approved by

NAME	DESIGNATION	SIGNATURE
David Leng	Head of Education	
Elaine McPherson	Chief Executive	



## Clackmannanshire Council: Financial Costings For Implementation of 600 Hours (Year 1 2014/15)

	National Funding Part Year 2014/15	Clacks Share Part Year 2014/15	GAE % share 2014/15	Part Year Costs Estimated 2014/15	Indicative Full Year Costs Estimated (for comparison)	Explanatory Notes
Staff costs				<b>228,659</b>	365,855	Additional 8.75 FTE Early Years Workers.
Variable Operational costs				<b>7,063</b>	11,300	Per Capital and supplies & services
Variable support costs				<b>12,500</b>	20,000	Loss of Fee Income at ABC
Additional Support for Learning				<b>6,200</b>	9,920	Learning Assistant additional hours
Partner provider up-rating				<b>25,494</b>	40,790	Increase from 475 hours to 600 hours at the same hourly rate.
ABC Nursery Investment and maintenance of early years staffing ratios				<b>300,000</b>	N/A	ABC Nursery needs to be maintained to cater for the further expansion of 600 hours entitlement. One-off investment – no full year comparison.
Total revenue (minus LAC)	48,579,000	579,000	1.2%	<b>579,916</b>	447,865	
Looked After 2 year olds	2,270,000	28,000	1.3%	<b>17,500</b>	28,000	
<b>Total Revenue</b>	<b>50,849,000</b>	<b>607,000</b>		<b>597,416</b>	475,865	
Total capital	30,000,000	357,000	1.2%	<b>357,000</b>	357,000	Not ring fenced but expected to be fully committed within the Council's Capital Programme

## Clackmannanshire Council: Financial Costings For Implementation of 600 Hours (Year 1 2014/15)

<b>Total costs</b>	<b>80,849,000</b>	<b>964,000</b>		<b>954,416</b>	832,865	
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**Report to Education, Sport and Leisure Committee**

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**Date of Meeting: 24 April 2014**

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**Subject: Inspection of St Bernadette's RC Primary School  
Publication of Education Scotland's Report**

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**Report by: Head of Education**

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**1.0 Purpose**

- 1.1 The purpose of this paper is to report to the Committee the outcome of the recently published report by Education Scotland on their inspection of St Bernadette's RC Primary School.

**2.0 Recommendations**

- 2.1 It is recommended that the Education, Sport and Leisure Committee agrees:

To note the outcome of the Education Scotland Inspection of St Bernadette's Primary School.

**3.0 Considerations**

- 3.1 Each year, Education Scotland inspects and reports on the quality of education in a sample of pre-school centres, primary schools, secondary schools and other education services, including Community Learning and Development. St Bernadette's RC Primary School was inspected in the week beginning 28 October 2013. The inspection report was published on 17 December 2013. The school was last inspected in May 2005.
- 3.2 School inspection focus on how well children and young people are learning and achieving, and how well the school supports their development. Appendix 1 provides detail of the inspection findings.

3.3 The inspection team evaluates the school's capacity to improve and seeks answers to the following questions:

- how well do children learn and achieve?
- how well does the school support children to develop and learn?
- how well does the school improve the quality of its work?

3.4 Inspectors use five quality indicators, taken from the National Framework, *'How good is our school?'* to evaluate specific aspects of school provision and to answer the three key questions. (3.2)

Three of the five quality indicators contribute to the Scottish Government's National Performance Framework (NPF):

1.1 Improvements in performance (NPF)

2.1 Learners' experiences (NPF)

5.3 Meeting learning needs (NPF)

5.1 The curriculum

5.9 Improvement through self-evaluation.

3.5 The inspection report was published on 17 December 2013 (Appendix 1). The report takes the form of a letter to parents, which provides a response to the questions highlighted in section 3.3. Appendix 2 provides an overview of the evaluations made.

3.6 A sample of parents, children and young people and members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views and opinions informed the inspection process. Appendix 3 provides the statistical detail from the questionnaires.

3.7 The inspection report on St Bernadette's RC Primary School identified the following **key strengths**

- Polite, respectful and well-behaved children who are nurtured through a caring and considerate ethos built around the Gospel values.
- The school's supportive relationships with parents and productive partnerships with the community which further children's learning.
- Arrangements for support for learning which help children progress.
- Leadership of the headteacher.

3.8 The following **areas for improvement** were agreed in discussion with the head teacher and the education authority:

- Continue to develop the curriculum to ensure that children receive a breadth of experiences, including in a modern language.
- Build on existing systems for evaluating and improving the quality of children's learning and progress.

### 3.9 **Responding to the inspection and building capacity for improvement**

Following the inspection, Education Scotland is satisfied with the overall quality of provision. Education Scotland is confident that the school's self-evaluation processes are leading to improvements. As a result, Education Scotland will make no further visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, the education service will inform parents about the school's progress.

## 4.0 **Sustainability Implications**

4.1 N/A

## 5.0 **Resource Implications**

5.1 This report has no resource implications for the Service

## 6.0 **Exempt Reports**

6.1 Is this report exempt? No

## 7.0 **Declarations**

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

### (1) **Our Priorities**

The area has a positive image and attracts people and businesses  
Our communities are more cohesive and inclusive  
People are better skilled, trained and ready for learning and employment  
Our communities are safer  
Vulnerable people and families are supported  
Substance misuse and its effects are reduced  
Health is improving and health inequalities are reducing  
The environment is protected and enhanced for all  
The Council is effective, efficient and recognised for excellence

### (2) **Council Policies** (Please detail)

Not applicable

## 8.0 Equalities Impact

8.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

Yes                      No

## 9.0 Legality

9.1 In adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes

## 10.0 Appendices

- Appendix 1 – Education Scotland inspection findings – St Bernadette’s RC Primary School
- Appendix 2 – Education Scotland quality indicators – St Bernadette’s RC Primary School.
- Appendix 3 – Education Scotland – Questionnaire analysis.

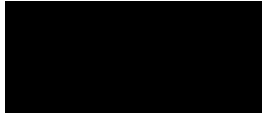
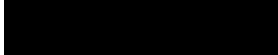
## 11.0 Background Papers

**None**

### Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Bryony Monaghan	Acting Service Manager, ASN	01786 233200

### Approved by

NAME	DESIGNATION	SIGNATURE
David Leng	Head of Education	
Elaine McPherson	Chief Executive	



17 December 2013

Dear Parent/Carer

**St Bernadette's RC Primary School  
Clackmannanshire Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including vertical groups, community partnerships and the ways teachers are planning for effective learning and teaching of Curriculum for Excellence. As a result, we were able to find out how good the school is at improving children's education.

**How well do children learn and achieve?**

Children learn and achieve well. Most are well-behaved, polite and engage confidently while learning, including when working on their own or together in small groups. The school is working now to involve children more in identifying their strengths and areas for improvement. Children learn well through the natural play project and the new playground development including about resilience and being an effective team player. By P7, most children respond well to questions that explore their thinking in science and social studies. When children work together in vertical groups they are learning and applying various skills, for example when designing posters, logos and slogans for a health café. Children achieve well and this is reflected in their 'snapshot jotters' which show their achievements at school. Parents enjoy looking at these and feel that this approach enhances learning, including at home. Children's success is well celebrated throughout the school and beyond, including in different clubs and activities out of class. They contribute well to various initiatives which enhance their learning, for example on sustainability, for which they have been awarded two Eco-Schools Scotland green flags. In recent years, children's attainment in English language and mathematics has been improving. Most have effective skills in listening, talking, reading and writing and use their literacy skills for various purposes. Most children are making good progress in mathematics. Staff recognise that children need to continue to improve their skills in mental calculations. By the upper stages, not all children can apply or recall aspects of prior learning in mathematics. Children will benefit from continuing to develop and apply their numeracy skills in real-life contexts. At all stages, children are developing an understanding of health and wellbeing. They are also developing effective skills in science. Children are progressing well in music and physical education. Their work in art and design is also of a high quality.

## **How well does the school support children to develop and learn?**

Staff support children well to develop and learn through the Gospel values. They are caring and take much account of various factors which can affect children's learning. They provide children with varied experiences, taking account of Curriculum for Excellence and promoting literacy and numeracy. Staff are planning meaningful links across children's learning. They recognise that they still have more to do to ensure all children progress well in all curriculum areas from stage to stage. Developing an agreed whole school framework for learning and teaching would help staff and children in achieving this. Staff involve children in lessons, encouraging them to discuss what they would like to learn. In most lessons, teachers give clear explanations. Where practice is best, staff use questions well to check children's knowledge and understanding. In most lessons, staff set activities at an appropriate level of difficulty for most children. A few children need further support and challenge to meet their needs fully. Overall, the school's support for learning arrangements are very good in meeting effectively the needs of those children requiring extra help. The school works very well with parents and others, including community organisations such as the local history society, to make sure children can also learn from others. The school promotes health and wellbeing well in many ways, including weekly sessions with the visiting specialist and various other activities. As yet, children do not access two hours a week of quality physical education. At the early stages, Spanish is being taught to younger children. Older children experience a few sessions in a modern language as part of the school's extended transition arrangements to secondary school. Due to changes in staffing, the school has not been able to include a modern language as part of children's broad general education. The school recognises that this needs to be addressed. Focus weeks, for example on Scotland and the world of work, provide exciting experiences for children to work with each other but also with outside agencies. Across the school, children would benefit from more varied opportunities to use technology across different elements of their learning. The school develops children's values of inclusion and concern for others very well, including through the arrangements for religious education. Children's faith journey is a strength. Appropriate transition arrangements help children when they start P1, and for those in P7 moving to secondary education. In addition, children from P5 to P7 take part in various activities at secondary school which they find enjoyable and worthwhile. Children in P7 benefit from taking part in a residential experience and also in a 'Please take me to work day' which helps develop their skills for life, learning and work.

## **How well does the school improve the quality of its work?**

The headteacher provides clear leadership. Working together and with helpful guidance from the headteacher, staff have brought about important improvements to children's learning and achievement. They recognise that sharing good practice with colleagues in other schools will be helpful in bringing about further school improvement. In addition, we have asked them to share good practice within the school. We have asked the headteacher to work with staff to continue to develop the school's approaches to self-evaluation so that children's learning and achievement improve further. Children are developing confidence and take on challenges which extend their learning and support school improvements. The school has also established more formal ways for children to have a say and contribute to school improvement, including through the pupil council and a few committees. To maintain

this, it is important that school committees run throughout the school session. The headteacher is keen to develop further children's active contribution to school improvement. Parents also make an important contribution to school improvement.

This inspection found the following key strengths.

- Polite, respectful and well-behaved children who are nurtured through a caring and considerate ethos built around the Gospel values.
- The school's supportive relationships with parents and productive partnerships with the community which further children's learning.
- Arrangements for support for learning which help children progress.
- Leadership of the headteacher.

We discussed with staff and Clackmannanshire Council how they might continue to improve the school. This is what we agreed with them.

- Continue to develop the curriculum to ensure that children receive a breadth of experiences, including in a modern language.
- Build on existing systems for evaluating and improving the quality of children's learning and progress.

### **What happens at the end of the inspection?**

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, the education authority will inform parents about the school's progress.

Moira Cummings  
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/StBernadettesRCPPrimaryClackmannanshire.asp>

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: [complaints@educationscotland.gsi.gov.uk](mailto:complaints@educationscotland.gsi.gov.uk) or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.



Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*<sup>1</sup>. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for St Bernadette's RC Primary School.

<b>Improvements in performance</b>	<b>good</b>
<b>Learners' experiences</b>	<b>good</b>
<b>Meeting learning needs</b>	<b>good</b>

We also evaluated the following aspects of the work of the school.

<b>The curriculum</b>	<b>satisfactory</b>
<b>Improvement through self-evaluation</b>	<b>good</b>

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/StBernadettesRCPrimaryClackmannanshire.asp>

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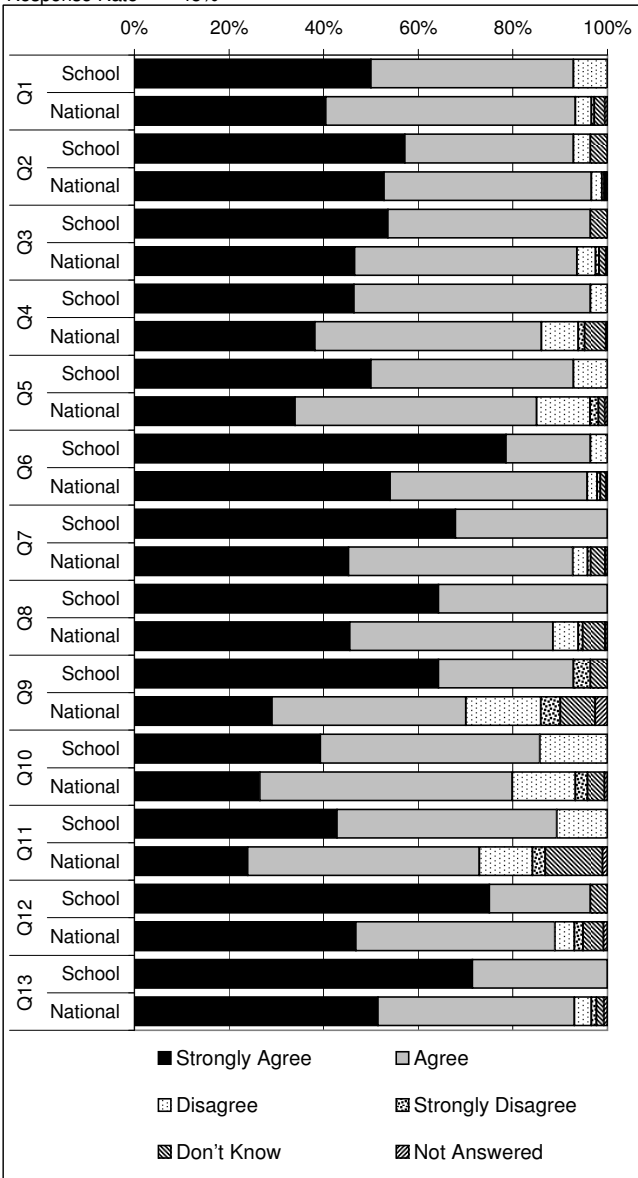
<sup>1</sup> *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3\\_tcm4-684258.pdf](http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf). Please note that the term "adequate" in the document has been replaced with "satisfactory".



## Parent Questionnaire Summary

Centre Name St Bernadette's RC Primary  
 SEED Number 5702321  
 Quest. Issued 62  
 Quest. Input 28  
 Response Rate 45%

APPENDIX 3

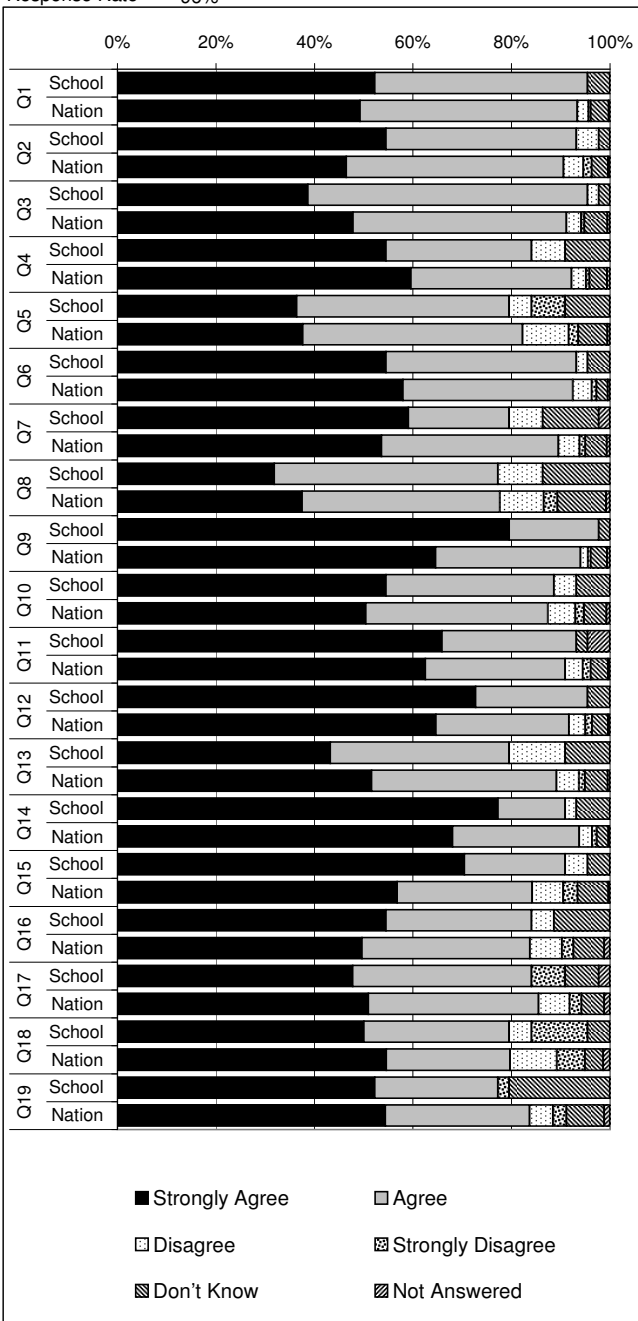


		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The school helps my child to be more confident.	50%	43%	7%	0%	0%	0%	93%	7%
Q2	My child enjoys learning at school.	57%	36%	4%	0%	4%	0%	93%	4%
Q3	My child's learning is progressing well.	54%	43%	0%	0%	4%	0%	96%	0%
Q4	My child is encouraged and stretched to work to the best of their ability.	46%	50%	4%	0%	0%	0%	96%	4%
Q5	The school keeps me well informed about my child's progress.	50%	43%	7%	0%	0%	0%	93%	7%
Q6	My child feels safe at school.	79%	18%	4%	0%	0%	0%	96%	4%
Q7	My child is treated fairly at school.	68%	32%	0%	0%	0%	0%	100%	0%
Q8	I feel staff really know my child as an individual and support them well.	64%	36%	0%	0%	0%	0%	100%	0%
Q9	My child benefits from school clubs and activities provided outside the classroom.	64%	29%	0%	4%	4%	0%	93%	4%
Q10	The school asks for my views.	39%	46%	14%	0%	0%	0%	86%	14%
Q11	The school takes my views into account.	43%	46%	11%	0%	0%	0%	89%	11%
Q12	The school is well led.	75%	21%	0%	0%	4%	0%	96%	0%
Q13	Overall, I am happy with the school.	71%	29%	0%	0%	0%	0%	100%	0%

Note: Will not always sum to 100% due to rounding

# Pupil Questionnaire Summary

Centre Name St Bernadette's RC Primary  
 SEED Number 5702321  
 Quest. Issued 46  
 Quest. Input 44  
 Response Rate 96%



		Percentage %						APPENDIX 3	
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The school is helping me to become more confident.	52%	43%	0%	0%	5%	0%	95%	0%
Q2	I enjoy learning at school.	55%	39%	5%	0%	2%	0%	93%	5%
Q3	I am getting along well with my school work.	39%	57%	2%	0%	2%	0%	95%	2%
Q4	Staff encourage me to do the best I can.	55%	30%	7%	0%	9%	0%	84%	7%
Q5	Staff talk to me regularly about how to improve my learning.	36%	43%	5%	7%	9%	0%	80%	11%
Q6	I get help when I need it.	55%	39%	2%	0%	5%	0%	93%	2%
Q7	Staff listen to me and pay attention to what I say.	59%	20%	7%	0%	11%	2%	80%	7%
Q8	I have a say in making the way we learn in school better.	32%	45%	9%	0%	14%	0%	77%	9%
Q9	Staff expect me to take responsibility for my own work in class.	80%	18%	0%	0%	2%	0%	98%	0%
Q10	Staff and pupils treat me fairly and with respect.	55%	34%	5%	0%	7%	0%	89%	5%
Q11	I feel safe and cared for in school.	66%	27%	0%	0%	2%	5%	93%	0%
Q12	I have adults in school I can speak to if I am upset or worried about something.	73%	23%	0%	0%	5%	0%	95%	0%
Q13	I find it easy to talk to staff and they set a good example.	43%	36%	11%	0%	9%	0%	80%	11%
Q14	Staff make sure that pupils behave well.	77%	14%	2%	0%	7%	0%	91%	2%
Q15	Staff are good at dealing with bullying behaviour.	70%	20%	5%	0%	5%	0%	91%	5%
Q16	The pupil council is good at getting improvements made in the school.	55%	30%	5%	0%	11%	0%	84%	5%
Q17	The school encourages me to make healthy-food choices.	48%	36%	0%	7%	7%	2%	84%	7%
Q18	I take part in out-of-class activities and school clubs.	50%	30%	5%	11%	5%	0%	80%	16%
Q19	I know what out-of-school activities and youth groups are available in my local area.	52%	25%	0%	2%	20%	0%	77%	2%

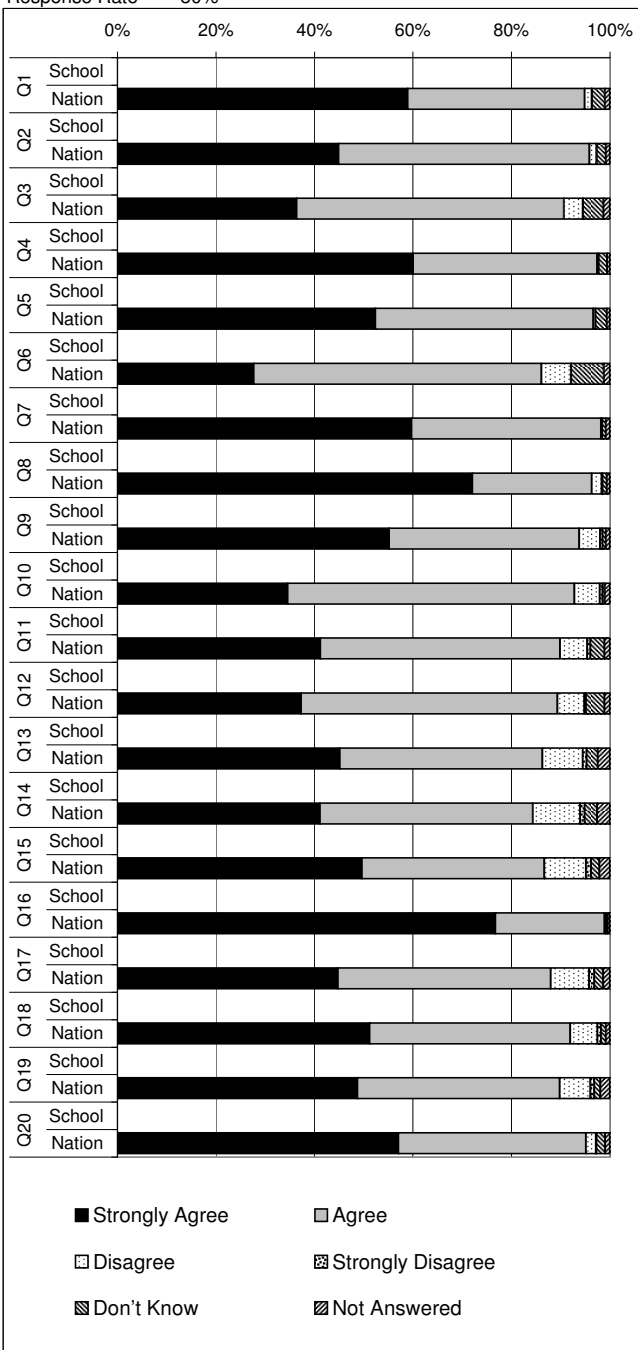
Note: Will not always sum to 100% due to rounding



# Teacher Questionnaire Summary

Centre Name St Bernadette's RC Primary  
 SEED Number 5702321  
 Quest. Issued 10  
 Quest. Input 5  
 Response Rate 50%

**Fewer than 10 responses received therefore the data has not been published.**



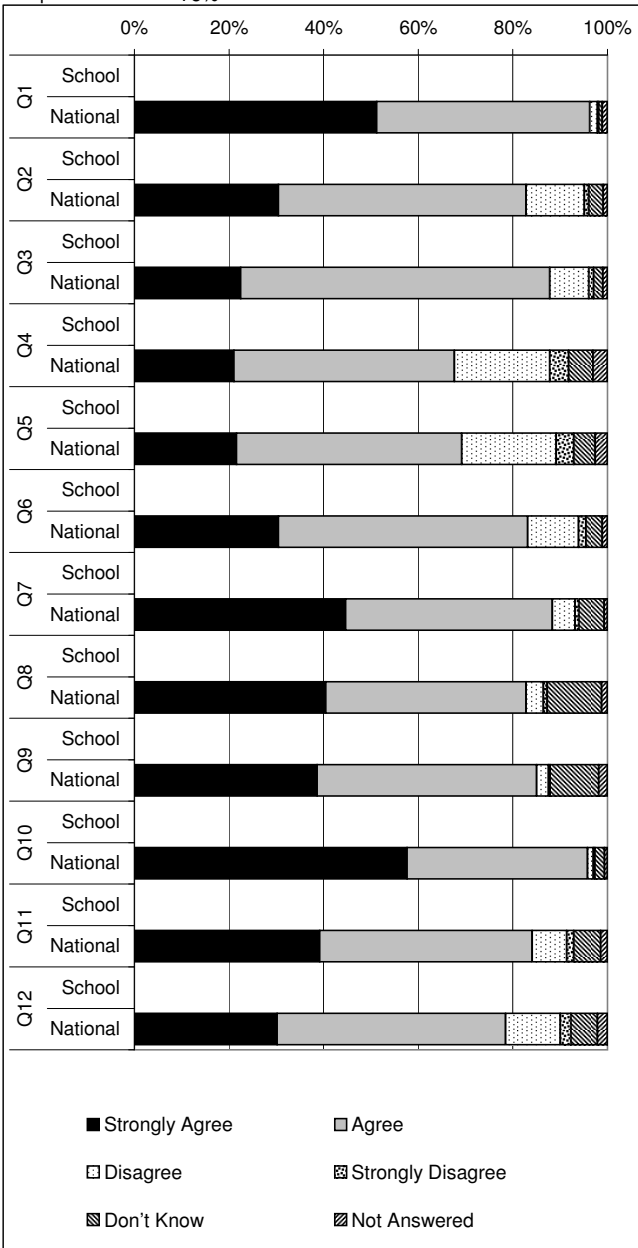
		Percentage %						APPENDIX 3	
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	Staff regularly discuss how to improve achievement for all pupils at both stage and whole-school level.	0%	0%	0%	0%	0%	0%	0%	0%
Q2	All pupils are given activities which meet their learning needs.	0%	0%	0%	0%	0%	0%	0%	0%
Q3	Pupils are involved in setting learning targets.	0%	0%	0%	0%	0%	0%	0%	0%
Q4	Pupils are provided with regular feedback on what they need to do to improve.	0%	0%	0%	0%	0%	0%	0%	0%
Q5	Pupils are provided with opportunities to evaluate their own work and that of others.	0%	0%	0%	0%	0%	0%	0%	0%
Q6	Staff regularly ask for pupils' views on how their learning experiences could be improved.	0%	0%	0%	0%	0%	0%	0%	0%
Q7	Pupils take an active part in their learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q8	Staff treat all pupils equally.	0%	0%	0%	0%	0%	0%	0%	0%
Q9	Staff and pupils respect each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q10	The pupils are well behaved.	0%	0%	0%	0%	0%	0%	0%	0%
Q11	Support for pupils with additional support needs is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q12	Parents are fully involved in the school and their children's learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q13	I have been actively involved in developing the school's vision and values.	0%	0%	0%	0%	0%	0%	0%	0%
Q14	I am actively involved in setting priorities to improve the school.	0%	0%	0%	0%	0%	0%	0%	0%
Q15	I have regular opportunities to help shape the curriculum by having staff discussions and working groups.	0%	0%	0%	0%	0%	0%	0%	0%
Q16	I am aware of the school's procedures for protecting children.	0%	0%	0%	0%	0%	0%	0%	0%
Q17	Leadership at all levels is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q18	Staff communicate effectively with each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q19	I have good opportunities to take part in continuing professional development.	0%	0%	0%	0%	0%	0%	0%	0%
Q20	Staff across the school share good practice.	0%	0%	0%	0%	0%	0%	0%	0%

**Note: Will not always sum to 100% due to rounding**

# Non-Teaching Questionnaire Summary

Centre Name St Bernadette's RC Primary  
 SEED Number 5702321  
 Quest. Issued 4  
 Quest. Input 3  
 Response Rate 75%

Fewer than 10 responses received therefore the data has not been published.



		Percentage %						APPENDIX 3	
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	I have access to the information I need to carry out my work.	0%	0%	0%	0%	0%	0%	0%	0%
Q2	All staff and pupils respect each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q3	Pupils are well behaved.	0%	0%	0%	0%	0%	0%	0%	0%
Q4	I am involved in staff discussions about how to achieve school priorities.	0%	0%	0%	0%	0%	0%	0%	0%
Q5	I have good opportunities to be involved in making decisions.	0%	0%	0%	0%	0%	0%	0%	0%
Q6	Staff communicate effectively with each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q7	Staff treat all pupils equally.	0%	0%	0%	0%	0%	0%	0%	0%
Q8	Support for pupils with additional support needs is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q9	Parents are fully involved in the school and their children's learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q10	I am aware of the school's procedures for protecting children.	0%	0%	0%	0%	0%	0%	0%	0%
Q11	Leadership at all levels is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q12	I have good opportunities to take part in training activities.	0%	0%	0%	0%	0%	0%	0%	0%

Note: Will not always sum to 100% due to rounding