
Report to Education, Sport and Leisure Committee

Date of Meeting: 19 June 2014

Subject: Education Services Business Plan 2014 - 2017

Report by: Head of Education

1.0 Purpose

The purpose of this report is to provide the Education, Sport and Leisure Committee with an update on the Education Business Plan. This is being presented in the form of a Strategic Plan across both Clackmannanshire and Stirling.

2.0 Recommendations

2.1 The Committee is asked to note the draft Business Plan and comment on or challenge as appropriate.

3.0 Considerations

3.1 The Business Plan provides committee members with an overview of the activities of the service. A set of Covalent measures will be defined to support ongoing reporting

3.2 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.

3.3 The plan is underpinned by the Service's Strategic Priorities:

Our learners are successful learners, confident individuals, effective contributors and responsible citizens making a positive contribution to their communities.

Our learners enjoy physical and emotional wellbeing leading to healthy lifestyles.

Our learners get the help they need when they need it.

Our learners get the best start in life and are ready to succeed.

3.4 The structure of the plan is organized around the following organisers:

The Overall Context for Education Service Planning

The Legal and National Policy Context for Education

Delivering the Education Service Across Two Council Areas

The Education Service's Strategic Framework

Resourcing the Education Service

3.5 The Strategic Plan includes a specific action plan to take forward the key priorities.

3.6 A Consultation on the Strategic Plan will be undertaken in May and June 2014. The plan will then be finalised and published early in the new academic session.

4.0 Sustainability Implications

4.1 This paper has no sustainability implications.

5.0 Resource Implications

5.1 None

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** (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 checked="" 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?

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: Strategic Business Plan 2014 - 2017

11.0 Background Papers

11.1 None

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**Stirling and Clackmannanshire
Education Service**

Strategic Plan
2014 - 2017

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“Improving Life through Learning”

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Introduction

The Stirling and Clackmannanshire Education Service occupies a unique position within the context of Scottish education. To date, this is the only Education Service that has been successfully developed to encompass two local authority areas.

Our Service Plan '*Improving Life Through Learning*' outlines how, as one Shared Education Service, we shall effectively deliver Council and Community Planning Partnership priorities for both Stirling and Clackmannanshire whilst meeting specific educational objectives, including the legal duties of both Councils as education authorities.

The overall objective of our Strategic Plan is to improve educational outcomes for all children, young people and adult learners throughout Stirling and Clackmannanshire.

We are acutely aware of the challenges facing local authorities throughout Scotland over the next few years and are therefore fully committed to delivering high quality services efficiently and effectively, achieving best value from the resources available to us. Our Plan is ambitious, identifying high-level outcomes for children, young people and adult learners across all areas of our work. Achieving these outcomes through the specific, measurable and timetabled actions detailed in the Implementation Plan within the Appendices to this document, will help to ensure that the lives of our learners across Stirling and Clackmannanshire are improved through Education

David Leng
Head of Education



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Section One: The Overall Context For Education Service Planning

1.1 National and Local Contexts

Service Planning for the Stirling and Clackmannanshire Education Service takes place within the following national and local contexts:

- national legislation, national policy priorities and leading professional practice, which provide a frame of reference for Education, as detailed at Section Two;
- local priorities identified for both Stirling and Clackmannanshire, drawn from the two Councils' corporate objectives in conjunction with priorities agreed with their Community Planning partners.

1.2 Areas of Service Activity

Stirling and Clackmannanshire's Education Service is broad-ranging and encompasses the following areas of activity: Early Learning and Childcare; Primary and Secondary Education; Specialist Provision for Children with Additional Support Needs; Youth Services; Adult and Family Learning; Educational Psychology; Sports; Culture and Leisure. Services are delivered within diverse settings. There are currently ten secondary schools, fifty-nine primary schools (of which thirty-one have nursery classes), fourteen stand-alone nurseries, two special schools and a variety of specialist provisions for children who need additional support for their learning.

Through the implementation of its Service Plan, the Stirling and Clackmannanshire Education Service will champion improvement within and across all areas of Service activity. Its overall aim is to ensure the best possible education for all learners and to improve life through learning.

Section Two: The Legal and National Policy Context for Education Service Planning

2.1 The Standards in Scotland's Schools etc. Act (2000)

The Standards in Scotland's Schools etc. Act (2000) sets out the national agenda for education. This Act provides an improvement framework for the quality of school education. The Act requires that "education should be directed to the development of the personality, talents and physical abilities of the child or young person to his or her fullest potential"; and that "due regard, so far as is reasonably practicable, should be paid to the views of the child or young person, taking into account his or her age and maturity."

The improvement framework operates at three levels: national government; local government, and individual school level. The national approach to improvement in Scottish Education has been updated since the introduction of the Act in 2000, and now includes national publications which draw together principles of self-evaluation, improvement planning, school effectiveness and improvement. These publications are as follows:

- *'The Journey to Excellence'*
- *'Curriculum for Excellence'*
- *'How Good is Our School?'*
- *'The Child at the Centre'*
- *'How good is our Community Learning and Development?'*

2.2 'Curriculum for Excellence'

The *'Curriculum for Excellence'* programme, implemented from 2010-2011, aims to ensure that all children in Scotland develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society.

'Curriculum for Excellence' incorporates and lends synergy to diverse approaches to learning aimed at enriching the learning experiences of children and young people.

The programme comprises the following topics: *Curriculum Areas And Subjects*; *Interdisciplinary Learning* (i.e. making links across and between subject boundaries); *Ethos And Life Of The School*; and *Opportunities For Personal Achievement*. This last should be made available both in the classroom and beyond, giving children and young people a sense of satisfaction whilst building motivation, resilience and confidence. Added to this, because children learn through all of their experiences (in their families and communities, through early years learning and childcare, and at school) the Curriculum aims to recognise and complement the contributions that these experiences can make to children's learning.

2.3 'Getting it Right for Every Child' (GIRFEC) (2008)

As children and young people progress on their journey through life, some may have temporary difficulties, some may live with challenges, and some may have complex needs. At certain points, they and their families may need help and support. The *'Getting it Right for Every Child'* approach ensures that anyone providing help or support looks comprehensively at children's or young people's needs (and where appropriate, their family's needs). Identifying and meeting needs should be placed at the centre of action to address learning difficulties.

GIRFEC focuses on improving outcomes for individual children and young people through collaborative action by professionals to support children, young people and their families. Practitioners are expected to work together to support the wellbeing of children and young people. In doing so, they must ensure that (a) children and young people's needs for specific professional input are recognised and (b) the input is accessed, e.g. through referrals to other organisations and joint-working thereafter. All professionals are required to work to a common framework for assessing children and young people. They must also take action to meet assessed needs. Where necessary, an integrated plan of action should be created for a child or young person. Each child or young person should only have one plan of action, which should be agreed by all stakeholders.

The Education Service has worked with partner professionals in Social Care, Health, and Police Services across Forth Valley to create an Integrated Assessment Framework, thus ensuring a common approach to assessing children and young people's needs, and assisting services working with them and families.

2.4 **The Children and Young People (Scotland) Act 2014**

This Act further develops the principles of *GIRFEC* and enhances previous legislation in respect of early years education and childcare. Local Authorities have particular duties placed upon them by the Act. Consequently, the Stirling and Clackmannanshire Education Service Strategic Plan includes commitments to develop services and/or alternative approaches to service delivery in response to the provisions of the Act.

The key features of the Act relating to Local Authority duties and powers are:

- publicly funded, flexible early learning and childcare of at least six hundred hours a year for three and four year-olds and the most vulnerable two year-olds;
- from April 2015, sixteen year olds in residential, foster or kinship care gain new rights to remain 'looked-after' until the age of twenty one, as well as an extended entitlement to 'aftercare' until their twenty sixth birthday;
- kinship carers gain enhanced legal entitlements to assistance;
- counselling and other support to be given to vulnerable children and their families;
- improved provision of advice and help when needed, for children and families from early years to adulthood, including providing a 'named person' for each child – usually their health visitor or head/senior teacher – available as a single point of contact;
- from January 2015, every child in Primary One to Primary Three will have an entitlement to a free school lunch;
- strengthened legislation on school closures, including new requirements and improved transparency for closure proposals, particularly in rural communities.

2.5 **The Early Years Framework (2008)**

The Scottish Government and the Convention of Scottish Local Authorities (COSLA) launched the Early Years Framework in 2008. The purpose of the Framework is to break the cycle of inequalities in health, education and employment opportunities by

giving all young children (from pre-birth to eight years of age) the best start in life. At its heart is the recognition that all children have a right to high quality relationships and environments; and a right to services that offer a holistic approach to meeting their needs. Such needs encompass: play, learning, social relationships and emotional and physical wellbeing. This approach is of particular benefit in assisting those children and families requiring higher levels of support.

2.6 The Early Years Collaborative (2013)

In 2013, the Scottish Government also launched the Early Years Collaborative. With support from all local authorities, NHS Scotland, Police Scotland and Third and Voluntary Sector partners, the Collaborative aims to make Scotland the best place where children can grow up. This will be done by reducing inequalities and delivering tangible improvements in outcomes for Scotland's vulnerable children.

The Early Years Collaborative is a two-year learning system that brings together Community Planning Partnerships (see sub-section 2.8) to seek improvement in the Early Years. The collaborative approach seeks to convert high level principles set out in the Early Years Framework into practical actions by using the evidence base of 'what works' in designing and delivering local services.

2.7 Local Government Benchmarking Framework (LGBF)

The Society of Local Authority Chief Executives (SOLACE) has worked with the Scottish Local Government Improvement Service and COSLA to establish a set of benchmarking indicators for local authority services throughout Scotland.

The purpose of this exercise is to enable comparisons to be made on spending and performance among local authorities with similar characteristics, so that authorities can learn from others and improve their performance.

2.8 Community Planning and Single Outcome Agreements

The Local Government in Scotland Act (2003) requires local authorities to draw up Community Plans in partnership with other publicly funded organisations operating in their areas, and with their communities. Strategic Community Plans are intended to enable public and voluntary organisations to deliver services which meet the needs and aspirations of the communities that they serve.

Community Planning has evolved to the stage where partner organisations and their communities, in agreement with the Scottish Government, develop Single Outcome Agreements on the basis of Council areas. These Agreements contain tangible local outcomes (e.g. a reduction in youth crime) to which all or most partners contribute by delivering services and working collaboratively with each other. Local outcomes contribute towards achieving national outcomes set by the Scottish Government.

Single Outcome Agreements have been created for Stirling (via the Stirling Community Planning Partnership) and for Clackmannanshire (via the Clackmannanshire Alliance) for the period 2013/14–2023/2024. The Agreements were drawn up with reference to strategic commitments contained in each organisation's plan (e.g. Councils' Corporate Plans) and the interagency Community Plan, thus ensuring cohesion among individual and partnership performance frameworks.

2.9 Community Learning and Development (CLD) Strategic Guidance for Community Planning Partnerships

The strategic guidance clarifies the expectations of Community Planning Partnerships (CPPs), within the broad framework of public service reform, and in line with the Review of Community Planning and Single Outcome Agreements (SOAs). It expects local authorities to provide clear leadership and direction, and to drive the action needed to ensure they maximise the contribution of CLD partners in the reform of public services.

CLD Regulations

The requirements for Community Learning and Development (Scotland) Regulations 2013 (the CLD Regulations) came in to force on 1 September 2013. The regulations place a requirement on the authority to initiate, maintain and facilitate a process which ensures that CLD in the area of the local authority is secured. The local authority must involve and consult those representative of both the target individuals and groups and CLD providers within the area of the local authority on a 3 year planning cycle.

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Section Three: Delivering The Education Service Across Two Council Areas

3.1 The Education Service and Single Outcome Agreements

When developing its Service priorities, the Stirling and Clackmannanshire Education Service considered the Single Outcome Agreements for the Clackmannanshire Alliance and the Stirling Community Planning Partnerships, referred to at subsection 2.8.

Both Community Planning Partnerships have recently revised their Single Outcome Agreements to cover the period from 2013-2017. These updated Agreements set out a focussed set of key priorities and outcomes that will help to deliver better results for the people of Stirling and Clackmannanshire. Through both the shorter planning timescale and the overall ten-year cycle of agreed outcomes and performance measures, the Agreements demonstrate the added value to be gained from Community Planning organisations jointly-planning, investing resources in a targeted, complementary manner, and delivering services in consultation with local communities.

Having reviewed all Single Outcome Agreement Priorities, the Education Service identified that its contribution will be best made in respect of the Priorities highlighted in bold within the table below:

Table One: Single Outcome Agreement Priorities	
Stirling Community Planning Partnership	<ul style="list-style-type: none"> • Improved outcomes in children's early years • Improved support for disadvantaged and vulnerable families and individuals • Communities are well served, better connected and safe • Reduced risk factors that lead to health inequalities and other inequalities • Improved opportunities for learning, training and work
Clackmannanshire Alliance	<ul style="list-style-type: none"> • Communities are more inclusive and cohesive • People are better skilled, trained and ready for learning and employment • Vulnerable people and families are supported • Substance misuse and its effects are reduced • Health is improving • Our public services are improving

3.2 The Education Service and Corporate Priorities

The Education Service will contribute towards meeting the Corporate Priorities of both Council areas as described at (A) and (B) below.

(A) *Stirling Council Corporate Priorities – ‘Serving Stirling’*

Following the local government elections in 2012, Stirling Council’s incoming Administration set out Strategic Priorities for the next three years within its Corporate Plan ‘Serving Stirling’.

The Education Service expects to make a major contribution towards the following Corporate Strategic Priorities:

- increasing focus on early intervention to help families in need
- improving the outcomes for the lowest performing twenty per cent of children in nurseries and schools
- providing additional nursery and out of school care places throughout the Stirling area to support working families
- being a good corporate parent
- promoting opportunities and support access to physical activity and sport for all.

(B) Clackmannanshire Council Corporate Priorities

Clackmannanshire Council has set out its Corporate Service Plan '**Taking Clackmannanshire Forward**' under the following, broad-based headings:

- Better Services
- Better Opportunities
- Better Communities

The Education Service will make a significant contribution towards achieving the Council's published Vision in respect of the following:

- all children in Clackmannanshire have the best possible start in life, focusing particularly on birth to three years, with particular emphasis on the importance of good parenting
- our school children are successful learners
- our opportunities are not limited by poor health, and people have a good sense of wellbeing
- social circumstances for those in most need are improved
- we actively seek opportunities to better plan and work jointly with partners with a particular focus on efficiency and preventative spends.

Section Four: The Education Service's Strategic Framework

4.1 Content of the Strategic Framework

The first three sections of this Strategic Plan described the overall context for Education Service Planning, i.e. legal and national policy imperatives, and the influence of Community Planning and Council Corporate Planning.

Section Four provides the Education Service Strategic Framework which, whilst reflecting this wider environment, focuses on:

- the Education Service Mission Statement
- Areas of Strength and Areas for Development
- Strategic Priorities for future action
- Strategic Actions

The Implementation Plan for this Strategic Plan is provided at Appendix Three.

4.2 Education Service Mission Statement

Following consultation with stakeholders the Education Service identified its Mission Statement as: ***“Improving Life through Learning”***

4.3 Areas of Strength and Areas for Development

In order to fulfil its Mission Statement and Strategic Priorities, the Education Service identified the following areas of strength and areas for development:

Areas of strength

- *Most of the recent HMIE reports have identified ‘Meeting Learning Needs’ as an area of good practice.*
- *There has been an overall increase in Attainment within school populations in both Stirling and Clackmannanshire.*
- *Sharing good practice across both authorities at all levels has had a positive impact on learning and teaching.*

Areas for Development

- *The Service needs to improve the number of positive destinations achieved by many of our most vulnerable children.*
- *The Service needs to further embed improvements to the curriculum identified through self-evaluation and recent HMIE reports.*

- *The Service needs continued development of effective partnership working as recommended within the Integrated Children's Service Inspection*
- *The Service needs to develop more robust approaches to self-evaluation which have a positive impact upon outcomes for learners*

4.4 Education Service Strategic Priorities

The Service's Strategic Priorities are as follows:

- Our learners are successful learners, confident individuals, effective contributors and responsible citizens making a positive contribution to their communities.
- Our learners enjoy physical and emotional wellbeing leading to healthy lifestyles.
- Our learners get the help they need when they need it.
- Our learners get the best start in life and are ready to succeed.

4.5 Education Service Strategic Actions

The Service has identified Strategic Actions designed to fulfil its Priorities.

The tables overleaf contain Strategic Actions identified by the Service's three thematic teams (each led by an Assistant Head of Service) in order to achieve the four Strategic Priorities. A tick (✓) is placed against each Priority that is particularly relevant to the Action.

Table Two: Children, Young People and Families Team

Strategic Actions	Strategic Priority 1 ‘Our learners are successful learners, confident individuals, effective contributors and responsible citizens making a positive contribution to their communities.’	Strategic Priority 2 ‘Our learners enjoy physical and emotional wellbeing leading to healthy lifestyles.’	Strategic Priority 3 ‘Our learners get the help they need when they need it.’	Strategic Priority 4 ‘Our learners get the best start in life and are ready to succeed.’
To progress the implementation of ‘ <i>Getting it Right for Every Child</i> ’ by improving the delivery of the core components and to achieve positive outcomes for children and young people at the earliest opportunity.	✓	✓	✓	✓
To improve early and effective intervention for all children, young people and families through well-developed multi-agency partnerships		✓	✓	✓
To provide effective support and intervention for parents, families and communities so that children and young people are safe, nurtured and achieve positive outcomes	✓	✓	✓	✓
To strengthen the capacity of the workforce in building resilience and improving learning outcomes of children and young people with additional support needs	✓	✓	✓	✓
To improve the health and well-being of our children, young people and their families and to better support their capacity for resilience		✓	✓	

Table Three: Curriculum, Youth and Adult Learning Team

Strategic Actions	Strategic Priority 1 ‘Our learners are successful learners, confident individuals, effective contributors and responsible citizens making a positive contribution to their communities.’	Strategic Priority 2 ‘Our learners enjoy physical and emotional wellbeing leading to healthy lifestyles.’	Strategic Priority 3 ‘Our learners get the help they need when they need it.’	Strategic Priority 4 ‘Our learners get the best start in life and are ready to succeed.’
To progress the implementation of Curriculum for Excellence across all establishments to meet learners’ needs and improve their learning outcomes	✓	✓	✓	✓
To raise educational achievement and attainment with a key focus on the lowest performing 20% of learners	✓	✓	✓	✓
To develop academic and vocational learning pathways that support learners into positive post – school destinations	✓		✓	
To improve opportunities for career long professional learning to raising attainment and provide opportunities for local innovation	✓		✓	
To enable access to quality community learning and development opportunities for targeted young people and adults.	✓	✓	✓	
To improve the life chances and employability of young people at risk and/or facing multiple barriers.	✓	✓	✓	
To improve the life chances and employability of adults at risk and/or facing multiple barriers.	✓	✓	✓	
To support individuals, communities and organisations to build their capacity to meet their identified needs and aspirations.	✓		✓	

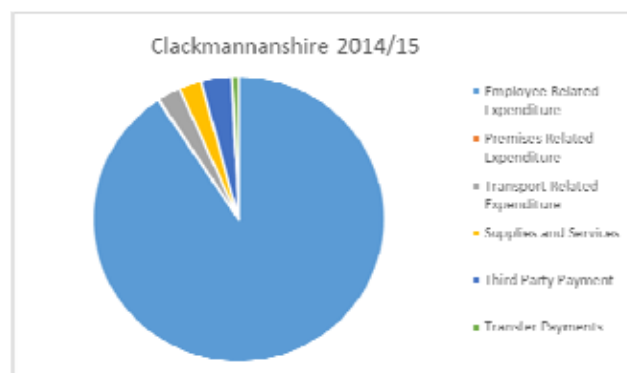
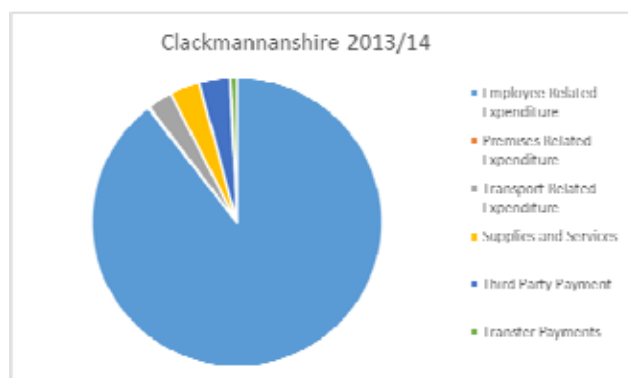
Table Four: Performance, Culture and Sport Team

Strategic Actions	Strategic Priority 1 ‘Our learners are successful learners, confident individuals, effective contributors and responsible citizens making a positive contribution to their communities.’	Strategic Priority 2 ‘Our learners enjoy physical and emotional wellbeing leading to healthy lifestyles.’	Strategic Priority 3 ‘Our learners get the help they need when they need it.’	Strategic Priority 4 ‘Our learners get the best start in life and are ready to succeed.’
Build capacity in service delivery through the further integration of Education Services across Stirling and Clackmannanshire Ensure that children and young people understand, welcome and support diversity.	✓	✓		✓
Use all resources efficiently and effectively, including financial, administrative and business support, ICT and staff resources.	✓	✓	✓	✓
Review the school estate in order to ensure that the Service has capacity to provide education for children and young people in Clackmannanshire and Stirling until 2020 and beyond	✓	✓		✓
Support the development of creativity in all learners	✓	✓		✓
Provide opportunities for learners to improve their health through the provision of high quality physical activities	✓	✓		✓

Section Five – Resourcing the Education Service

(A) Clackmannanshire

	Annual Budget 2013/14	Annual Budget 2014/15
Service Management	599	592
Early Years	2784	2784
Primary Education	11436	11590
Secondary Education	12619	12457
ASN Education	5420	5409
Education Psychology Service	251	241
School Crossing Patrols	91	94
Sport Development	316	306
Youth Services	467	449
	33984	33922
Incurred as follows :		
Employee Related Expenditure	32174	32471
Premises Related Expenditure	54	34
Transport Related Expenditure	1006	921
Supplies & Services	1204	898
Third Party Payments	1254	1234
Transfer Payments	251	251
	0	0
	0	0
	35943	35809
Income	(1959)	(1929)
Net Budget	33984	33880



(B) Stirling

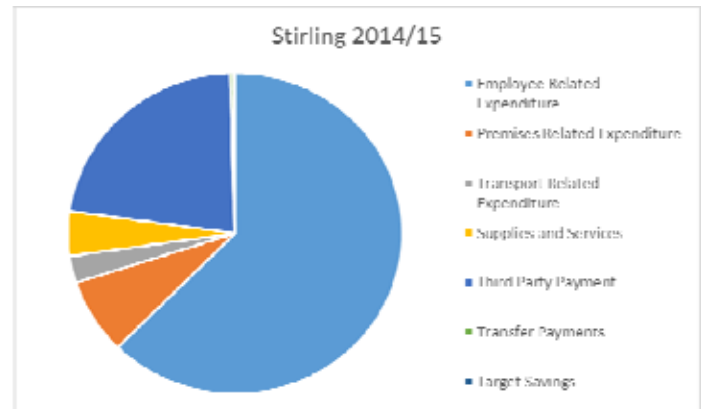
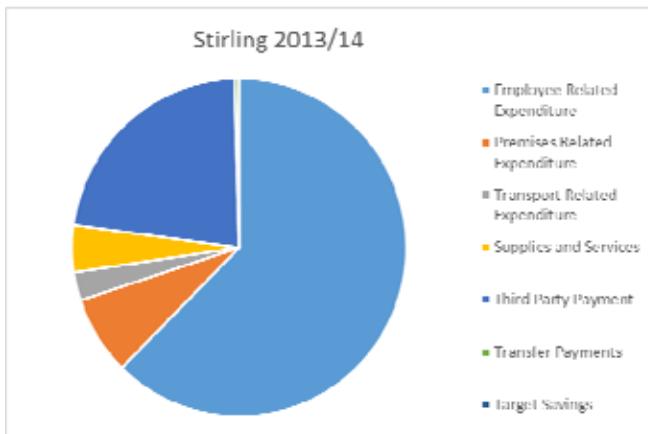
Annual Budget 2013/14

Annual Budget 2014/15

Service Management	1562	1535
Early Years	6405	7321
Primary Education	28618	29134
Secondary Education	40770	41456
ASN Education	8676	8787
Education Psychology Service	517	525
School Crossing Patrols	0	0
Sport Development	2213	2083
Youth Services	1581	1606
Adult Services	571	569
	90913	93016

Incurred as follows :

Employee Related Expenditure	61038	62524
Premises Related Expenditure	7367	7626
Transport Related Expenditure	2657	2718
Supplies & Services	4389	4486
Third Party Payments	21955	22331
Transfer Payments	359	359
Target Savings	44	144
	0	
	97809	100187
Income	(6890)	(7171)
Net Budget	90919	93016



APPENDICES

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Appendix 1 Glossary of Terms

Term	Definition
ASN	Additional Support Needs - relating to where children or young people require additional support for their learning
Community Planning	The process whereby local authorities, in partnership with other organisations specified by the Local Government in Scotland Act 2003 and with local residents, are responsible for creating plans aimed at improving services and community wellbeing, and for implementing these Plans. (See sub-sections 2.8, 2.9.)
Corporate Plan	Corporate Plans are strategic plans that are created for entire organisations, setting out vision, goals, and major actions to achieve these overarching commitments.
COSLA	The Convention of Scottish Local Authorities is the presentative voice of the thirty two unitary authorities in Scotland and also acts as an employers' association on behalf of the authorities.
Curriculum for Excellence	'Curriculum for Excellence' is Scotland's national curriculum for early years and school education. It aims to achieve a transformation in education in Scotland by providing a coherent, flexible and enriched curriculum from 3 to 18. (See sub-section 2.2)
GIRFEC	' <i>Getting It Right for Every Child</i> '; an approach to ensure that professionals providing help or support to children and young people work together to address their needs on a comprehensive basis. (See sub-section 2.3)
ICT	Information Communication Technology (ICT) refers to technologies that provide access to information through telecommunications. It includes the internet, wireless networks, cell phones, and other communication media.
School Estate	School buildings, grounds and ancillary property, e.g. bike sheds, perimeter fences.
SOA	Single Outcome Agreement - a development of Community Planning whereby organisations agree shared outcomes for their communities and commit to actions to achieving these outcomes. (See sub-section 2.9)
Special schools	Special schools are establishments that are designed to educate children with needs for additional support for their learning that can not be met within a general education classroom.
Stand-alone nurseries	These Council services are devoted to providing early years learning and childcare. They are distinct from nursery classes which form part of primary schools. Stand-alone nurseries often provide services that extent beyond normal school hours and sometimes include provision during school holidays.

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Appendix 2: Web Links to National Guidelines and Policies

As Education is a statutory function of local authorities, the Education Service operates within a range of national policies, guidelines and priorities. Links to those that currently impact upon the Service are provided below:

- Assessment is for Learning
<http://www.scotland.gov.uk/Publications/2005/09/20105413/5415>
- Child at the Centre
http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4684384.as
- Children and Young People (Scotland) Act 2014
<http://www.legislation.gov.uk/asp/2014/8/contents/enacted%20>
- Community Learning and Development
<http://www.educationscotland.gov.uk/communitylearninganddevelopment/>
- Curriculum for Excellence
<http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/understandingthecurriculumasawhole/index.asp>
- Early Years Collaborative
<http://www.scotland.gov.uk/Topics/People/Young-People/early-years/early-years-collaborative>
- Early Years Framework
<http://www.scotland.gov.uk/Publications/2009/01/13095148/0>
<http://www.scotland.gov.uk/Publications/2009/01/13095148/0>
- Getting it Right for Every Child
<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>
- How Good is our Community Learning and Development
http://www.educationscotland.gov.uk/Images/hgio2cld_tcm4-712725.pdf
- How Good is Our School?
http://www.educationscotland.gov.uk/Images/hgio2cld_tcm4-712725.pdf
https://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf
- Looked After Children
<http://www.scotland.gov.uk/topics/people/young-people/protecting/lac>
- Raising Achievement Among the Lowest Performing 20% of Learners
http://www.educationscotland.gov.uk/Images/hmiemoeo_tcm4-712759.pdf
- The Education (Additional Support for Learning) (Scotland) Act 2004
<http://www.legislation.gov.uk/asp/2004/4/contents>
- The Journey to Excellence
<http://www.journeytoexcellence.org.uk/>

- The Commission for Developing Scotland's Young Workforce (Wood Report)[Loked After Children %0Dhttp://www.scotland.gov.uk/topics/people/young-people/protecting/lac](http://www.scotland.gov.uk/topics/people/young-people/protecting/lac)
[%0Dhttp://www.scotland.gov.uk/Resource/0043/00433287.pdf](http://www.scotland.gov.uk/Resource/0043/00433287.pdf)

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Appendix 3: Implementation Plan for the Stirling and Clackmannanshire Strategic Plan

Thematic Team: Children, Young People and Families

Strategic Actions	Milestones (Operational Actions)	Timescale For Completing Milestones	Evidence That Milestones Have Been Achieved	Cross- reference With Strategic Priorities *	
<p>To progress the implementation of 'Getting it Right for Every Child' by improving the delivery of the core components and to achieve positive outcomes for children and young people at the earliest opportunity.</p>	<p>Review and implement guidance for educational establishments to reflect the relevant aspects Children and Young Peoples act</p>	<p>May 2014</p>	<p>May 2014 Interim guidance update issued to establishments</p>		
			<p>Working group identified to audit areas for development, involving Education Scotland GIRFEC advisors</p>		
	<p>Develop and implement guidance to Named Persons to reflect the Children and Young People's act</p>	<p>June 2015</p>	<p>Guidance completed for Named persons and Quality assurance framework for wellbeing assessments and planning developed</p>		
	<p>With partners devise a quality assurance framework for well being assessments and planning</p>	<p>August 2015 – June 2016</p>	<p>IAF framework use is audited and supported by a quality assurance framework</p>		
			<p>Training and support programme is in place</p>		
			<p>August 2016</p>		<p>Named Persons in all establishments are equipped with guidance and support in carrying out their role</p>
			<p>August 2014</p>		<p>Social Service and education joint proposal agreed</p>
		<p>August 2016</p>	<p>Service Delivery implemented</p>		
<p>With partners develop and implement a revised Service Delivery model to support appropriate early intervention for vulnerable children and young people.</p>					

Strategic Actions	Milestones (Operational Actions)	Timescale For Completing Milestones	Evidence That Milestones Have Been Achieved	Cross- reference With Strategic Priorities *
<p>To improve early and effective intervention for all children, young people and families through well-developed multi-agency partnerships</p>	<p>With partners, review and streamline arrangements for identifying and intervening in the support of very young children.</p> <p>Contribute to the local and national Early Years Collaborative.</p> <p>With partners develop and implement an ASD local strategy and Within education develop an ASD action plan to address the resulting areas of development</p> <p>Develop and implement a framework of self evaluation and quality assurance for additional support needs.</p>	<p>August 2015</p> <p>August 2014</p> <p>August 2016</p> <p>August 2016</p> <p>August 2014?</p> <p>December 2014</p> <p>By December 2015</p> <p>By June 2016</p> <p>December 2014</p> <p>July 2015</p> <p>August 2016</p>	<p>Deferred Entry and Early Entry procedures are approved and adopted.</p> <p>Workstream leadership groups are established.</p> <p>Test of change data used by EYC leadership.</p> <p>Outcomes of 'tests of change' are published and shared.</p> <p>Work with partner to develop a Local ASD Strategy</p> <p>Education working group established to take forward education specific developments through the development of an action plan</p> <p>Action plan implemented and staff development reviewed and updated</p> <p>Review of impact of developments</p> <p>ASN Learning community model is rolled out to Clackmannanshire</p> <p>ASN evaluation and quality assurance framework is developed</p> <p>Framework/Calendar of ASN data collation and self evaluation is</p>	

Strategic Actions	Milestones (Operational Actions)	Timescale For Completing Milestones	Evidence That Milestones Have Been Achieved	Cross- reference With Strategic Priorities *
	<p>Revise and implement an accessibility strategy in light of updated guidance</p> <p>Agree and implement corporate parenting action plan</p> <p>With partners prioritise effective transitions for young people with complex needs at every stage including the sustainability of their post school destinations.</p>	<p>December 2014</p> <p>June 2015</p> <p>May 2018</p> <p>June 2018</p> <p>May 2014</p> <p>June 2015</p> <p>June 2016</p> <p>May 2014</p> <p>December 2014</p> <p>March 2015</p>	<p>implemented</p> <p>Audit , review and consultation are completed Strategy is completed</p> <p>Strategy reviewed , evaluated</p> <p>New Strategy developed</p> <p>Corporate parenting action plan is agreed</p> <p>Identified timescales within the action plan are met</p> <p>Attainment, achievement and exclusion levels for LAC are improved Impact of action plan evaluated and next steps identified</p> <p>Working group formed to review existing practice</p> <p>Policy developed</p> <p>Policy implemented and staff development programme planned</p>	<p>This area should be cross referenced with the curriculum</p>
<p>To provide effective support and intervention for parents, families and communities so that children and young people are safe, nurtured and achieve</p>	<p>Develop a Parenting, Family Support and Play Strategy with associated action plans.</p> <p>Offer to parents and families a range of activity</p>	<p>December 2014</p> <p>December 2015</p>	<p>Parenting, Family Support and Play Strategy is approved and working groups identified.</p>	

Strategic Actions	Milestones (Operational Actions)	Timescale For Completing Milestones	Evidence That Milestones Have Been Achieved	Cross- reference With Strategic Priorities *
positive outcomes.	<p>associated with the outcomes of the Strategy.</p> <p>Implement fully early learning and childcare to all entitled children.</p> <p>Offer to parents flexible, affordable and high-quality early learning and childcare.</p> <p>Develop a Nurture Strategy and implement associated policy and guidance.</p> <p>With partners agree and implement action plan following children's services inspection.</p> <p>Develop with our partners a multi-agency</p>	<p>Phase 1 Aug 2014-05-21 Phase 2 August 2015 Phase 3 August 2016</p> <p>August 2015</p> <p>August 2015</p> <p>August 2015</p> <p>August 2015</p> <p>May 2014</p> <p>June 2015</p> <p>August 2014</p> <p>June 2015</p> <p>June 2016</p> <p>August 2014</p>	<p>Activities are fully subscribed.</p> <p>All 3 & 4 years olds are in receipt of 600 hours of early learning and childcare; the uptake of entitled 2 years olds is on par with or exceeds the national average.</p> <p>A Partnership Commissioning framework is approved and adopted.</p> <p>Consultation Strategy is agreed and adopted.</p> <p>Consultations show an increase participation trend.</p> <p>600 hour implementation plan is approved and published.</p> <p>Action plan developed identifying a requirement for audit training and self-evaluation</p> <p>Timescales identified in the action plan are met.</p> <p>With partners action plan developed Education actions identified</p> <p>Action Plan implemented</p> <p>Impact of action plan evaluated and next steps identified</p> <p>Quality Assurance framework is</p>	

Strategic Actions	Milestones (Operational Actions)	Timescale For Completing Milestones	Evidence That Milestones Have Been Achieved	Cross- reference With Strategic Priorities *
	framework for Child Protection Quality Assurance	June 2015	devised Cycle of audit is established and Key learning is being implemented	
To strengthen the capacity of the workforce in building resilience and improving learning outcomes of children and young people with additional support needs.	<p>Prioritise early learning and childcare training for all staff working with very young children.</p> <p>Create networks of staff to support the implementation of early learning and childcare.</p> <p>Create an Early Years Workforce Development Strategy, which takes account of the National Review of the Early Years Workforce.</p> <p>Revise and implement policy and guidance re promoting positive behaviour</p>	<p>June 2016</p> <p>June 2016</p> <p>As per network calendar</p> <p>August 2015</p> <p>August 2013</p> <p>June 2015</p> <p>December 2015</p>	<p>Records show that all early years staff have participated in early learning and childcare training.</p> <p>Evaluations of training and quality assurance outcomes show improved practice in the delivery of early learning and childcare.</p> <p>All establishments are represented at the networks.</p> <p>Evaluations of networks show that these are an effective means of supporting staff to improve their practice.</p> <p>The Early Years Workforce Development Strategy is approved and adopted.</p> <p>All early years staff feature on the development pathway. Update joint policy and guidance re promoting positive behaviour , attendance and exclusion , through physical intervention , through establishment of a short term life working party</p> <p>Differentiated training will have been offered to all establishments, leading to decreased numbers of physical intervention, exclusions and assaults</p>	

Strategic Actions	Milestones (Operational Actions)	Timescale For Completing Milestones	Evidence That Milestones Have Been Achieved	Cross- reference With Strategic Priorities *
	Devise and implement a Support Staff work development strategy	December 2014 June 2015 August 2015	on staff. Work force development path way is agreed and existing qualifications are mapped Path way shared across establishments Pathway in use to support development planning	
To improve the health and well-being of our children, young people and their families and to better support their capacity for resilience	With partners devise framework for assessment and monitoring of mental health and well being for all LAC young people Revise and Update Health and well being Strategy Revise and implement a range of policies and guidance for Health and Well being in relationship to sexual health and emotional well being Continue the roll out of the delivery of training to staff in evidence-based programmes designed to improve emotional well-being such as FRIENDS for Life and Seasons for Growth across Stirling and Clackmannanshire with a particular focus on	August 2014 June 2015 September 2015 June 2015 June 2016 Completion - September 2016	HWB indicators are identified and tracking methodology is agreed HWB data collection and analysis Action plan is developed to respond to identified needs Revised strategy takes account of local and National priorities Revised policies and guidance in regard to Relationships and parenthood, sexual health, self harming behaviour and Harmful sexualised behaviour promoting staff capacity to address complex issues. An increase in trained staff delivering evidenced-based programmes that contribute to improved Health, Wellbeing, Resilience. Robust data gathering - Increase in the emotional	

Strategic Actions	Milestones (Operational Actions)	Timescale For Completing Milestones	Evidence That Milestones Have Been Achieved	Cross- reference With Strategic Priorities *
	<p>LAC, ASN and Early Years.</p> <p>Establish core approaches to the assessment of emotional well-being in children and young people across schools and nurseries in Stirling and Clackmannanshire.</p> <p>Establish a clear pathway of intervention for children's emotional well-being across Stirling and Clackmannanshire schools /establishments.</p>	<p>Completion June 2015</p> <p>Completion - June 2015</p>	<p>well-being of the children and young people across Stirling and Clackmannanshire.</p> <p>Consistent use of recommended assessments of emotional well-being in children and young people across Stirling and Clackmannanshire across all schools and nurseries.</p> <p>Consistent approaches/interventions are used to support and improve the emotional well-being in children and young people across Stirling and Clackmannanshire identified and used in all schools and nurseries.</p>	

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Thematic Team: Curriculum, Youth and Adult Learning

Strategic Actions	Milestones (Operational Actions)	Timescale For Completing Milestones	Evidence That Milestones Have Been Achieved	Cross- reference With Strategic Priorities *
<p>To progress the implementation of Curriculum for Excellence across all establishments to meet learners' needs and improve their learning outcomes</p>	<p>Develop guidance for establishments to support effective planning of a coherent 3-18 curriculum. Further develop coherent 3-18 planning for effective learning across curriculum areas and subjects, interdisciplinary learning (IDL), personal achievement and the life and ethos of the school/nursery.</p>	<p>March 2015</p>	<p>Guidance has been developed and shared with establishments. Establishments can articulate how they are planning their curriculum to ensure coherence and progression using the Experiences and Outcomes (EOs) and Significant Aspects of Learning (SAL) to provide continuity and progression across curriculum areas and subjects, interdisciplinary learning (IDL), personal achievement and the life and ethos of the school/nursery. % of schools/nurseries evaluated in HMle inspections as good or better using HGIOS 3 /CATC 2 for QI 5.1</p>	<p>SP1, SP2, SP4</p>
	<p>Develop solutions for sharing practice in curriculum, learning, teaching and assessment to build capacity for improvement.</p>	<p>Dec 2014</p>	<p>Solutions for sharing practice have been developed and are being used to support development priorities.</p>	
	<p>Provide support to further develop understanding of progression in learning. Develop guidance and support to track progress in the Broad General Education (BGE) across all curricular areas.</p>	<p>Jan. 2015 June 2017</p>	<p>Exemplification is available to illustrate progression through and across levels. Guidance is in place to support establishments in tracking learner progress in the BGE in all curricular areas. Planning and assessment approaches reflect a clear understanding of progression in learning.</p>	
	<p>Develop and implement a 3 – 18 strategy for Numeracy</p>	<p>June 2016</p>	<p>Effective framework in place for the delivery of high quality learning and teaching in numeracy.</p>	

Strategic Actions	Milestones (Operational Actions)	Timescale For Completing Milestones	Evidence That Milestones Have Been Achieved	Cross- reference With Strategic Priorities *
	Develop and implement a 3- 18 strategy for Literacy.	Dec 2016	Effective framework in place for the delivery of high quality learning and teaching in literacy.	
	Devise and begin implementation of a plan to introduce the 1+2 Modern Languages national initiative.	From Aug 2015 with full implementation Aug 2020	Effective framework in place for the delivery of modern languages learning in primary schools.	
	Develop and implement a 3 – 18 strategy for music.	Dec 2015	Effective framework in place for the delivery of high quality learning and teaching in music.	SP1
	Continue to develop and implement the Gaelic plan to build capacity and enhance Gaelic language provision.	June 2015	Gaelic plan is implemented in line with national expectations.	SP1
To improve the health and well-being of our children, young people and their families and to better support their capacity for resilience	Develop and implement a 3 – 18 strategy for health and wellbeing	March 2017	Effective framework in place for the delivery of high quality learning and teaching in HWB.	
To raise educational achievement and attainment with a key focus on the lowest performing 20% of learners	Continue to develop, implement and embed approaches to learning, teaching and assessment which reflect CfE design principles and AifL principles.	June 2015	Evidence from moderation shows AifL principles are being effectively implemented in planning for learning, teaching and assessment. Establishments can articulate how learning and teaching articulates with CfE design principles.	SP1, SP3, SP4
	Improve overall levels of attainment, achievement and attendance, including a focus on the most vulnerable learners, through increased learner engagement.	June 2015	Documentation and verbal evidence from learners shows that young people are engaged in planning and assessing their own learning. % of schools/ nurseries evaluated in HMIe inspections as good or better using HGIOS 3 /CATC 2 for QI 1.1	
	Develop and implement strategy to improve life chances for lowest 20% of learners.	Jan 2016	Strategy developed and implemented.	

Strategic Actions	Milestones (Operational Actions)	Timescale For Completing Milestones	Evidence That Milestones Have Been Achieved	Cross- reference With Strategic Priorities *
	Develop a system to sample and evaluate the quality of profiling. Use this information to design professional learning to support developing practice.	Sept 2014	Sampling of profiling at P.7 and S.3 shows that all learners have engaged in quality profiling. Professional learning opportunities are available to support continued development.	
	Continue to develop shared understanding of standards across the curriculum through a programme of moderation at all levels.	June 2017	Evidence from moderation events shows staff are engaging in moderation at establishment, learning community, authority and national level to share understanding of standards.	
	Continue the implementation and on-going development of new national qualifications.	March 2016	National qualifications are successfully implemented across all subjects. Evidence from subject networks and verification shows teachers have a sound understanding of standards. Learners have been successful in line with predictions in national qualifications.	
	Promote learner involvement in planning, and assessing their learning through sharing and exemplifying practice	June 2015	Systems in place to share range of exemplification to inform practice.	
	Continue to provide support for Big Noise.	June 2015	Number of learners benefitting from participation in Big Noise.	
To develop academic and vocational learning pathways that support learners into positive post – school destinations	Establish a range of partnerships to support young people’s transition to positive and sustained destinations.	June 2016	Consortia arrangements for curricular delivery are in place to provide relevant vocational training. Business partnerships established to provide relevant and robust work experience.	SP1, SP3
	Deliver flexible pathways to meet learner needs.	June 2016	Learners have greater choice in their curricular pathways in the Senior Phase including access to courses in consortia schools, access to vocational training programmes, access to extended work experience.	

Strategic Actions	Milestones (Operational Actions)	Timescale For Completing Milestones	Evidence That Milestones Have Been Achieved	Cross- reference With Strategic Priorities *
	Develop a skills framework to support planning for skills progression.	Dec 2015	Skills framework developed. Establishments are able to evidence skills development across the curriculum.	
To improve opportunities for career long professional learning to raising attainment and provide opportunities for local innovation	Develop a programme of professional learning which supports developing practice in CfE and AifL and supports strategic priorities.	Aug 2014	Programme of professional learning developed and shared with staff.	SP1
	Develop the capacity of staff to plan for and assess children's skills for learning, life and work.	June 2016	Feedback from professional learning shows increased staff confidence in planning for and assessing skills.	
	Develop and implement clear leadership pathways to improve leadership development at all levels.	Dec 2015	Leadership framework developed which articulates with national framework.	
	Implement and evaluate Professional Update for teachers in line with the national roll out to support career long professional learning within the GTCS standards.	Aug 2014	Professional Update implemented in line with national roll out. Evidence from PRD shows staff engaging successfully with the process.	
	Continue to develop partnerships to enhance opportunities for professional learning at all levels.	June 2015	Evidence from professional learning participation shows partnerships with Stirling University, other local authorities and national bodies is having a positive impact on career long professional learning	
To enable access to quality community learning and development opportunities for targeted young people and adults.	Review all systems and processes within a quality assurance matrix	March 2015	Effective and efficient systems and processes being utilised across all service delivery (Evidenced through reviewed and new systems and processes)	
To improve the life chances and employability of young people at risk and/or facing multiple barriers.	Review employability provision to ensure maximum targeting and most effective interventions.	October 2014	All staff are clear about provision within the employability pipeline – Staff evaluations	

Strategic Actions	Milestones (Operational Actions)	Timescale For Completing Milestones	Evidence That Milestones Have Been Achieved	Cross- reference With Strategic Priorities *
	Develop profiles for our learners to enhance life transition planning	March 2015	<p>Those furthest from the job market are supported appropriately and can evidence their increased employability skills, knowledge and experience. (Evidenced through Cognisoft individual learning plans)</p> <p>Staff are clear and consistent in their use of profiles (Evidenced through Cognisoft individual learning plans)</p> <p>Learners report higher levels of satisfaction with transitions (Evidenced through user feedback)</p>	
Support individuals, communities and organisations to build their capacity to meet their identified needs and aspirations	<p>Map local provision</p> <p>Establish learning community co-ordination and planning to ensure identified needs are being articulated, supported and met</p> <p>Develop learning community frameworks that support partnership development, with particular focus on self-evaluation, performance reporting and workforce development</p>	<p>October 2014</p> <p>April 2015</p> <p>March 2015</p>	<p>STACS is established (Evidenced through resource being available with content)</p> <p>Partners in learning communities are aware of link officers roles and recognise their contribution to the learning community (Evidenced through partner feedback)</p> <p>Increased workforce development across learning and development partners (Evidenced through programme of opportunities and partner feedback)</p> <p>Evaluations of training demonstrate increased awareness and understanding cld</p>	

Strategic Actions	Milestones (Operational Actions)	Timescale For Completing Milestones	Evidence That Milestones Have Been Achieved	Cross- reference With Strategic Priorities *
	CLD strategic partnership established Develop 3 year plan with local CLD partners	March 2015 September 2015	Evidenced through the completion of the CLD plan 3 year plan published	

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Thematic Team: Performance, Culture and Sport

Strategic Actions	Milestones (Operational Actions)	Timescale For Completing Milestones	Evidence That Milestones Have Been Achieved	Cross- reference With Strategic Priorities *
<p>Build capacity in service delivery through the further integration of Education Services across Stirling and Clackmannanshire Ensure that children and young people understand, welcome and support diversity.</p>	<p>Prioritise diversity awareness training for all teachers and employees working with children and young people.</p>	<p>June 2016</p>	<p>Records show that all teachers and relevant employees have participated in diversity training.</p> <p>Evaluations of training demonstrate increased awareness and understanding of diversity issues</p>	<p>SP1, SP2, SP4</p>
	<p>Share best practice within and across Learning Communities and involve Third Sector, national and local equality organisations/ groups in developing and delivering diversity awareness and understanding</p>	<p>June 2017</p>	<p>Records show that best practice has been shared.</p> <p>There is written evidence of collaboration between the Service and the organisations/groups to deliver and develop awareness and understanding of diversity.</p> <p>Written evaluations of awareness raising sessions demonstrated increased awareness and understanding of diversity issues</p>	
	<p>Support diversity awareness and understanding with material which appeals to and connects with young people; involve them in its development and delivery</p>	<p>June 2017</p>	<p>Written evidence that material has been developed and delivered</p> <p>Written and verbal evidence of a range of young people having been involved in developing materials and have felt that their contributions were meaningful</p>	
	<p>Map current practice in providing support for children and young people vulnerable to or experiencing bullying</p>	<p>June 2017</p>	<p>Mapping exercise completed and its quality has been approved by the Service</p>	

Strategic Actions	Milestones (Operational Actions)	Timescale For Completing Milestones	Evidence That Milestones Have Been Achieved	Cross- reference With Strategic Priorities *
	Develop a set of indicators to enable the Council to demonstrate how it supports children and young people vulnerable to or experiencing bullying due to their membership or perceived membership, of a 'protected characteristic' group	June 2017	Indicators developed and approved by the Service	
	Further embed SHANARRI ¹ principles to promote and support diversity and tackle bullying	June 2017	written evidence that SHANARRI principles have been embedded in materials and approaches to support diversity and tackle bullying	
Use all resources efficiently and effectively, including financial, administrative and business support, ICT and staff resources.	Create an action plan for implementing Stirling Priority-based Budgeting (PBB) decisions for budget 2014-2015	April 2014	Action Plan has been created and approved by the Service and the appropriate Committee	SP1, SP2, SP3, SP4
	Create an action plan for implementing Clackmannanshire budget decisions for budget 2014-2015	April 2014	Action Plan has been created and approved by the Service and the appropriate Committee	
	Devise an action plan for implementing PBB across Stirling for implementation within the April 2015 budget	June 2014	Action Plan has been created and approved by the Service and the appropriate Committee	
	Increase the uptake of breakfast clubs	April 2015	Records show increased number of children accessing breakfast clubs	
	Ensure the successful implementation of free school meal for children in P1-3	January 2015	Records show that children in P1-3 are receiving free school meals by trigger date	
	Implement the use of electronic payments for schools in Stirling	January 2015	Written and physical evidence that electronic payments for school payments are available as a method of payment	

¹ SHANARRI (well-being indicators) Safe; Healthy; Active; Nurtured; Achieving; Respected; Responsible and Included

Strategic Actions	Milestones (Operational Actions)	Timescale For Completing Milestones	Evidence That Milestones Have Been Achieved	Cross- reference With Strategic Priorities *
	Explore the use of electronic payments for schools in Clackmannanshire	September 2015	A Business Plan has been prepared on the introduction of electronic payments	
	Continue to reduce teacher absence rates by %	June 2017	Records show that teacher absence reduced by%	
	Continue to reduce overall Education Service staff absence rates by %	June 2017	Records show overall staff absence reduced by%	
	Increase the number of children using school meals service	June 2017	Records show increased nos. of children using the service	
	Increase the number of families using electronic payments for school payments	June 2017	Records show increased nos. of families paying electronically	
	Finalise and implement recommendations of the Administrative/Business Support review by: <ul style="list-style-type: none"> developing an action plan from the review implementing the review action plan Increasing the % staff who record increased job satisfaction completing process mapping for administrative tasks and make available electronically and in paper format as appropriate 	December 2014 June 2016 June 2016 December 2014	<ul style="list-style-type: none"> Action Plan developed and approved by the Service Actions implemented Confidential survey returns evidence increase in satisfaction A portfolio of processes has been completed, made available electronically and in paper format as appropriate. 	
	Develop an ICT strategy which includes a sustainable framework for the development of both infrastructure and usage by: <ul style="list-style-type: none"> reviewing the current use of ICT developing the ICT strategy across the Education Service Review the use of GLOW across the Education Service 	December 2014 June 2015 June 2015	<ul style="list-style-type: none"> Review has been completed and related report provided Strategy developed and approved by the Education Service Review has been completed and related report provided 	

Strategic Actions	Milestones (Operational Actions)	Timescale For Completing Milestones	Evidence That Milestones Have Been Achieved	Cross- reference With Strategic Priorities *
Review the school estate in order to ensure that the Service has capacity to provide education for children and young people in Clackmannanshire and Stirling until 2020 and beyond	A report on the school estate is produced and agreed by Education Committee	January 2015	Committee Reports	
Support the development of creativity in all learners	Increase access to and take-up of music opportunities from early years to S6 through Youth Music Initiative	June 2016	Records show increased numbers of children and young people participating in YMI <ul style="list-style-type: none"> • Early Years • Primary schools • Secondary schools 	SP1, SP2, SP4
	Increase accessibility to Youth Music Opportunities for vulnerable children and young people	June 2017	<ul style="list-style-type: none"> • Working closely with pupil support and with SEBN Service • Increasing the number of outreach projects or workshops 	
	Review current practice in relation to cultural and creative learning opportunities both within and outwith schools	December 2014	Review undertaken and report of review approved by the Service	SP1, SP2, SP4
	Develop a strategy for culture and creative learning Begin to implement the culture and creative learning strategy Review the culture and creative learning strategy	June 2015 September 2015 June 2017	<ul style="list-style-type: none"> • Strategy developed and approved by the Service • Confidential survey to school and education staff, pupils, parents and creative practitioners/arts organisation/venues involved 	

Strategic Actions	Milestones (Operational Actions)	Timescale For Completing Milestones	Evidence That Milestones Have Been Achieved	Cross- reference With Strategic Priorities *
	Continue to develop the Forth Valley Creative Learning Partnership (with Falkirk Council, Education Scotland and Creative Scotland) to support the development of creative learning practice for SLA's, teachers, educators and for creative practitioners working with schools in Stirling, Clackmannanshire	June 2015	<ul style="list-style-type: none"> Confidential survey returns show increased staff confidence in delivering creative learning Managers' endorsement of increased confidence 	
	Increase the use of Stirling's arts venues - Tolbooth and Macrobert – by children, young people and schools (in reference to the culture and creative learning strategy)	June 2016	<ul style="list-style-type: none"> Records show increase in customer numbers Increase in opportunities for children and schools within the venues 	
	Increase the number of arts and cultural providers, both local and national, working with schools in Stirling and Clackmannanshire (in reference to the culture and creative learning strategy).	June 2016	<ul style="list-style-type: none"> Records show increase in providers Evaluation of programmes of work with arts and cultural providers 	
	Primary schools will deliver two hours of PE per pupil per week	June 2015	Records show two hours of PE delivered	
Provide opportunities for learners to improve their health through the provision of high quality physical activities	Secondary schools will deliver two hours of PE per pupil per week	June 2014	Records show two hours of PE delivered	SP1, SP2, SP4
	Ensure a successful application for Phase 2 of the national PE initiative	August 2014	Written evidence that the application was successful	
	Develop strong links between curricular PE, Active Schools and local sports clubs	June 2016	Written and verbal evidence that links have been made strategically and in practice	
	Increase the use of Active Stirling venues/ Clacks venues	June 2017	Records show increased use	

Strategic Actions	Milestones (Operational Actions)	Timescale For Completing Milestones	Evidence That Milestones Have Been Achieved	Cross- reference With Strategic Priorities *
	Increase the engagement of schools with Active Stirling/ Sports Development	June 2016	Records show increased engagement strategically and in practice	
	Increase the range of and uptake of sports	June 2017	Records show increased numbers of individuals attending activities	
	Increase participation in health and wellbeing classes	June 2017	Records show increased numbers of individuals attending sessions	
	Negotiate next stage of Active Schools initiative	April 2015	Negotiations completed to the satisfaction of the Service	
	Increase the number of young people participating in sports sessions	June 2017	Records show increased numbers of individuals attending sessions and increased numbers of sessions accessed	
	Increase the number of sports on offer	June 2017	Written evidence of increased numbers of sports offered	
	Increase the operating capacity as % of sports classes	June 2017		
	Increase the % of primary school rolls participating in extra-curricular sporting activities	June 2017	Increased % of primary school rolls participating in extra-curricular sporting activities	
	Increase the % of secondary school rolls participating in extra-curricular sporting activities	June 2017	Increased % of secondary school rolls participating in extra-curricular sporting activities	
	Increase the number of health and wellbeing classes, and types of classes,	June 2017	Written evidence of increased nos. of classes and types of classes	
	Increase the operating capacity as % of health and wellbeing classes	June 2017	Increased operating capacity as % of health and well-being classes	
	Increase use of Clackmannanshire community schools	June 2017	Records show increased numbers of evening and weekend bookings	
	Increase use of Active Stirling cards	June 2017	Records show increased number of card swipes	

Strategic Actions	Milestones (Operational Actions)	Timescale For Completing Milestones	Evidence That Milestones Have Been Achieved	Cross- reference With Strategic Priorities *
	Increase participation in sport and physical activity in learning	June 2017	Records show increased numbers of individuals attending sessions and increased numbers of sessions accessed	
	Provide support for all schools to develop Travel Plans.	June 2016	All schools have a Travel Plan.	
	Increase numbers of communities with community sport hub status	June 2016	Written evidence of increased numbers of community sport hubs	
	Negotiate Phase Two of the community sport hub initiative	April 2015	Phase Two negotiated	
	Increase the % of Stirling population who are Active Stirling card holders	June 2017	Records show increased numbers of Stirling card holders	
	Increase knowledge and understanding of the importance of pre-school physical activity for parents and carers of pre-school children	June 2016	Recorded feedback from parents and carers show increased knowledge and understanding	
	Adopt a targeted approach for training and understanding of movement co-ordination	June 2015	Revised training with a targeted approach of in place	
	Increase the % of families and children accessing Active Start	June 2017	Records show increased access	
	Increase % staff training including child minders/ volunteers/ parents	June 2017	Records show increased training has been provided	
	Increase the range of sports and physical activities for ASN pupils	June 2017	Records show increased range of activities provided	
	Increase opportunity to participate in sports festivals and competitions	June 2017	Records show increased opportunities made available	
	Increase children's opportunities to represent their school at local, regional and national events	June 2017	Records show increased opportunities made available	
	Increase % of school roll participating in after school clubs	June 2017	Records show increase in % of child participants	
	Increase % of school roll participating in festivals and school events	June 2017	Records show increase in school roll participants	