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

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**Date: Thursday 23<sup>rd</sup> April 2015**

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**Subject: Clackmannanshire Council Education Service Standards and Quality Report for Session 2013-2014**

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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 inform elected members of the proposed contents of the Education Department's annual Standards and Quality Report for school session 2013-2014 prior to its publication in April 2015.
- 1.2 The Standards and Quality report is attached in Appendix 1.

**2.0 Recommendations**

- 2.1 It is recommended that the Committee agree to note the Standards and Quality Report.

**3.0 Considerations**

- 3.1 Under the terms of the 'Standards in Scotland's Schools etc. Act 2000', education authorities are obliged to produce and publish a 'Standards and Quality Report' on an annual basis. This Report details how the authority has sought and achieved improvements within their provision.
- 3.2 Also on an annual basis, the Education Service identifies priorities that reflect the following national and local policy imperatives: the Scottish Government's priorities for education; the National Outcomes for Education; Clackmannanshire Council's Single Outcome Agreement; and Clackmannanshire Council Priorities. The Standards and Quality Report includes an update on how the Service has taken forward these priorities during the previous academic session.
- 3.3 Through its delivery of services, the Education Service has a reasonable duty to produce a positive impact on key stakeholders. These stakeholders are: pupils; young people receiving services from its Youth Service section; parents; staff; and the wider community. The Service has organised the 'Standards and Quality Report' to describe the impact that it has brought about or helped to bring about, during 2013-2014.

- 3.4 The Education Service, through its establishments and services, undertakes self-evaluation of its approaches and actions. This self-evaluation helps to inform the Standards and Quality Report. The outcomes of the self-evaluation, as reported in the Report, will feed into future priorities for the Service priorities that will be determined in June 2015.
- 3.5 The Report is structured to cover critical areas for the Education Service, as follows:
- the socio-economic context to Clackmannanshire within which the education services are delivered and positive outcomes are sought;
  - the continuing development of the shared Education Service with Stirling Council;
  - outcomes from national inspection bodies such as Education Scotland reports, which provide objective parameters against which Clackmannanshire's performance can be measured.
  - the impact that the Education Service has brought about for staff, parents and the wider community; parents, carers and families;
  - the key strengths and priorities for improvement of the service
  - an appendix noting the attainment and achievement within the national benchmarking framework
- 3.6 Both the main body of the Report and its appendices evidence the good practice adopted by establishments and services. Examples of positive 'hard' outcomes are: the good results of Education Scotland and Care Inspectorate inspections establishments; the fact that by the end of fifth year in Clackmannanshire's secondary schools, attainment is improving 'year on year' in respect of all measures; that the number of young people entering a positive destination when leaving school has increased and is now above the national average. The Report is also rich, however, in 'qualitative' examples of children and young people demonstrating confidence and responsibility as citizens; undertaking leadership roles; actively engaging as learners; and making links across interdisciplinary areas such as science and environmental responsibility. The Education Service is not, however, complacent. It recognises that these positive attributes are milestones along the journey to excellence, and continuous improvement is required.
- 3.7 The report offers a public record of some of the activities that were undertaken during the last school session and their impact on stakeholders; however, it is not a total account of all Service activity.

## **4.0 Sustainability Implications**

- 4.1. The paper has no sustainability implications.

## **5.0 Resource Implications**

- 5.1. The paper has no resource implications.

## 6.0 Exempt Reports

- 6.1. Is this report exempt? Yes ☐ (please detail the reasons for exemption below) No ☒  
N/A

## 7.0 Declarations

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

### (1) Council Policies (Please detail)

The paper contributes towards achieving the following Council priority outcomes:

- that communities in Clackmannanshire are more inclusive and cohesive;
- that people in Clackmannanshire are better skilled, trained and ready for learning and employment;
- that vulnerable people and families in Clackmannanshire are supported;
- that health is improving in Clackmannanshire.

## 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

- 10.1 Appendix 1: Clackmannanshire Council Education Service Standards and Quality Report 2013-2014.

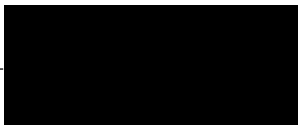
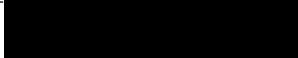
## 11.0 Background Papers

- 11.1 No other papers have been used to inform this Committee Report.

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Stirling and Clackmannanshire Education Service

# Standards and Quality Report: Clackmannanshire 2013 - 2014



# Improving Life Through Learning

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## Foreword

**I'm delighted to introduce this year's Education Standards and Quality Report for 2013-2014 for the Clackmannanshire area.**

I'm pleased to note that attainment levels are being maintained across the Clackmannanshire area, and that we successfully introduced the new Curriculum for Excellence exam structure, with high numbers of children sitting the new national examinations.

I'm also delighted that we have significantly improved our school estate with the addition of brand new school, Redwell Primary, which opened to pupils in August 2014.

Teachers continue to develop and further their training in order to deliver quality education for children and young people across a range of subject areas, from numeracy and cycle safety to crisis prevention and flexible learning.

We want children, young people, parents, partners and other stakeholders to engage with and help shape and influence the services we deliver – a tailored service that truly makes a difference to people's lives.

From the hard-working Youth Services team, continued commitment of teaching staff and the variety of quality coaching and initiatives from the Sports Development team, we aim to make our service as accessible as possible and suitable for everyone that needs it – from children and young people and those with special needs, to adult learners and local communities.

Every one of our schools is different but each is committed to raising both standards of achievement and pupils' self-esteem. I would like to thank sincerely the staff involved, who are committed to this. We know that the service is hugely important and that anyone who comes into contact with it should have a positive experience – this is what we strive for on a daily basis.

Councillor Ellen Forson  
Convenor of Education



## Introduction

The Education Standards and Quality Report allows us to reflect on the academic year that has passed and highlight achievements, key developments and challenges.

Stirling and Clackmannanshire Councils' pioneering, shared education service is the only example in Scotland of two Local Authorities working together to share the management of one service, making it unique within the context of Scottish education. The key driver behind this innovative model is improved outcomes for children and young people.



The Service has achieved a huge amount this year. Our children and young people have taken part in a vast amount of extra-curricular activities and participated in key projects; the Active Schools and sports development programme is proving extremely successful; teachers and pupils alike have embraced the bikeability cycling programme; we are providing 600 additional hours of early years care; and the Education Service won a silver award at this year's COSLA Awards. We have worked in partnership with external agencies and the local community to great effect; and we are developing a Physical Activity and Sports strategy to encourage active lifestyles.

We are delivering an innovative and results focused service which is efficient, demonstrates strong partnership working and is delivering tangible results, with overall attainment levels across both council areas having improved over the past two years.

We are proud of our achievements in 2013-14 and, as always, look forward to continuing to provide a comprehensive and innovative service that delivers for our children, young people and local communities.

David Leng  
Head of Education



## Shared Service, Shared Vision

Stirling and Clackmannanshire operate a unique shared service for education across both local authority areas. Despite the large and diverse geographical nature of both local authority areas, the Education Service runs these learning communities as one collective group, with representation in each and every community, all with the unified goal of improving life through learning.

The Head of Education oversees the Education Service, ensuring that wherever possible we work together as one, maximising efficiencies and operating effectively.

When developing Service priorities, the Service considered the Single Outcome Agreements (SOA) for the Clackmannanshire Alliance and the Stirling Community Planning Partnerships. Both Community Planning Partnerships (CPPs) have recently revised their SOAs to cover the period 2013-2014/2017-2018, whilst retaining the longer 10 year period as an overall planning timescale. These set out a focused set of key priorities and outcomes that will help to deliver better results. They demonstrate the added value to be gained from Community Planning organisations jointly planning and investing resources in a targeted manner, and all in consultation with local communities.

The agreed Service aims for 2013-2014 across both council areas were as follows:

- 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/access to services
- Our children and young people are successful learners, confident individuals, effective contributors and responsible citizens making a positive contribution to their communities
- 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.



## Context

There are three Learning Communities in Clackmannanshire, each comprising a secondary school and associated primary schools and nurseries. Clackmannanshire Council maintains 19 primary schools, three secondary schools, 12 nursery classes, one nursery school, one special school, a pupil support service and three bases for children with Additional Support Needs.

The 2013 population for Clackmannanshire was 1280k, as at 2012, and accounts for 1% of the total population of Scotland. 16% of the population are aged 16 to 29 years. Those under 15 account for 17.9% of the Clackmannanshire population, which is a slightly higher proportion than for Scotland as a whole, where 17.1% are aged 15 and under ([www.nrscotland.gov.uk](http://www.nrscotland.gov.uk)). Between 2012 and 2013, Clackmannanshire experienced a 12.3% decrease in the number of births, dropping from 627 to 550. The number of births in Scotland fell by 3.5%. The population aged under 16 in Clackmannanshire is projected to decline by 9.2% over a 25 year period to 2037.

Clackmannanshire is Scotland's smallest mainland local authority, comprising around 23,000 households accommodating just over 51,000 residents. Alloa is the biggest town in the area and is home to most of Clackmannanshire's inhabitants, with many others residing in the 'Hillfoot' villages nestling at the foot of the Ochil Hills.

In terms of pre-birth and early years, Clackmannanshire sees concentrations of very young mothers in areas of deprivation, with teenage pregnancy rates in the area slightly higher than the Scottish average. The number of children under 5 has risen by 7.5% since 2001. 14 of Clackmannanshire's data zones fall in the 15% most deprived areas of Scotland, with 23% of children living in poverty.

39% of Clackmannanshire school pupils live in the top three most deprived areas and 15% of children live in workless households. 25% of primary school children and 19% of secondary school children are registered for free school meals. Overall attainment is slightly below comparator and national averages. Compared with the rest of the country, Clackmannanshire has a significantly higher rate of child protection referrals and referrals to the Scottish Children's Reporter Administration.

During the 2013-14 session, five children and young people were home educated across the Clackmannanshire area.

As of December 2013, the number of people dependent on Jobseeker's Allowance was 4.4%, the lowest level since December 2008 (<http://www.clacksweb.org.uk/council/unemployment2013/>). The national average is 4%.





## Key Achievements

### National and Local Awards

The Education Service was recognised with a Silver Award at the 2014 COSLA (Convention of Scottish Local Authorities) Excellence Awards in the Service Innovation and Improvement category. The Service was commended for its radical new approach and strong and effective partnership working; and for delivery of excellence through this new approach.

In October 2013, Sports Development were awarded nearly £10,000 through the Celebrate Lottery Fund for the Commonwealth Games inspired Team Clacks project, which was designed to get local educational establishments to engage with the Games. Over 200 primary and secondary pupils benefited and were offered coaching sessions, learned new sports and attended workshops on building resilience and effort culture.

273 young people completed awards with Youth Services during 2013-14, (79% of those who signed up), including schemes such as the Saltire and Duke of Edinburgh Awards.

## SQA Results

We are pleased that attainment levels are increasing across the Clackmannanshire area. We also note that overall attainment levels fall slightly below comparator and national averages.

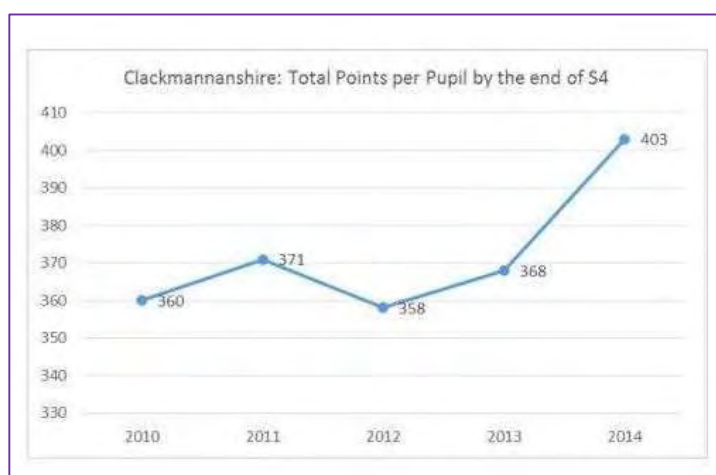
In line with the continued development of Curriculum for Excellence, new SQA exams were introduced in session 2013-14. The new National 4 and National 5 exams replaced the former Standard Grade suite of exams. There are raised expectations from Standard Grade to National 4 and 5 and therefore it is inappropriate to make direct comparisons.

Due to the new exam structure, data is presented as percentage pass rates on number of entries rather than the historical measures of number of passes at different levels – S4, 5 and 6.

The figures of achievement in the new National exams at S4 in Clackmannanshire have been significantly impacted by the practice in one of the secondary schools to present pupils for Standard Grade exams in S3 rather than S4. Within the new guidelines for Curriculum for Excellence S3 is now considered part of the Broad General Education with pupils now being presented for SQA (Scottish Qualification Award) exams as part of their Senior Phase (S4 – S6).

We are however able to provide meaningful analysis of the total number of SQA points achieved by the young people across Clackmannanshire by the end of S4.

The graph below shows the total points achieved by Clackmannanshire young people by the end of S4. Points are given for awards in National SQA examinations.



Building on the changes to SQA in 2013/14, a new suite of Highers will be introduced in session 2014/15. Schools across Clackmannanshire are preparing for this and we are confident that we will be able to present almost all subjects at the new Higher.

Higher pass rates are now combined for S5 and S6. In the 2013-14 session, 72% of those presenting achieved a higher pass (national average 77%); and 77% achieved an Advanced Higher (national average 81%).

The Education Service is engaging with schools via a School Improvement Partnership. This will involve schools in on-going self-evaluation and detailed analysis of performance of pupils at school, subject and department level as they seek to improve the outcomes for pupils.

Data from the National Benchmarking Tool "Insight" is shown within Appendix 1.

## Wider Achievements (participation in activities)

As part of the International Eco-schools programme, three educational establishments across Clackmannanshire renewed their Green Flag status making a total of 14 renewed green flags in the area. The flags are recognition that the school is committed to involving young people in finding solutions to sustainable development challenges.

66% of primary school children are engaged in extra-curricular sporting activities, exceeding the 63% target; and 45% of secondary schools are also participating, exceeding the 31% target. Active Schools has carried out a vast amount of work this past year. The programme aims to increase the number of children and young people participating in school and community sport; and aims to recruit, retain and develop a network of volunteers to deliver sports in schools and the wider community. Active Schools takes a partnership approach to ensure that they have an integrated approach, working collaboratively with a range of organisations.

Targets were created for the numbers of children taking part in these extra-curricular activities. The predicted attendance figure for 2013/14 was 63% for those on the primary school roll and 31% of those on secondary school roll. The actual figures respectively were 66% and 45%, ahead of expectations. Since 2010, there has been a 160% increase in participant sessions within the Active Schools extra-curricular programme.

Key initiatives include:

- Links with local football clubs, in particular Tullibody Community Football Club.
- Weekly sessions with Alloa-based Dance Attack.
- A new indoor bowls event added to the primary calendar with 75 primary pupils and 30 ASN pupils taking part in Alloa.
- Three transition events inspired by the 2014 Games, with pupils from Alloa, Alva and Lornhill, all hugely supported by local community clubs and more than 50 sports and dance leaders.
- Assisting with Sports Development's first ever duathlon event in Sauchie.
- Delivery of formal leadership training programmes.

The Community Sports Hub at Lornhill Academy is now well established, with an increase of member clubs from five to ten, and providing clear pathway for pupils to extra-curricular activities and into member clubs. Plans to develop Alva Academy as a Community Sport Hub are well under way.

Two young people from Clackmannanshire, Shannon Hawkes and Brian Harper, competed in the wrestling events at the 2014 Commonwealth Games as part of Team Scotland.

Local children took part in Songs from the Enchanted Garden: Heroes, Villains and extraordinary characters of Stirling and Clackmannanshire. This beautifully staged production of original songs and visuals was an exciting music experience based on stories written by local children, exploring a host of remarkable characters both real and fictional. Winning stories were written by children and young people from St Serf's Primary School and Muckhart Primary School. The show also featured musicians from the Tolbooth-based Stirling and Clackmannanshire Youth Jazz Ensemble. It was a hugely fulfilling experience for the young people taking part.

All teachers undertake a probationary year as part of their induction into the profession. All probationers must meet the standards as set by the General Teaching Council of Scotland. 19 out of 20 primary probationers and 39 out of 41 secondary probationers in Stirling successfully completed their probationary year in 2013-2014, marked by a celebratory showcase event at Alloa Academy.

The Education Service is aware that although there is sustained progress in many areas there has been a slight decrease in the number of Highers achieved this session.

As a result of this and as part of its ongoing improvement processes the Education Service is engaging with schools via a School Improvement Partnership. This Partnership involves the Director and senior members of the Education Service and peer headteachers visiting each high school and engaging in rigorous discussion and debate around the attainment and achievement of young people. This will continue to involve schools in ongoing self-evaluation and detailed analysis of performance of pupils at school, subject and department level as they seek to improve the outcomes for pupils.

To sustain improvements in performance with SQA we will:

- Continue to provide support for specialist subject areas in order to prepare for the introduction of the new Highers.
- Continue to engage with the SQA on supporting the development of the suite of National examinations.
- Ensure that we are seeking to extend the range of opportunities for and recording of meaningful learning experiences both within and outwith the school environment in order to capture the wider achievements of our children and young people.
- Develop a Raising Attainment Strategy.



## Inspections

Education Scotland inspects and reports on the quality of education in schools and pre-school centres (including partner providers). Evaluation is assessed across five quality indicators, including three core quality indicators. Nationally, a school is evaluated positively if it receives an evaluation of satisfactory in all three core quality indicators.

Core quality indicators:

- Improvements in performance
- Children's/Learners' experiences
- Meeting learning needs

Quality indicators:

- The curriculum
- Improvement through self-evaluation

Education Scotland inspected two schools in Clackmannanshire in 2013-2014, Alva Academy and St Bernadette's RC Primary School both achieving positive ratings.

*"Relationships between young people and staff, and between young people themselves are of a consistently high standard. Most young people feel safe and cared for and believe that they are treated fairly and equally".* Alva Academy Education Scotland Report, November 2013

*"Over the last year, the new headteacher has led an extensive review of the curriculum. This is to ensure that the school moves away from early presentation of young people for external examinations and delivers a curriculum that meets national expectations for Curriculum for Excellence".* Alva Academy Education Scotland Report, November 2013

*"The headteacher provides very strong leadership and is highly respected in the school, among parents and the wider community. Under her leadership, supported by her senior managers, the school has already improved and has a very strong capacity for further improvement".* Alva Academy Education Scotland Report, November 2013

*"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 of their literacy skills for various purposes".* St Bernadette's RC Primary School Education Scotland Report, December 2013

*"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".* St Bernadette's RC Primary School Education Scotland Report, December 2013

*"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 bring about further school improvement".* St Bernadette's RC Primary School Education Scotland Report, December 2013

During the 2013-2014 academic session the Care Inspectorate undertook one unannounced inspection of an Early Learning and Childcare Establishment in Clackmannanshire. Sunnyside Nursery class obtained four 'very good' ratings across all themes, which include 'Quality of Care and Support', 'Quality of Environment', 'Quality of Staffing' and 'Quality of Management and Leadership'.

In addition Education Scotland made a follow-up visit to Banchory Primary School. Recognising that there was still room for improvement Education Scotland acknowledged the progress that has been made to date by staff within Banchory with the support of the Education Service.

*"Standards of attainment are improving across the school. Staff have higher expectations for children. Due to improvements in the language programme children talk more confidently about how to improve their reading and writing".* Banchory Primary School Education Scotland Follow-up Report, October 2013

*"The needs of all learners are being better met by the school. Staff have improved their understanding of barriers to learning such as dyslexia and attachment disorder. There is now improved planning for the wider needs of children within classes".* Banchory Primary School Education Scotland Follow-up Report, October 2013

*"The curriculum now better reflects Curriculum for Excellence. Long-term plans are clearly linked to the vision and values of the school and provide a broad education for all children".* Banchory Primary School Education Scotland Follow-up Report, October 2013

*"Staff were good at exchanging information and noting relevant topics for discussion with staff group and management. Parents told us the staff's welcoming attitude contributed to them feeling confident and at ease about discussing their children's care and support needs".* Sunnyside Nursery Class Care Inspectorate Inspection Report

*"Children were supported in their learning through the use of a wide range of resources and activities".* Sunnyside Nursery Class Care Inspectorate Inspection Report

*"The management and staff are committed to providing a quality service for children and their families".* Sunnyside Nursery Class Care Inspectorate Inspection Report

In September 2013 Education Scotland also undertook an inspection of Community Learning and Development (CLD) within the Alva Learning Community. There are four quality indicators against which CLD is evaluated, and on this inspection received the following gradings: improvements in performance – weak; impact on participants – weak; impact on the local community – satisfactory and improving services – unsatisfactory.

There were a total of nine CLD inspections in Scotland from August 2013 – December 2013. There were a range of evaluations across each of the four indicators within the nine learning communities. In line with most others Alva performed best in the indicator around impact on the local community. It is below the majority of others on improving services, impact on participants and improvements in performance.

This inspection of learning and development in the learning community surrounding Alva Academy found the following key strengths:

- the dedication and commitment of local people as volunteers
- local community organisations who are starting to deliver new services
- environmental activities in the area that capitalise on natural assets
- opportunities for young people of secondary age in learning, volunteering and wider achievement.

As a result of this inspection the Education Service also agreed to:

- further build on partnership working to improve collaboration across the learning community and outcomes for young people
- expand and develop adult learning provision in the learning community
- develop comprehensive and consistent approaches to measure and record wider achievement
- expand and develop further approaches to health and wellbeing activities
- provide support and greater recognition to community based organisations

The Care Inspectorate, in addition to their focus on Early Years, with partners, also inspect the ways in which services work together to meet the needs of the most vulnerable children. A “Joint Children’s Services Inspection” report was published in May 2014. This report confirmed that staff working in Clackmannanshire have a very strong and shared commitment to improving the safety and wellbeing of children, with a positive culture of working together meaningfully to the benefit of children, young people and their families. The high quality of support to children, young people and families to improve mental wellbeing to assist them overcome trauma was also recognised.

The report also noted improvements in the educational attainment for children and young people and improving trends in positive destinations for young people leaving school year on year. Gaps are closing between the lowest attainment levels and higher achievers, and the education attainment of looked after children is improving over time.

**As a result of these inspections we will:**

- **develop a model school improvement partnerships to address the needs of establishments requiring focused support**
- **continue to engage with establishments throughout the service to develop their approaches to improve the curriculum and self-evaluation**
- **contribute to an Action Plan in response to the areas for improvement noted within the joint Children’s Services inspection report**
- **track, monitor and report upon the attainment and achievement of Looked After Children (LAC) within our quarterly reporting cycle**
- **lead on the development of the first joint Integrated Children’s Services Plan in Stirling and Clackmannanshire**
- **continue to improve the attainment of young people who live in the most deprived areas**
- **track and monitor the agreed actions arising from the inspection of the Alva Learning Community.**

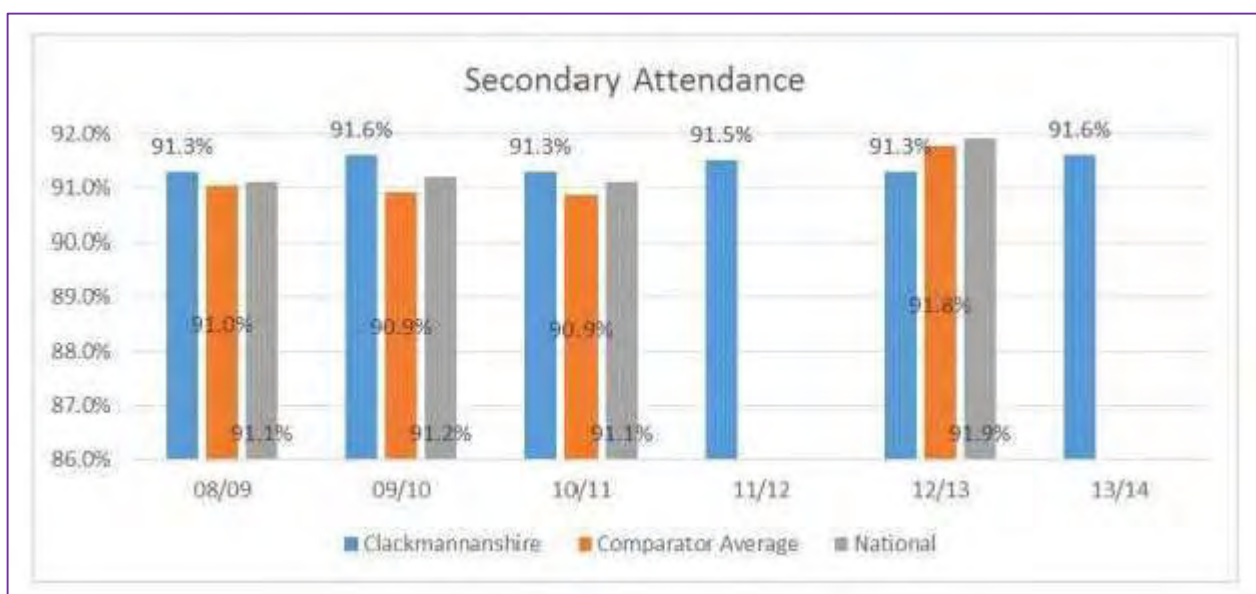
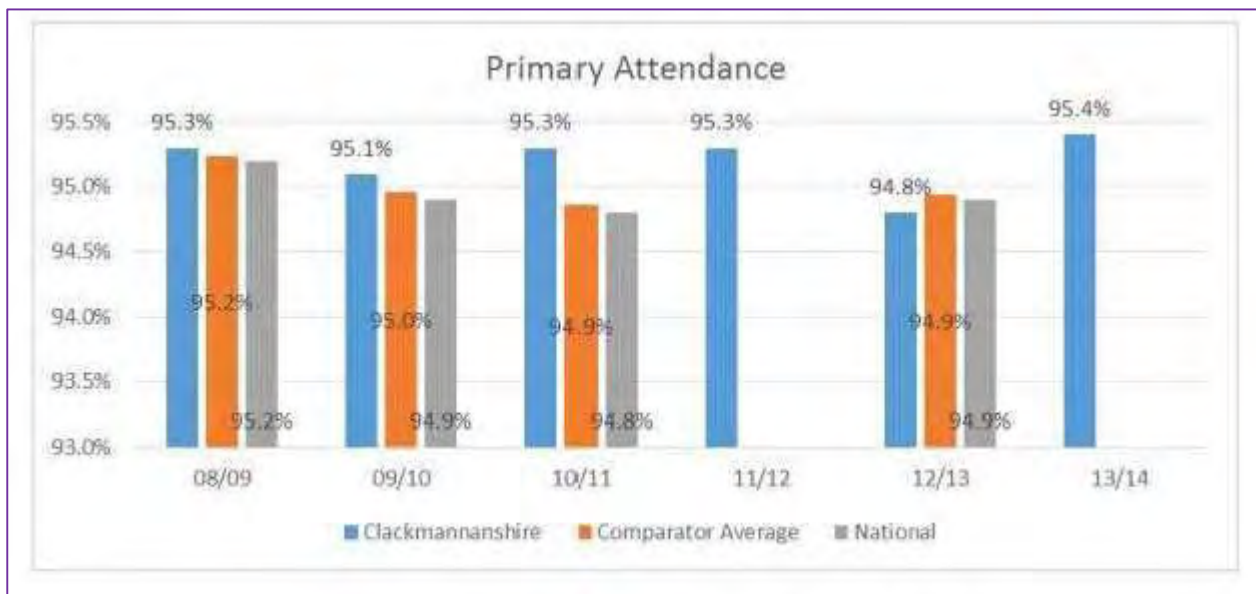
## Attendance and Exclusions

Attendance, absence and exclusions data are collated by the Scottish Government on a biennial basis and used to monitor and inform policy making. Our evidence shows that our children and young people are well supported to attend school regularly.

### Attendance

Attendance and absence levels are monitored across all schools in Clackmannanshire. Annual targets for attendance are established for the end of each academic year and are set by looking at the previous five years, with the aim of increasing this figure each year.

In 2013-2014 attendance officers were employed in Clackmannanshire schools. The impact of this will continue to be evaluated.



**To sustain the improvements in attendance we will:**

- **continue to evaluate the impact of Inclusion Support Workers, attendance officers and Campus Based Officers in contributing to overall attendance rates**
- **continue to review the supports around some of our most vulnerable children and young people at risk of missing out on education**
- **monitor attendance at individual school level on a monthly basis in order to provide timely support**
- **monitor the attendance of LAC.**

## Exclusions

Pupils can have more than one exclusion and to provide context, the figure has to be shown in relation to the number of pupils in the establishment – i.e. an exclusion rate per 1,000 pupils. This allows comparability year on year within and outwith, regardless of the number of pupils in any establishment.

Children can be excluded for periods of half a day up to 10 days. 2013-2014 saw an increase in the number of exclusions the majority of which were half or one day exclusions.

**To reduce the number of exclusions we will:**

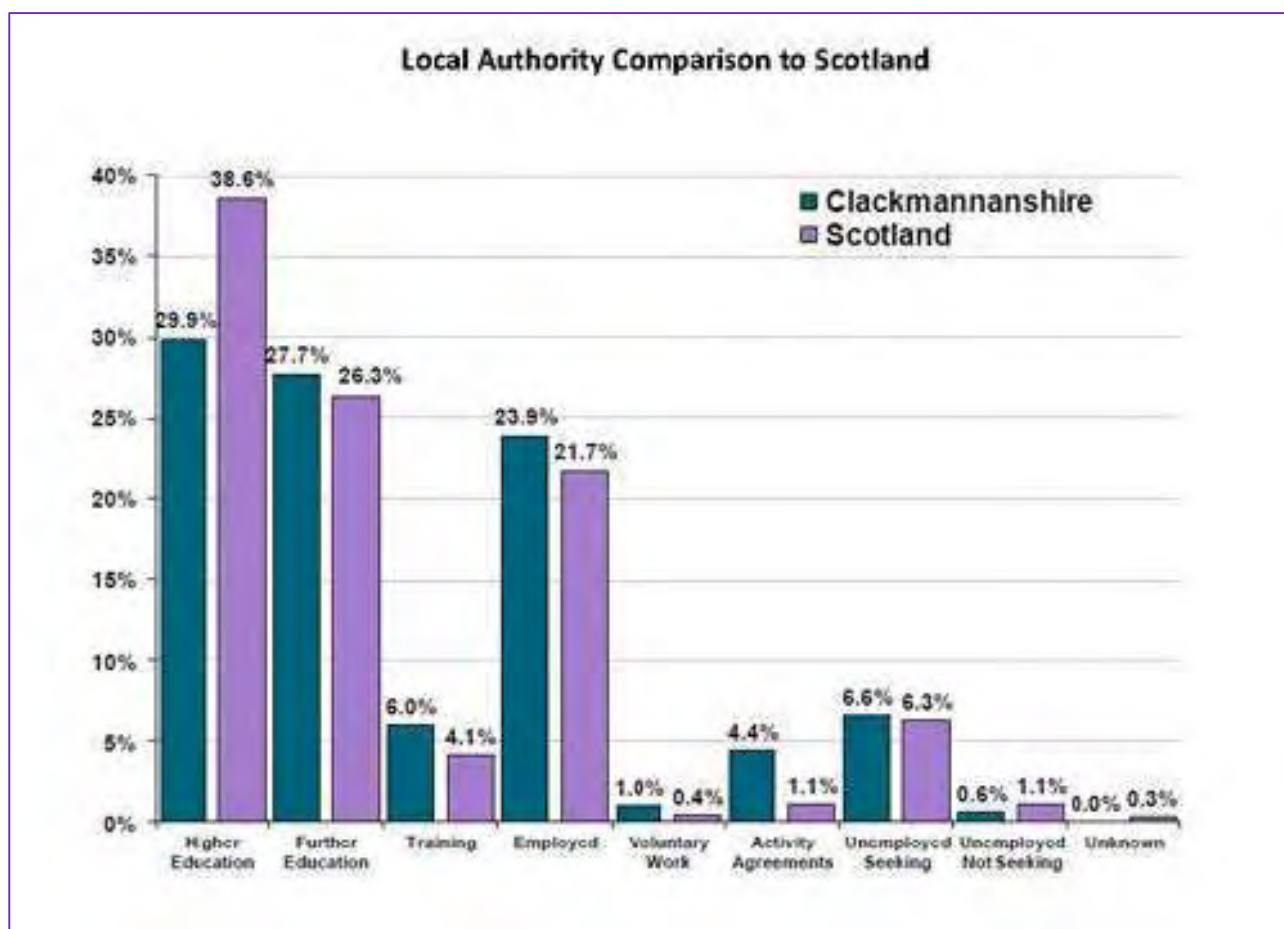
- **provide staff with additional specialised support in responding to challenging behaviour**
- **ensure appropriate planning is in place in line with the implementation of GIRFEC in order to meet children's emotional, social and behavioural needs**
- **monitor exclusions on a monthly basis at individual school level in order to provide appropriate challenge and support**
- **update the policy on exclusions.**

## Destinations

A particular challenge facing the Service is that of achieving 'positive destinations' for pupils, which includes Higher Education, Further Education, Training, Voluntary Work, Employment and Activity Agreements. This is a priority for the Service and part of addressing this challenge will be through forging stronger links with partners such as Forth Valley College, employers and the University of Stirling. Whilst we enjoy positive attainment levels, we recognise that success is not just about excellence in exam results; it is about growth and development, and helping to find the right route for each individual young person and improving their employability.

Overall Positive Destinations are showing a steady increase for the past 3 years. This year 92.8% of young people entered into a Positive Destination. This is above the national figure of 92.3% and still shows that young people within Clackmannanshire are being supported well into positive post school destinations.

There are three main routes for young people when they leave school: Higher Education; Further Education and Employment. The most prevalent being that of Higher Education with 29.9% of young people enter into Higher Education on leaving school. For Clackmannanshire 23.9% entering employment which is above the national figure, with a figure of 27.7% entering into further education.



This year 29.9% of leavers entered higher education which is 1.1% higher than last year. In the past decade, the year that saw the highest percentage of leavers enter HE was 2008/09 when 31.4% entered HE. The year that saw the lowest percentage of leavers enter this destination was 2007/08 when 21.5% of leavers entered HE. This year is 1.5% lower than the 2008/09 high and is 8.4% higher than the 2007/08 low.

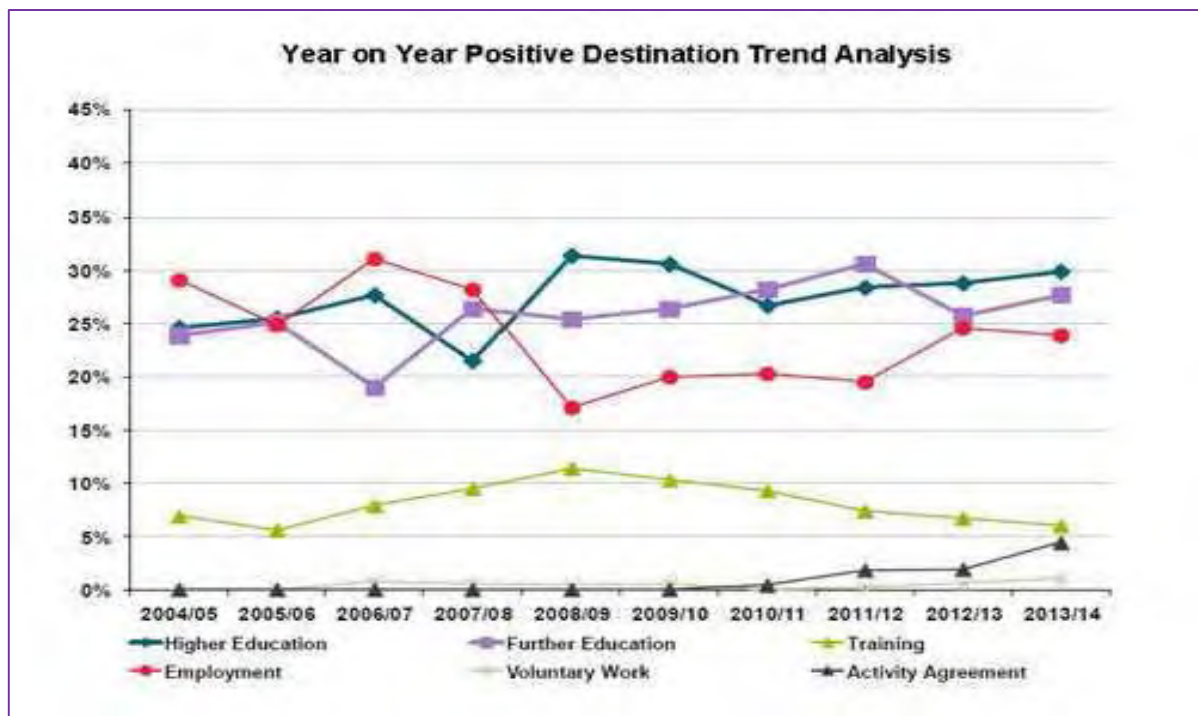
The percentage of leavers entering FE this year is 27.7%. This is 2.0pp higher than last year. Over the past 10 years, 2011/12 was the year that saw the highest percentage of leavers enter FE (30.6%). 2006/07 saw the lowest level enter FE when 19.0% of leavers entered this destination. This year is 2.9% lower than the 2011/12 high and is 8.7% higher than the 2006/07 low.

The percentage of leavers entering employment this year is 23.9%. This is 0.7% lower than last year. In the past 10 years, the year that saw the highest percentage of leavers enter employment was 2006/07 when 31.1% of leavers entered this destination. The year that saw the lowest percentage of leavers enter this destination was 2008/09 when 17.1% of leavers entered employment. This year is 7.2% lower than the high seen in 2006/07 and is 6.8% higher than the low seen in 2008/09.

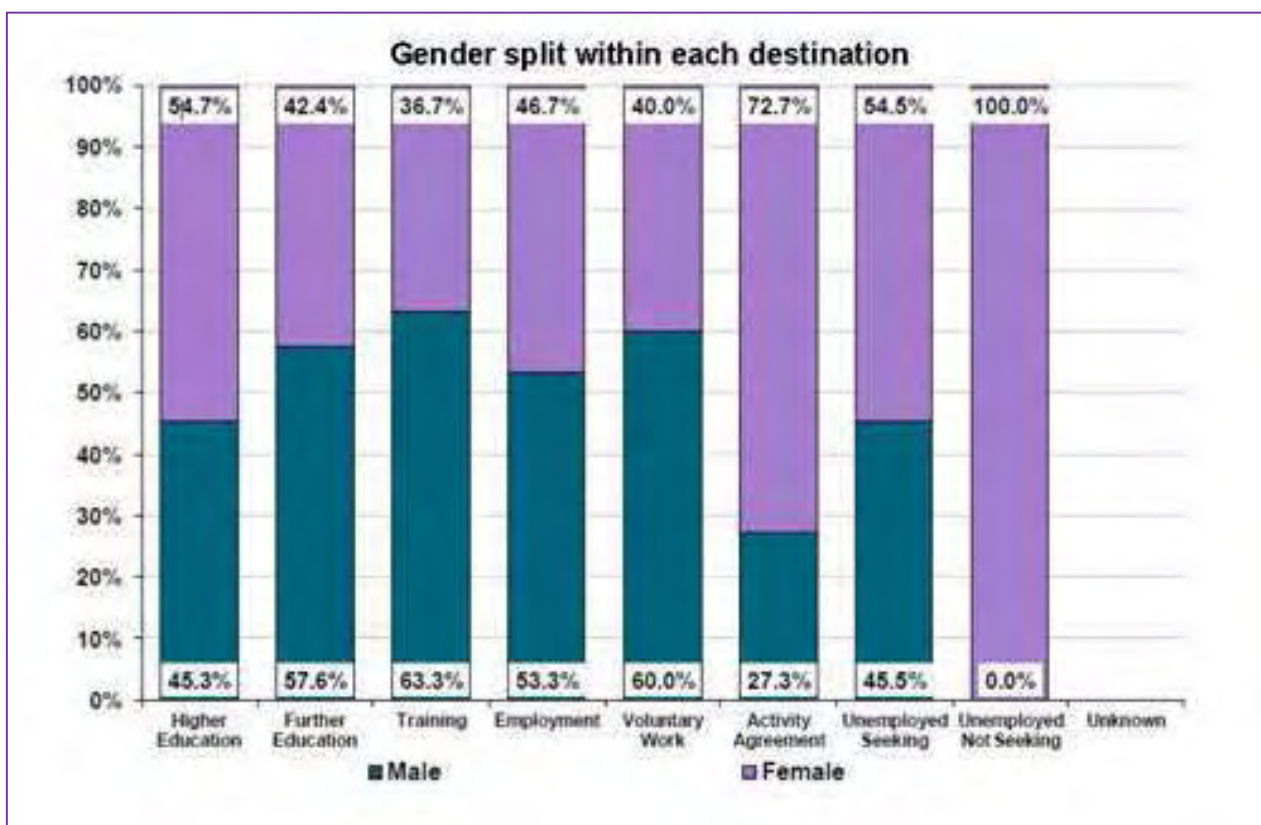
The highest level of leavers entering training was reported in 2008/09 when 11.4% entered this destination. This year 6.0% of leavers entered training. This is 0.7% lower than last year.

Activity Agreements account for 4.4% of leavers within the authority. This is an increase of 2.5% on 2012/13 and 3.3% higher than the national average (1.1%).





91.5% of females enter positive destinations in comparison to 94.1% of males, a 2.6pp difference. This position is contrary to that of the national picture where a greater percentage of females enter positive destinations compared to males.





**To improve the number of young people entering positive destinations we will:**

- **with partners prioritise effective transitions for young people at every stage including the sustainability of their post school destinations**
- **establish a range of partnerships to support young people's transition to positive and sustained destinations**
- **review employability provision to ensure maximum targeting and most effective interventions**
- **establish a Developing the Young Workforce group.**



## Key Areas of Impact

### Impact on Learners: Curriculum; ASN; Early Years; Adult Learners

#### Curriculum

One of the ways in which we impact upon learners is in the curriculum we provide. Our curriculum is organised in four ways:

- key curriculum areas
- interdisciplinary learning, which enables the combination of subjects to enhance learning
- activities based around the ethos and life of the school, allowing children and young people to contribute in projects and development outside of key classes
- and opportunities for personal achievement, allowing development beyond the curriculum.

These four areas allow our children and young people to develop their skills to the best of their ability with support from key individuals and partners across the service and partner organisations.

The curriculum is one of the quality indicators Education Scotland report upon during their inspections. In both inspections this was regarded as satisfactory.

## Key Curriculum Areas

The curriculum areas are the organisers for ensuring that learning takes place across a broad range of contexts, and offer a way of grouping exercises and outcomes under recognisable headings.

The experiences and outcomes describe the expectations for learning. Taken together experiences and outcomes across the curriculum areas sum up national aspirations for every young person: the knowledge and understanding, skills, capabilities and attributes we hope they will develop.

The eight curriculum areas are:

- Expressive arts
- Health and wellbeing
- Languages
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies

As well as the ongoing support for primary schools in the development of their curriculum this year a major focus has been in supporting the development of the Senior Phase (S4-S6) and in particular the implementation of the new National exams in S4. A seconded secondary school DHT worked with colleagues in all secondary schools to ensure that staff were supported and given access to suitable development opportunities either through the use of networks or by accessing external support from the SQA. All pupils within Stirling were able to sit SQA exams within the new national examination framework. Staff pupils and parents are to be commended for their effort in ensuring this success which is reflected in the attainment of young people in their SQA exams.

Although there are no formal examinations within the Broad General Education (Early Years – S3) staff in schools and nurseries continue to work together to develop practice and ensure that they are providing a curriculum with shared standards and expectations in line with national guidance. All learning communities are represented on the group which has been established to support moderation and quality assurance. The group completed its 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 within curricular areas.

Throughout Clackmannanshire establishments made excellent use of local and national events as an exciting stimulus for children's learning. Making the curriculum relevant is a key focus within Curriculum for Excellence. By using the local and national contexts of The Commonwealth Games and the commemoration of the Battle of Bannockburn staff ensured that children and young people were actively and enthusiastically engaged in the learning process.

A number of new or revised policies have been introduced that will impact positively on health and wellbeing. These included updates on Self Harm, and Forth Valley Substance Misuse Guidance, with planned training and awareness sessions.

### Interdisciplinary Learning (IDL)

Interdisciplinary studies, based upon groupings of experiences and outcomes from within and across curriculum areas, can provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people. Revisiting a concept or skill from different perspectives deepens understanding, and can also make the curriculum more coherent and meaningful from the learner's point of view.

Interdisciplinary studies can also take advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for young people's wider involvement in society.

Effective interdisciplinary learning:

- can take the form of individual one-off projects or longer courses of study
- is planned around clear purposes
- is based upon experiences and outcomes drawn from different curriculum areas or subjects within them
- ensures progression in skills and in knowledge and understanding
- can provide opportunities for mixed-stage learning which is interest-based.

Establishments throughout Clackmannanshire have developed meaningful connections across curricular areas in a range of different contexts. Making learning meaningful by developing outdoor learning has been a key priority in 2013-2014 and with a number of schools reporting that this has been amongst their key achievements of this year. Staff, including probationers, have had the opportunity to receive focused development and learning in how the outdoors can be used as a stimulus for deep and meaningful learning experiences for children and young people.

### Ethos and Life of the School

Children and young people are encouraged to contribute to the life and work of their school and, from the earliest stages, to exercise their responsibilities as members of a community.

This includes opportunities to participate responsibly in decision-making, to contribute as leaders and role models, to offer support and service to others and to play an active part in putting the values of the school community into practice.

Children and young people throughout Stirling have the opportunity to be involved and engaged in the life of their school. Pupil councils, student parliaments, eco and travel plan committees provide formal routes for pupils voice to be heard and valued within the running of the school. Many schools also operate House Systems

The impact and extent of contribution which is made to the life of the school is noted within the reports published by Education Scotland:

*"Children's success is well celebrated throughout the school and beyond, including in different clubs and activities".* St Bernadette's RC Primary School Education Scotland Report, December 2013

*"Young people across the school are developing citizenship schools through raising considerable funds for charity, including through the very successful Macmillan Cancer Support fundraising activities".* Alva Academy Education Scotland Report, November 2013

## Personal Achievement

Personal achievement provides children and young people with a sense of satisfaction and helps to build motivation, resilience and confidence. All establishments offer opportunities for achievement and provide the support and encouragement which enables children, young people and adults to step forward to undertake activities which they find challenging.

Clackmannanshire Council successfully obtained funding from Cycling Scotland to deliver Bikeability cycle training for Stirling schools during academic session in 2013-2014, for the second year running. Bikeability cycle training gives children the opportunity to develop on-road cycle skills in a staged progression, helping to build children's confidence. For this year, the Education Service provided two courses with the funding provided. Thirteen teachers participated in a five-day course that allowed them to deliver training and to train others. Twenty bikes have been purchased to ensure that all children can participate. Before obtaining the Cycling Scotland funding, only two schools were delivering Bikeability.

Craigbank Primary School engaged with Active Schools to help with pupils who were demonstrating aggressive and violent behaviour towards each other. An Active Schools Co-ordinator delivered a lunch club twice weekly using the ethos of Positive Coaching Scotland (PCS) whereby, over an eight week programme, the pupils took part in various Commonwealth Games sports and activities, where rules were reaffirmed, aggressive behaviour was discussed and examples of respect and fair play were highlighted. The programme provides clear evidence of the benefits PCS can have on young people's lives.

The Sports Development Team work extensively with children and young people in Clackmannanshire, recognising the positive impact that achievement in sports has in overall wellbeing. The following are some key sporting achievements:

- Rugby for pupils on the autistic spectrum and/or behavioural difficulties
- Gymnastics for primary and secondary pupils
- Swimming has been reinstated after a two year period with no accessible pool, with swimmers competing local, regional and national events
- Dance classes which are suitable for those with all disabilities
- Bowls, with 26 pupils with ASN taking part in the New Age Bowls festival in Alloa
- The well-established PAN disability section of the Tullibody Community Football Club.

**To continue to support the improvement of the curriculum we will:**

- **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**
- **develop solutions for sharing practice in curriculum, learning, teaching and assessment to build capacity for improvement**
- **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**
- **develop and implement a 3-18 strategy for numeracy**
- **develop and implement a 3-18 strategy for literacy**
- **devise and begin implementation of a plan to introduce the 1+2 modern languages national initiative**
- **develop and implement a 3-18 strategy for music**
- **continue to develop and implement the Gaelic plan to build capacity and enhance Gaelic language provision**
- **develop and implement a 3-18 strategy for health and wellbeing**
- **continue to develop, implement and embed approaches to learning, teaching and assessment which reflect CfE design principles and AifL principles**
- **develop and implement strategy to improve life chances for lowest 20% of learners**
- **continue to develop shared understanding of standards across the curriculum through a programme of moderation at all levels**
- **continue the implementation and ongoing development of new national qualifications**
- **promote learner involvement in planning, and assessing their learning through sharing and exemplifying practice**
- **establish a range of partnerships to support young people's transition to positive and sustained destinations**
- **deliver flexible pathways to meet learner needs within the Senior Phase**
- **develop a skills framework to support planning for skills progression**
- **develop and implement Education Service quality assurance processes and procedures**
- **develop an ICT strategy which includes a sustainable framework for the development of both infrastructure and usage**
- **develop a strategy for culture and creative learning.**



## **Additional Support Needs**

Ensuring that all children and young people have access to an appropriate curriculum is a key priority for the Education Service. We are committed to meeting the additional support needs (ASN) of children and young people, working in partnership with all parents and carers, and we do this through the Staged Intervention process. Education works alongside Social Services and the NHS to meet the needs of children and young people with ASN. The support provided falls into three overlapping broad headings: approaches to learning and teaching, support from personnel and provision of resources.

The number of young people identified as having additional support needs varies. These needs can be short or long term. In November 2013 there were 1436 children and young people with additional support needs across Clackmannanshire schools. The most commonly occurring five factors in 2013 were Social, Emotional and Behavioural Needs, Language and Speech, Learning Disability, Autism Spectrum Disorder and Dyslexia. Other specific factors occur less frequently but require a specific range of supports. These include severe and complex needs, sensory impairments and English as an additional language.

There have been increased numbers of children and young people identified as having three of the most commonly occurring ASN factors: Autism Spectrum Disorder; social, emotional and behavioural needs and language and speech difficulties.

The vast majority of children with ASN are taught within mainstream establishments.

The way in which children's learning needs are met is a key Quality Indicator within Education Scotland inspections. Clackmannanshire Council establishments receive positive reports regarding their ability to meet learning needs. Of the two inspections one received Very Good and two received Good ratings from Education Scotland during the 2013-2014 session. The Care Inspectorate reported on 7 early years establishments, including partner establishments, which all received Very Good ratings for quality of care and support.

There were 39 requests for placements in Clackmannanshire's primary special school and for its specialist provisions.

Lochies Primary and Nursery is a specialist provision which shares a building with Deerpark Primary School. Lochies provides education for children with a range of severe and profound additional support needs. Secondary provision for children with severe and complex needs is within Alloa extended ASN base, located within Alloa Academy.

There is also a base specifically for children on the Autistic Spectrum (ASD) within Alva Academy.

Recognising the need to expand its provision within the primary sector for ASD during session 2013-2014 refurbishment was also undertaken within Alva Primary School to accommodate a new ASD base. Children had taster sessions in term 4 in order to facilitate their smooth transition in August 2014.

Children and young people with Social, Emotional or Behavioural Needs (SEBN) who require support outwith their mainstream school may attend Clackmannanshire Primary or Secondary Support Service.

Special schools and provisions work in close partnership with partner agencies, third sector organisations and parents/carers to develop highly individualised supports. Clackmannanshire Schools Support Service were proud to be finalists in the Customer Service section of Clackmannanshire Council's Growing in Excellence Awards.

Supports are also provided to children and young people in mainstream schools to support full access to the curriculum. Outreach services work in close partnership with schools. In addition Social Work colleagues, voluntary sector organisations and health partners including Speech and Language Therapy, Occupational Therapy, Physiotherapy have worked in teams around children to provide flexible and creative supports. Around 900 children and young people benefitted from these multi-agency supports at different times throughout the school session.

The growing numbers of children and young people identified as having Autism Spectrum Disorder are having their needs met by the extending range of supports available. The Inclusion team have developed their direct support to children in mainstream settings and begun to deliver training to colleagues in schools and early years establishments.

In support of learners who have complex communication needs a funding bid was made which allowed Education staff to work in partnership with Allied Health Professionals across Forth Valley to develop a shared understanding of assessing and supporting the use of communication approaches which extend unspoken language. These approaches support children and young people who have a range of complex needs to access educational opportunities and to communicate more effectively, enabling them to have an active voice in their learning. An education pack has been provided for all educational establishments which explains how to access appropriate supports for children and young people who benefit from such supports.

Staff development for specialised staff remains a priority for the service. Training was funded to delivery specialised communication approaches in the Inclusion team, for example Makaton.

Outreach services provided an increased number of staff development events for establishments. Forty courses were offered and covered a wide range of approaches and strategies.

Clackmannanshire Schools Support Service also offered a range of training for teachers and support staff in schools with the aim of building their capacity to meet the learning needs of vulnerable children and young people. These included Restorative Approaches and Seasons for Growth. The Inclusion team developed their capacity to deliver training on wider range of topics about additional support needs during this session. There was positive feedback from participants who commented on their learning and how they planned to use it by changing practice in schools. New plans were put in place to further develop training in Makaton, Autism Spectrum Disorder and language and communication.



## Looked After Children

The ASL Act (2009) deemed that children and young people who are Looked After by the local authority should be considered to have additional support needs unless the education authority determines that they do not need additional support in order to benefit from education. At the end of 2013-2014 there were 145 Looked After children and young people in Clackmannanshire schools and educational establishments.

An education task group was re-established to drive forward the Corporate parenting strategy and the group produced an action plan with a number of key areas for development. Updated materials to support We Can and Must Do Better training were developed. There is now an annual briefing linked to the annual Child Protection training which will be delivered to all staff at the start of each session. The trainers' network was re-established and deliver newly updated training to appropriate staff to increase staff awareness and understanding of their responsibilities to Looked After Children. This training is now a regular part of the ASN training calendar.

An audit of current systems and approaches to identifying and meeting the needs of LAC in all secondary schools was undertaken. Analysis of the tracking and monitoring attainment and attendance was also undertaken with inconsistencies addressed. There are now consistent approaches throughout all schools with regular updates being provided to Council.

Next steps will be to track and monitor emotional health and wellbeing and ensure there are clear systems for reporting data at individual, school and authority level.

By effectively tracking and monitoring the emotional health and wellbeing of our Looked After Children we will be able to identify areas requiring additional support and be able to allocate resources accordingly. Providing the right support at the right time should ensure continued improvement in outcomes for Looked After Children.

## Nurture

Meeting emotional needs by using nurturing approaches has been a focus for the Council for a number of years. During 2013-2014 additional staff were trained in nurturing approaches and a nurture network was established. This network will ensure that the positive impact of nurturing approaches is sustained and developed as staff share good practice. Quality assurance of nurture provision via a staff audit of current practice will be undertaken next session.

## Supporting Staff – Autism Spectrum Disorders

Supports and provisions, set up to address the needs of a growing number of children and young people who have Autism Spectrum Disorders, have developed this year. Staff involved have worked together as a network to build their capacity and develop training and skills. Many teachers have attended national events. Large numbers of staff have been involved in the work of the local ASD Strategy, which is a multi-agency development being carried out in partnership with parents.

Within the joint inspection of services for children and young people three areas of strength were identified by inspectors: Health Spot in secondary schools, Plus and collaborative working to meet the needs of children with complex care needs. Each of these initiatives demonstrate how the Education Service, in conjunction with partners, is meeting the variety of additional support needs of children and young people. In addition there were also positive comments around the impact of GIRFEC implementation.

*"Children and young people are performing well in school. They are making positive academic, social and emotional progress. This is supported by outreach behaviour support, family therapy and pupil support services. Children with additional support needs are supported well to make progress in their learning."*

Joint Inspection of Services for Children and Young People

There were a number of recommendations within the report, including the development of an Integrated Children's Services Plan. Education Services will work with colleagues to implement these recommendations including being the lead for the development of the Integrated Children's Services Plan, the first joint plan of its kind across two local authorities.

**To continue to support improvements in meeting the needs of children with ASN we will:**

- **review and implement guidance for educational establishments to reflect the relevant aspects Children and Young Peoples Act**
- **develop and implement guidance to Named Persons to reflect the Children and Young Peoples Act**
- **with partners devise a quality assurance framework for improving assessment and planning cycles**
- **with partners develop and implement a revised Service Delivery model to support appropriate early intervention for vulnerable children and young people**
- **with partners develop and implement an ASD local strategy and within Education develop an ASD action plan to address the resulting areas of development**
- **with partners develop and implement an ASD local strategy and within Education develop an ASD action plan to address the resulting areas of development**
- **revise and implement an accessibility strategy in light of updated guidance**
- **agree and implement corporate parenting action plan**
- **with partners prioritise effective transitions for young people at every stage including the sustainability of their post school destinations**
- **revise and implement policy and guidance re promoting positive behaviour**
- **with partners devise framework for assessment and monitoring of mental health and wellbeing for all children and young people**
- **establish core approaches to the assessment of emotional wellbeing in children and young people across schools and nurseries**
- **revise and implement a range of policies and guidance for Health and Wellbeing in relationship to sexual health and emotional wellbeing including gender based violence and childhood exploitation**
- **continue to roll out the delivery of training to staff in evidence-based programmes designed to improve emotional wellbeing such as FRIENDS for Life and Seasons for Growth with a particular focus on LAC, ASN and Early Years.**

## Early Years

Clackmannanshire Council currently has an Early Learning and Childcare Service which includes a profile of the following that meets the needs of our local people:

- 1 Nursery School
- 1 Local Authority Commercial Day Nursery
- 13 Nursery Classes
- 1 ASN Nursery
- 2 Out of School Care Provisions

Across Clackmannanshire Council there is a total capacity of 1098 places. In addition 100 places are provided in partner establishments.

There has been significant investment of time and resources in planning ahead in order to meet the increasing expectations of providing 600 hours of early learning and childcare. From August 2014 all 3 and 4 year olds as well as eligible 2 year olds will be entitled to 600 hours of early learning and childcare. Plans are in place to create capacity for 2 year olds in 5 of our settings during 2014-2015. From August 2014 all settings will offer parents 600 hours of early learning and childcare. Three settings will offer places for eligible 2 year olds.

Parents and carers helped develop the Council's approach in preparation for the delivery of the increased entitlement to early learning and childcare by participating in a consultation on the best means of delivery of the increased hours.

In response to the preferred option as expressed by parents, sessions of 3 hours and 10 minutes will be introduced in all of Clackmannanshire's establishments from August 2014. From April 2014 one nursery class piloted the 3 hour 10 minute model. The results of the pilot were shared with all other nursery settings.

This year there have been no inspections of nursery settings carried out by Education Scotland.

During the academic session 2013-2014 the Care Inspectorate undertook unannounced inspections of one early year's establishment in Clackmannanshire. This establishment was graded as very good across the 4 themes.

*"The staff are fantastic. My child loves it and has settled so well".* Sunnyside Nursery Class Parental Questionnaire, November 2013

**To continue to support improvements in early years we will:**

- **with partners review and streamline arrangements for identifying and intervening in the support of very young children**
- **contribute to the local and National Early Years Collaborative**
- **implement fully 600 hours early learning and childcare to all entitled children**
- **offer to parents flexible, affordable and high quality early learning and childcare**
- **disseminate the good practice highlighted during inspections service wide.**

## Impact on Families

Recognising the significant role that parents play in children's learning and development we are always keen to engage with parents in both informal and formal ways. Informally parents are regularly welcomed into schools and nurseries to be part of the learning process for their children. Whether school shows and nativity plays, more hands on "sharing the learning" activities or assemblies and informal meetings with staff the service highly values the support it receives from parents.

All schools and provisions have either a Parent Council or are part of a Parent Network.

As part of their engagement with establishments and learning communities Education Scotland seek the feedback of families on the impact of the service provided. They seek responses to statements where agree/strongly agree is a positive response and disagree/strongly disagree is negative. Of the 8 inspections where data was published 5 were rated above one in line with and 2 below the national figures. This demonstrates that in general parents are very satisfied with the service provided in Stirling Council establishments.

As well as being a very rewarding role we are also very aware that parenting can at times also be a particularly challenging and potentially lonely role. One of the ways that has proven to be effective in supporting parents has been in providing evidence-based parenting programmes. Stirling and Clackmannanshire Councils have been successful in being selected as a suitable pilot area for the national rollout of the Psychology of Parenting Project (PoPP). As part of the PoPP implementation, there was a particular focus on Incredible Years (IY) and Triple P, evidence-based programmes targeted at parents of young children aged 3-6 years with higher than usual displays of challenging behaviour.

Funding provided by PoPP has been appropriately directed towards maximising parents' participation in IY and Triple P programmes. Parents have been offered transport to and from groups, and access to crèche facilities whilst groups are running. Parents have reported that this has been successful in overcoming some of the main barriers to their participation previously. Some 13 practitioners from across multi-agency disciplines have been trained. Feedback from parents has been positive with high numbers attending on a regular basis. Two groups are being delivered in Clackmannanshire, and four in Stirling, with 55 parents attending the first sessions.

The initial response from parents attending the sessions has been very positive with further data around the impact of the programmes being gathered with reporting planned by the end of 2014-2015.

*"I found the group to be really good. A lot of things I have realised that I should have been doing all along".*

*"I have seen a huge improvement in my wee one's behaviour, even the nursery staff have commented. He is really helpful now".*

*"What a difference it makes splitting quality time into more and shorter chunks. I used to feel so guilty that I was not a perfect parent, but this has helped me see that we as parents are all in the same boat".*

*"It is really helping! I speak at my kid's level now rather than expecting him to understand without explaining. The biggest thing has been realising that I have a duty to improve my behaviour as well as my kids".*

*"I can't believe the amount of improvement over such a short time! The more praise I give, the less he misbehaves!"*

**To continue to support the improvement of our work on families we will:**

- **continue to develop the engagement of Parent Councils across the Education Service**
- **increase opportunities for parents in overall service self-evaluation and improvement planning**
- **increase the uptake of breakfast clubs**
- **increase knowledge and understanding of the importance of pre-school physical activity for parents and carers of pre-school children**
- **consult widely with families on the Integrated Children's Services Plan**
- **develop a parenting and family support strategy.**

## Impact on Staff

Our staff are our greatest asset in delivering positive learning experiences for our children and young people. We are therefore acutely aware of the need to ensure that we invest in the continuous development of our staff, at all levels within the service.

Effective approaches to self evaluation are crucial to identify areas for Career Long Professional Learning, self evaluation is one of the quality indicators commented on by Education Scotland. These were reported as being 'good' in one establishment and 'satisfactory' in the other.

Within Early Years across both Stirling and Clackmannanshire members of staff successfully graduated with BA in Childhood Practice with others gaining level 9 PDA (degree equivalent).

In June 2014, the Education Service held a well-attended and successful 3-18 Authority Numeracy Conference at Forthbank Stadium. This was the first of its kind for the authority, where practitioners from all sectors and other local authorities came together to share learning in numeracy. All teachers have a responsibility for promoting the development of numeracy, regardless of their subject area, and to raise performance and ensure seamless transitions for children and young people, education practitioners work collaboratively across establishments. The event saw practitioners networking, sharing expertise and experience and showcased good practice.

*"I am delighted the Numeracy Conference was a success. It was wonderful to see practitioners from all sectors coming together to share in this rich learning experience".* Acting Quality Improvement Officer

A Physical Education project, aimed at building relationships between primary and secondary specialists and encouraging joint working, was organised this year and took the form of two moderation events. There were many positive impacts, with greater communication between primary and secondary schools; an increase in leadership opportunities for secondary pupils; and an increase in transition opportunities for P7s. Further events have been planned for next year and an in-set day that will also involve partners, such as Active Schools and Sports Development.

In 2013-2014, a further 29 staff from the Service took part in Designing for Learning training, an educational framework based on research in the learning sciences which helps guide the development of flexible learning environments. It was greatly received by the staff involved.

*"This was a memorable and enjoyable experience. I feel equipped to go back to school and use the tasks and 'community builders' learnt on the course. I also feel fairly confident about devising my own problems for classes at different stages to solve. Having had the experience of taking part, I will now be aware of how the children will be feeling".* Teacher

This year, Crisis Prevention Institute training was offered, helping to provide all round de-escalation strategies to staff. A second level of training is offered to staff working with young people who present challenging behaviour, and is provided when a need has been identified through staged intervention or for staff working in a specialist facility. There are currently six trainers across Stirling and Clackmannanshire and a programme to roll out training is being developed.

A range of additional in-service opportunities were provided for secondary school staff to support the implementation of the new national SQA qualifications. These were well received by staff and their effectiveness is evidenced by the high numbers of young people presented across a wide range of subject areas in both National 4 and National 5.

Staff within Clackmannanshire secondary schools were also trained as verifiers for the SQA range of exams.

**To continue to support the engagement and development of staff we will:**

- **develop a programme of professional learning which supports developing practice in CfE and AifL and supports strategic priorities**
- **develop the capacity of staff to plan for and assess children's skills for learning, life and work**
- **develop and implement clear leadership pathways to improve leadership development at all levels**
- **implement and evaluate Professional Update for teachers in line with the national roll out to support career long professional learning within the GTCS standards**
- **continue to develop partnerships to enhance opportunities for professional learning at all levels**
- **prioritise early learning and childcare training for all staff working with very young children**
- **create networks of staff to support the implementation of early learning and childcare**
- **create and Early Years Workforce Development Strategy, which takes account of the National Review of the Early Years Workforce**
- **devise and implement a Support Staff Work Development Strategy**
- **create a joint policy framework across Stirling and Clackmannanshire Education Service which is current, easily accessible and supportive to staff**
- **develop systems and processes for effective communication and engagement**
- **review the use of SEEMIS management information system to ensure consistency of practice across the Education service**
- **continue to reduce overall Education Service staff absence rates**
- **finalise and implement recommendations of the Administrative/Business Support review**
- **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 and Clackmannanshire.**



## Impact on Communities

Clackmannanshire Council provides support for communities, serving a demographical diverse range of areas. From areas of high to very low areas of deprivation and urban and rural locations.

Sharing learning activities with families in local communities is important to us. We encourage parents to visit schools on specially arranged evenings, not only to hear about their child's work but to engage with the teachers, get to know the school and hear about the activities taking place.

Extensive work has been carried out on the school estate to allow children and young people the ability to attain, achieve and flourish. Brand new primary school, Redwell Primary, opened to pupils in August 2014. The new £8.32 million school, which received funding of £4.05m from the Scottish Government Schools for the Future programme, is a 21<sup>st</sup> century learning environment which houses pupils from St John's and Claremont Primary Schools and also incorporates a nursery. This purpose built school was created in conversation with staff and parents, and is a fantastic addition to the Clackmannanshire school estate. In addition, adaptations were made within Alva Primary to accommodate an ASD base.

Police Scotland provide two School Based Officers in Clackmannanshire, whose role is focused on preventing offending where issues occur and on creating a safer school environment. This partnership requires a high level of multi-agency working and is a good example of our commitment to working together to ensure that services intervene early enough in the best interests of children and young people.

A number of health education approaches which have a direct impact upon communities have been updated this year including the following:

- Roots of Empathy, a classroom programme that helps reduce levels of aggression among school children while seeking to increase empathy, was successfully embedded in two schools in Clackmannanshire
- a Health Spot was set up in all secondary schools, with positive results
- work with Youth Services, including shared networks and training, took place on the No Knives Better Lives approach
- a National Flu Vaccination Programme was implemented in conjunction with NHS and took the form of a pilot in the Forth Valley across one weekend. This was the only pilot to take place over a weekend in order to minimise the impact on learning and to allow proactive engagement with the community.

The positive impact upon communities of staff working together was also noted within the joint inspection of services for children and young people *"staff across all services have a strong and shared commitment to improving the wellbeing of children. They have developed a positive culture of working together meaningfully to the benefit of children, young people and their families"*. Joint Inspection of Services for Children and Young People



## Youth Services

### Youth and Adult Services

The Adult Learning team continues its work in Clackmannanshire. An innovative partnership with Job Centre Plus is supporting adult learners with literacy. Participants with learning difficulties can work alongside the Job Centre psychologist, who supports them so that their needs can be best addressed at the start of their learning journey. Fourteen learners at the Ben Cleuch Centre in Tillicoultry have been learning Gaelic allowing them to support their children's learning and use whilst on holiday. A Gaelic learning weekend will take place in the session 14-15.

ESOL (English for Speakers of Other Languages) Learners in Clackmannanshire have been further developing their English language skills through the use of Information Communication Technology. Participants now feel more confident whilst using computers and the internet; and a number of learners have successfully accessed provision through Clackmannanshire Learners International where they can further improve their English through book groups, coffee mornings and other social activities.

Youth Services to deliver a range of excellent programmes in the local community and in schools. The work of Youth Services contributes to Clackmannanshire outcomes and priority areas by increasing youth citizenship, promoting healthy lifestyles and developing employability skills. The programmes help young people work towards accredited awards, such as the Duke of Edinburgh and Dynamic Youth Awards. There is also a Mobile Youth Space, as part of the Outreach Programme, which engages young people in project work, and is out and about in Alloa, Sauchie and the Hillfoots. Other initiatives include the Detached Programmes, which priorities young people considered to be vulnerable or at risk, and a youth volunteer programme.

The Youth Services schools programme contributes to the Curriculum for Excellence. Programmes are developed to achieve active engagement and motivation and to help develop successful learners, confident individuals, effective contributors and responsible citizens. In addition to helping the development of life and work skills, the programmes enable learners to work in groups and on their own, encouraging problem solving and communication. Programmes are delivered in partnership with the schools, NHS, British Heart Foundation and Young Scot.

Youth Service staff are very effective in supporting vulnerable young people as was recently noted in the joint inspection on services for children and young people, "Young people are very positive about the assistance they receive from Youth Services and how this helps them to deal with a range of risky situations."

**To continue to support the improvement of our work on communities we will:**

- **review all Community Learning and Development(CLD) systems and processes within a quality assurance matrix**
- **review employability provision to ensure maximum targeting and most effective interventions.**
- **develop profiles for our learners to enhance life transition planning**
- **establish learning community co-ordination and planning to ensure identified needs are being articulated, supported and met**
- **develop learning community frameworks that support partnership development with particular focus on self-evaluation, performance reporting and workforce development**
- **develop a three year plan for CLD with local partners**
- **create an action plan for implementing Budgeting decisions for budget 2014-2015**
- **ensure the successful implementation of free school meal for children in P1-3**
- **review the school estate in order to ensure that the Service has capacity to provide education for children and young people**
- **increase the number of arts and cultural providers, both local and national, working with schools in Stirling**
- **develop and implement a 3-18 strategy for PE, physical activity and sport**
- **develop strong links between curricular PE, Active Schools and local sports clubs**
- **increase the range of sports and physical activities for ASN pupils**
- **increase opportunity to participate in sports festivals and competitions**
- **increase children's opportunities to represent their school at local, regional and national events**
- **increase the % of secondary school rolls participating in extra-curricular sporting activities.**

## Conclusion

In 2013-2014 we accomplished much of what we set out to achieve. We have continued the improving pattern of performance in attendance, attainment, achievement and positive destinations.

We have sustained the very high numbers of young people attaining very good results in their SQA suite of examinations. We are also aware however of the gap that exists in the attainment of our young people from the areas of highest deprivation and lowest deprived. This will continue to be a focus for the service in 2014-2015.

Education Scotland identified a number of key strengths and a significant number of examples of excellent practice, particularly within Early Years. However this was not consistent throughout the whole Education Service. Important areas for improvement were identified and as result of this the service will review its processes for supporting schools to ensure continuous improvement.

**In order to improve outcomes for learners across Stirling in session 2014-2015 we will:**

- **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**
- **improve early and effective intervention for all children, young people and families through well-developed multi-agency partnerships**
- **provide effective support and intervention for parents, families and communities so that children and young people are safe, nurtured and achieve positive outcomes**
- **strengthen the capacity of the workforce in building resilience and improving learning outcomes of children and young people with additional support needs**
- **improve the health and wellbeing of our children, young people and their families and to better support their capacity for resilience**
- **progress the implementation of '*Curriculum for Excellence*' across all establishments to meet learners' needs and to improve their learning outcomes**
- **raise educational achievement and attainment with a key focus on the lowest performing 20% of learners**
- **develop academic and vocational learning pathways that support learners into positive post – school destinations**
- **improve opportunities for career long professional learning to raising attainment and provide opportunities for local innovation**
- **enable access to quality community learning and developing opportunities for targeted young people and adults**
- **improve the life chances and employability of young people at risk and/or facing multiple barriers**
- **support individuals, communities and organisations to build their capacity to meet their identified needs and aspirations**

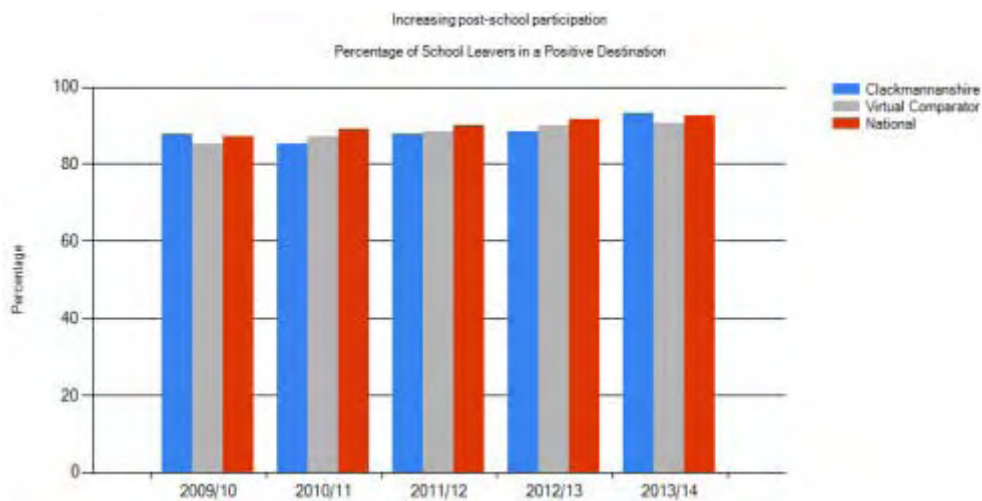
- **build capacity in service delivery through the further integration of Education Services across Stirling and Clackmannanshire**
- **ensure that children and young people understand, welcome and support diversity**
- **use all resources efficiently and effectively, including financial, administrative 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 Stirling and 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.**

## Insight National Dashboard Measures – Attainment of Leavers 2013/14

This information is from Insight the new Senior Phase (S4-S6) benchmarking tool. This is a nationally available programme and draws data from school leavers across Scotland. It seeks to measure performance of departments/ schools and local authorities by comparing like with like across four key areas: Positive destinations; literacy and numeracy; improving attainment for all and tackling disadvantage.

Clackmannanshire attainment figures for all years are under reported due to pupils in Alva Academy being presented for SQA exams in S3 which, as Insight gathers data in the Senior Phase (S4-S6), does not count. The one measure unaffected by early presentation is that of Positive Destinations.

### Positive Destinations



The percentage of Clackmannanshire Leavers entering a positive destination upon leaving school has been increasing for the last three years and is now slightly higher than the Virtual Comparator and in line with the National figure

	Higher Education %					Further Education %				
	09/10	10/11	11/12	12/13	13/14	09/10	10/11	11/12	12/13	13/14
Clacks										
LA	30.8	26.9	28.9	29.0	<b>30.3</b>	26.4	27.8	30.4	25.9	<b>27.9</b>
Virt										
Comp	33.2	31.5	33.0	33.2	<b>34.1</b>	28.7	30.2	29.4	28.3	<b>29.7</b>
National	36.4	36.4	37.8	37.1	<b>39.5</b>	26.8	27.1	26.7	27.7	<b>26.2</b>

	Employment %					Training %				
	09/10	10/11	11/12	12/13	13/14	09/10	10/11	11/12	12/13	13/14
Clacks										
LA	19.5	20.8	19.3	25.3	<b>23.4</b>	10.6	9.2	7.2	6.2	<b>6.1</b>
Virt										
Comp	17.4	18.3	18.9	20.2	<b>20.0</b>	5.8	6.4	5.4	5.9	<b>4.7</b>
National	18.5	19.3	19.8	20.4	<b>21.3</b>	5.0	5.4	4.5	4.8	<b>4.0</b>

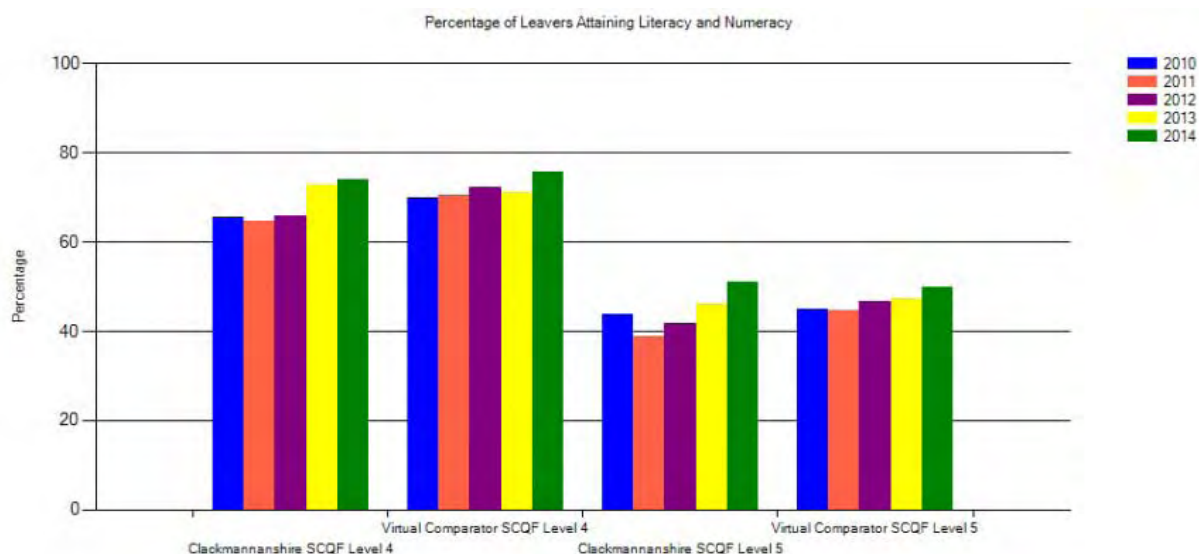
  

	Voluntary Work %					Activity Agreement %				
	09/10	10/11	11/12	12/13	13/14	09/10	10/11	11/12	12/13	13/14
Clacks										
LA	<1.0	<1.0	<1.0	<1.0	<b>1.0</b>	<1.0	<1.0	1.9	1.6	<b>4.5</b>
Virt										
Comp	<1.0	<1.0	<1.0	<1.0	<b>&lt;1.0</b>	<1.0	<1.0	1.4	1.8	<b>1.8</b>
National	<1.0	<1.0	<1.0	<1.0	<b>&lt;1.0</b>	<1.0	<1.0	<1.0	1.3	<b>1.1</b>

	<u>2009/10</u>	<u>2010/11</u>	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u>	<u>5yr avg</u>
<b>No. of</b>						
<b>Lvrs:</b>	568	557	529	517	492	
Clacks LA						
<b>Positive</b>						
<b>Destinations</b>						
Clacks LA	87.9%	85.1%	87.9%	88.6%	<b>93.1%</b>	88.5%
Virt						
Comp	85.4%	87.3%	88.5%	90.0%	<b>90.7%</b>	88.4%
National	87.2%	89.1%	90.1%	91.7%	<b>92.6%</b>	90.1%



**IMPROVING ATTAINMENT IN LITERACY AND NUMERACY**  
**PERCENTAGE OF LEAVERS ATTAINING LITERACY & NUMERACY**  
**S4-S6**



No. of Lvrs:	09/10	10/11	11/12	12/13	13/14
Clacks LA	568	557	529	517	492

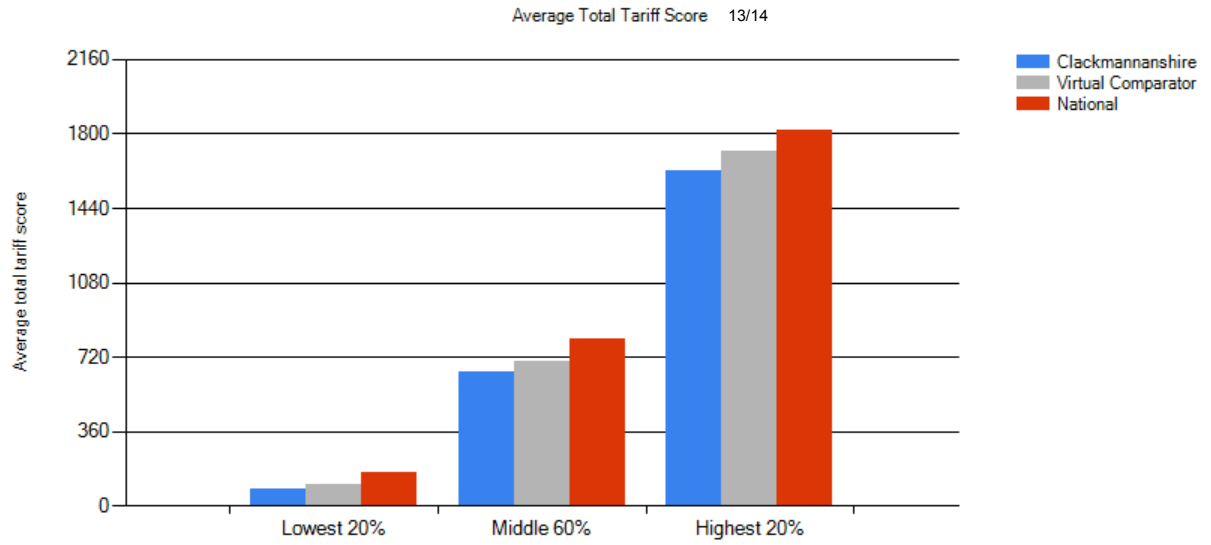
Level 4:	Lev 4 Literacy& Numeracy %				
	09/10	10/11	11/12	12/13	13/14
Clacks LA	65.7	64.8	65.8	72.9	<b>74.0</b>
Virt Comp	70.0	70.6	72.1	71.1	<b>75.8</b>
National	73.9	74.9	76.7	77.9	<b>81.3</b>

	Lev 4 Literacy %						Lev 4 Numeracy %				
	09/10	10/11	11/12	12/13	13/14		09/10	10/11	11/12	12/13	13/14
Clacks LA	75.0	78.5	86.2	87.8	83.3		69.7	68.9	67.9	74.1	75.8
Virt Comp	85.6	87.3	87.6	87.9	88.0		71.4	72.7	74.0	72.9	77.2
National	88.9	89.5	90.8	91.7	92.3		75.7	76.7	78.3	79.4	82.8

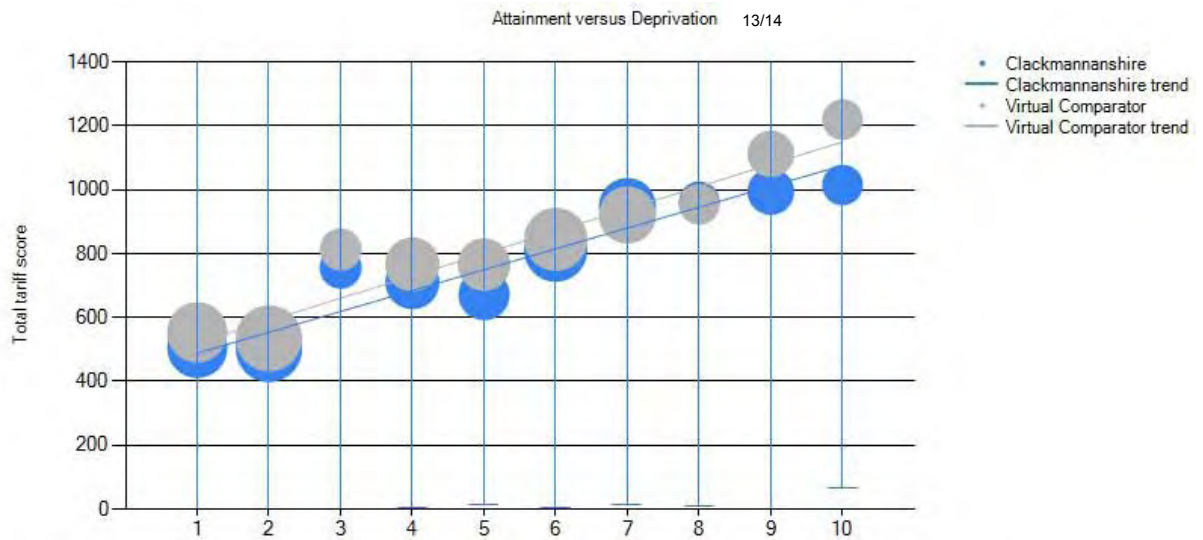
Level 5:	Lev 5 Literacy& Numeracy %				
	09/10	10/11	11/12	12/13	13/14
Clacks LA	43.8	39.0	41.8	46.2	<b>51.0</b>
Virt Comp	44.9	44.7	46.8	47.2	<b>50.0</b>
National	47.9	49.3	52.2	52.5	<b>55.7</b>

	Lev 5 Literacy %						Lev 5 Numeracy %				
	09/10	10/11	11/12	12/13	13/14		09/10	10/11	11/12	12/13	13/14
Clacks LA	54.8	49.9	59.9	60.4	65.7		47.2	44.3	45.6	48.9	54.5
Virt Comp	57.8	57.6	60.1	60.7	65.0		48.8	48.7	50.7	50.5	53.9
National	60.6	62.6	66.1	66.9	70.3		52.0	53.4	56.1	56.1	59.4

# IMPROVING ATTAINMENT FOR ALL AVERAGE TOTAL TARIFF SCORE S4-S6



# TACKLING DISADVANTAGE BY IMPROVING THE ATTAINMENT OF LOWER ATTAINERS RELATIVE TO HIGHER ATTAINERS S4-S6



# Improving Life Through Learning

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