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**Report to Education, Sport & Leisure**

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**Date of Meeting: 11<sup>th</sup> June 2015**

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**Subject: EDUCATION SERVICE STRATEGIC PLAN REFRESH 2015-2016**

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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 update members on progress to date of actions undertaken in academic session 14-15 and to outline the proposed refresh of priorities for academic session 2015-2016.

**2.0 Recommendations**

It is recommended that the Education Committee:

- 2.1. Notes the progress made in session 14-15 on the Strategic Plan 14-17.
- 2.2. Approves the adjustment to priorities and timescales contained within the refreshed Strategic Plan 2015-2016.
- 2.3. Notes that an annual update on progress of the plan, together with other performance reporting such as quarterly performance reporting; Standards and Quality Report and bespoke elected members briefings on specific topics provide the Education Committee with appropriate updates on the performance of the Education Service.

**3.0 Considerations**

- 3.1. In August 2014 Education Committee approved the Strategic Plan of the Education Service within Stirling and Clackmannanshire "Improving Life through Learning" This plan sought to demonstrate how the Education Service would deliver on key local and national priorities over the three year period 2014-2017
- 3.2. The Strategic Plan and summary version were widely communicated to a range of stakeholders with both hard and electronic copies being available.
- 3.3. In the course of 2014-2015 a number of actions outlined within the plan have taken place enabling the service to address its stated priorities.

These actions have resulted in measurable positive impacts on learners throughout the Education Service. The key areas of improvement for each of the strategic teams within the service are as follows:

### 3.3.1 **Children, young people and families**

- Good progress on GIRFEC
- Integrated Children's Service Plan developed (ISCP)
- 600 hours of Early Learning and Childcare implemented

### 3.3.2 **Curriculum, youth and adult learning**

- S4 and S5 presented for new SQA examinations
- Developing Young Workforce
- Curriculum improvements: 1+2 languages; assessment and curriculum design; learning for sustainability
- Development of collaborative working: School Improvement Partnerships and Raising Attainment for All initiative

### 3.3.3 **Performance, culture and sport**

- Effective delivery of services within demanding budgetary pressures
- Improved planning and reporting
- Improved targeting of resources linked to context
- Increased engagement around physical activity and sport

3.4. Since publication of the original plan in 2014 a refinement of existing and addition of new priorities has taken place in response to changing local or national initiatives. The following have impacted upon the priorities of the Education Service.

3.4.1. Publication of the Children and Young People Bill which places new duties on local authorities on the implementation of "Getting it Right for Every Child", provision within Early Years and duties with regard to Looked After Children.

3.4.2. Launch of Raising Attainment for all national initiative which uses improvement methodology used within Early Years Collaborative to encourage practitioners to carry out improvements which have measurable impacts.

- 3.4.3. School Improvement partnership have been developed as a key mechanism for support and challenge in improving the overall quality of experience within establishments throughout Stirling and Clackmannanshire.
  - 3.4.4. The significant contribution made to the development and future implementation of the Integrated Children's Services Plan 2015-2018.
  - 3.4.5. External and internal restructuring have given rise to the need to re-align strategic actions within Educational Service Teams.
- 3.5. During session 2014-2015 the service undertook a number of self-evaluation exercises and consultations with stakeholders which have contributed to the format and context of the refreshed plan. This consultation and the changing local and national priorities have impacted the strategic plan 2014-2017 and given rise to changes.

There has been an increased emphasis on empowering headteachers as senior leaders within the council to participate more fully in collaborative working which enables school improvement. The Curriculum, Youth and Adult Learning team has therefore been re-aligned to become the School Improvement Team. The changes to the structure of the council has meant that Sports are now within the Communities directorate. Youth and Adult Learning have now moved to become part of the Learning Communities, Performance and Resources Team.

Given the changing composition of each of the teams and the priority changes as outlined in 3.4 the Service re-aligned the strategic actions outlined within the 2014-2017 Plan and reviewed the operational actions to ensure effective Service delivery. The main priorities for each of the revised teams are as follows:

#### **Children, Young People and Families**

- Full implementation of GIRFEC
- Early Years Collaborative
- Improving attendance and reducing exclusions
- Workforce development with a particular focus on ASN and Early Years

#### **School Improvement**

- Embedding of Developing Young Workforce
- Further engagement with collaborative working via School Improvement Partnerships and RAFA approaches
- Developing tracking and monitoring across the BGE
- Continue to improve the curriculum

## Learning Communities, Performance and Resources:

- Implementation of budgets for 15-16, develop new proposals for 16-17
- Improve the management and use of data to inform Service planning
- Development of Learning for 21c – school estate strategy
- Continue to develop a range of community supports which reflect community need

3.6. With members approval the service plans to proceed with the publication of the 2015-2016 refreshed strategic plan and to make it available to the public. In line with previous stakeholder feedback a summary document will also be published.

## 4.0 Sustainability Implications

4.1 This paper has no sustainability implications.

## 5.0 Resource Implications

5.1 The resource implications are contained within the report.

## 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?

Yes

## 9 Legality

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

Yes

## 10 Appendices

10.1 Appendix 1: Strategic Plan refresh2015-2016

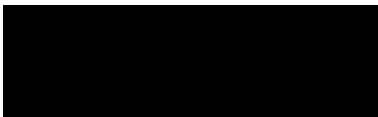

## 11 Background Papers

11.1 Education Service Strategic Plan 2014-2017

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### Approved by

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Stirling and Clackmannanshire Education Service

# Strategic Plan Refresh

2015 - 2016



# Improving Life Through Learning



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# Introduction

**Stirling and Clackmannanshire Education Service occupies a unique position in local government in Scotland being the only service which is governed by two different Councils. Meeting the priorities of two unique Community Planning Partnerships and the Councils whilst at the same time meeting other educational objectives is a challenge, however one which we have effectively overcome.**

Last year we launched our first Service Strategic Plan setting out our main priorities for 2014-2017. A number of factors have changed during session 2014-2015. These have included the publication of new national guidance and initiatives, a re-focus in the way we support school improvement, the development of the Integrated Services Plan (2015-2018), internal external restructuring, improving community safety and engagement and supporting diversity. Having undertaken a review of the plan therefore it is appropriate for us to outline our plans for session 2015-2016.

Within our refreshed plan we will continue to focus on our most vulnerable learners ensuring that they have access to high quality learning experiences which enable them to be effective contributors, successful learners, responsible citizens and confident individuals.

Given the continuing challenges facing local government we are confident that our revised plan will continue to deliver high quality and improving services within the resources available.

**David Leng**  
**Director of Children, Young People and Education**



# Section One

## The Overall Context for Strategic Planning in Education







## 1.1 National and Local Contexts

Strategic 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, all of 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 Council's 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
- Music Tuition
- Gaelic Medium Education
- Educational Psychology
- Sports
- Culture
- 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 variety of specialist provisions for children who need additional support for their learning.

Through the implementation of its Strategic Plan, the Stirling and Clackmannanshire Education Service will lead 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 as a result of all 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 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 families' 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.

A new Integrated Children's Services Plan has been developed with colleagues from Health, Social Care, Police and voluntary services. The implementation of this plan will ensure that colleagues work together to best meet the needs of vulnerable children and their families.



## 2.4 The Children and Young People (Scotland) Bill 2014

This Bill 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 Bill.

The key features of the Bill 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;
- 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 children and families who require higher levels of support.

## 2.6 The Early Years Collaborative (2013)

In 2013, the Scottish Government launched the Early Years Collaborative. With support from all local authorities, NHS Scotland, Police Scotland and Third and Voluntary Sector partners, the Collaborative has the stated intention of making '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 Raising Attainment for All (2014)

Building on the work and methodology of the EYC in 2014 the Scottish Government launched their Raising Attainment for All (RAFA) Strategy. Stirling and Clackmannanshire Education Service are an early adopter of this approach with two Learning Communities, Bannockburn and Lornshill being pilots for the approach. The learning from the pilots will be shared throughout the service in order to continue to raise the attainment and achievement of children and young people.

## 2.8 Local Government Benchmarking Framework (LCBF)

The Society of Local Authority Chief Executives (SOLACE) has worked with the Scottish Local Government Improvement Service and the Convention of School Local Authorities (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.

## 2.9 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.

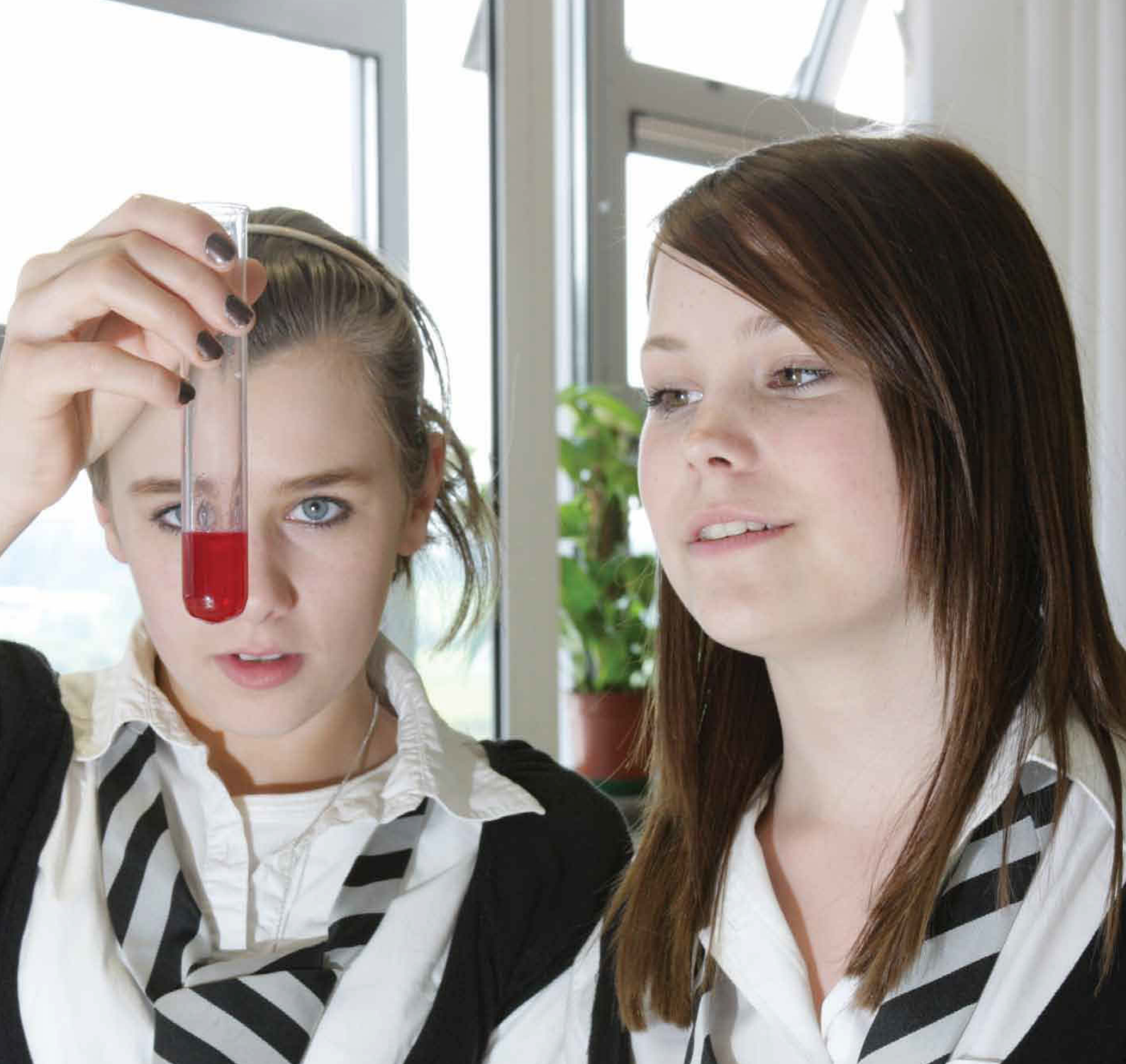
## 2.10 Community Learning and Development Strategic Guidance for Community Planning Partnerships

The strategic guidance clarifies the expectations of Community Planning Partnerships (CPPs) in respect of Community Learning and Development 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 plays a central part in ensuring that individuals, families and communities throughout Scotland achieve their potential through lifelong learning, mutual self-help and community organisation - and that the available support and opportunities are community-led, built around people's aspirations.

## 2.11 Community Learning and Development (Scotland) Regulations 2013

The CLD Regulations came in to force on 1 September 2013. They require local authorities to initiate, maintain and facilitate a process which ensures that CLD is secured their local authority area. The local authority must involve and consult representative of both the target individuals and groups and CLD providers within the area of the local authority on a three year planning cycle.



## 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 2013/14 – 2017/18, whilst retaining the longer ten year period as an overall planning timescale. These updated Agreements set out a focused set of key priorities and outcomes that will help to delivery better results for the people of Stirling and Clackmannanshire. Within both the shorter planning timescale (2013/14 to 2017/18) and the overall ten year cycle (2013/2014 – 2023/24) 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 Policies, 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"> <li>• <b>Improved outcomes in children’s early years</b></li> <li>• <b>Improved support for disadvantaged and vulnerable families and individuals</b></li> <li>• <b>Communities are well served, better connected and safe</b></li> <li>• Reduced risk factors that lead to health inequalities and other inequalities</li> <li>• <b>Improved opportunities for learning, training and work</b></li> </ul>
Clackmannanshire Alliance	<ul style="list-style-type: none"> <li>• Communities are more inclusive and cohesive</li> <li>• <b>People are better skilled, trained and ready for learning and employment</b></li> <li>• <b>Vulnerable people and families are supported</b></li> <li>• Substance misuse and its effects are reduced</li> <li>• <b>Health is improving</b></li> <li>• <b>Our public services are improving</b></li> </ul>