3.2   **The Education Service and Corporate Priorities**

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

(A)   Stirling Council Corporate Policies – 'Serving Stirling'

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

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

- increasing focus on early intervention to help families in need

- improving the outcomes for the lowest performing twenty percent of children in nurseries and schools

- providing additional nursery and out of school care places throughout the Stirling area to support working families

- being a good corporate parent

- promoting opportunities and support access to physical activity and sport for all.

(B)   Clackmannanshire Council Corporate Priorities – 'Making Clackmannanshire Better'

Clackmannanshire Council has set out its Corporate Service Plan under the following, broad-

based headings:

- Better Services
- Better Opportunities
- Better Communities

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

- all children in Clackmannanshire have the best possible start in life, focusing particularly on birth to three years, with particular emphasis on the importance of good parenting.

- our school children are successful learners

- our opportunities are not limited by poor health, and people have a good sense of wellbeing

- social circumstances for those in most need are improved

- we actively seek opportunities to better plan and work jointly with partners with a particular focus on efficiency and preventative spends.
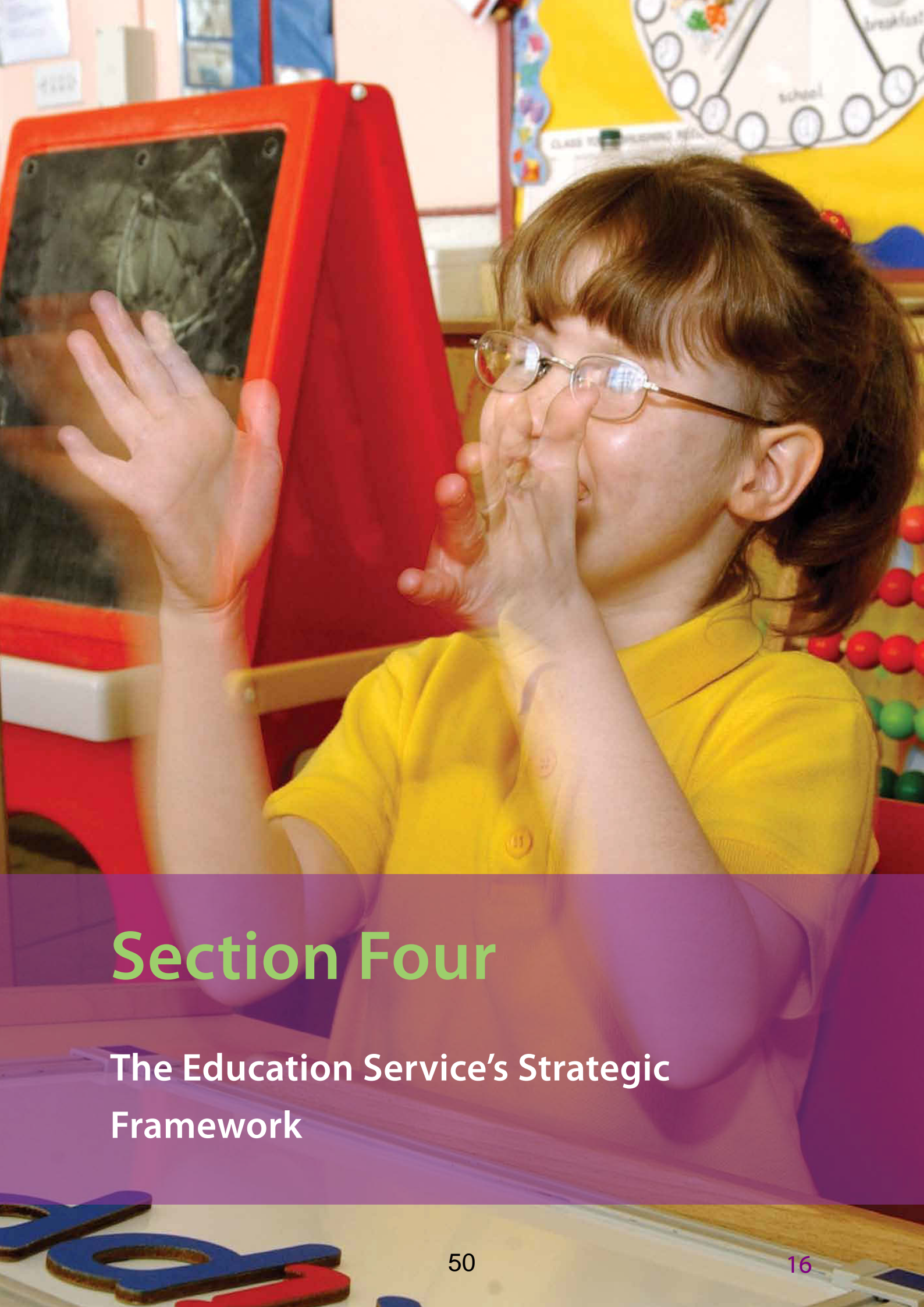
Section Four

The Education Service's Strategic Framework

4.1 Content of the Strategic Framework

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

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

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

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

4.2 Education Service Mission Statement

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

4.3 Service Values

As a service our values reflect those inscribed on the mace of the Scottish Parliament: **Wisdom, Integrity, Justice and Compassion.**

4.4 Areas of Strength and Areas for Development

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

Areas of Strength

- Most of the recent Her Majesty's Inspectorate of Education (HMIE) reports have identified 'Meeting Learning Needs' as an area of good practice
- There has been an overall increase in Attainment within school populations in both Stirling and Clackmannanshire
- Sharing good practice across both authorities has had a positive impact on learning and teaching.

Areas for Development

- The Service needs to improve the number of positive destinations achieved by many of our most vulnerable children
- The Service needs to further embed improvements to the curriculum identified through self-evaluation and recent HMIE reports
- The Service needs continued development of effective collaborative working as recommended within the Integrated Children's Service Inspection
- The Service needs to develop more robust approaches to self-evaluation which have a positive impact upon outcomes for learners.

4.5 Education Service Strategic Priorities

The Service's Strategic Priorities are as follows:

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

4.6   Education Service Strategic Actions

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

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

Table Two: Children, Young People and Families

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

Table Three: School Improvement

Strategic Actions	Strategic Priority 1 'Our learners are successful learners, confident individuals, effective contributors, and responsible citizens making a positive contribution to their communities'	Strategic Priority 2 'Our learners enjoy physical and emotional wellbeing leading to healthy lifestyles'	Strategic Priority 3 'Our learners get the help they need when they need it'	Strategic Priority 4 'Our learners get the best start in life and are ready to succeed'
To progress the implementation of *'Curriculum for Excellence'* across all establishments to meet learners' needs and improve their learning outcomes	✔	✔	✔	✔
To improve the health and wellbeing of our children, young people and their families and to better support their capacity for resilience		✔	✔	
To raise educational achievement and attainment with a key focus on the lowest performing 20% of learners	✔	✔	✔	✔
To develop academic and vocational learning pathways that support learners into positive post – school destinations	✔		✔	
To improve opportunities for career long professional learning to raising attainment and provide opportunities for local innovation	✔		✔	

Table Four: Learning Communities, Performance and Resources

| Strategic Actions	Strategic Priority 1 'Our learners are successful learners, confident individuals, effective contributors, and responsible citizens making a positive contribution to their communities'	Strategic Priority 2 'Our learners enjoy physical and emotional wellbeing leading to healthy lifestyles'	Strategic Priority 3 'Our learners get the help they need when they need it'	Strategic Priority 4 'Our learners get the best start in life and are ready to succeed'
To enable access to quality community learning and development opportunities for targeted young people and adults	✔	✔	✔	
To improve the life chances and employability of adults at risk and/or facing multiple barriers	✔	✔	✔	
To support individuals, communities and organisations to build their capacity to meet their identified needs and aspirations	✔		✔	
Support the development of creativity in all learners	✔	✔		✔
Provide opportunities for learners to improve their health through the provision of high quality physical activities	✔	✔		✔
Build capacity in service delivery through the further integration of Education Services across Stirling and Clackmannanshire	✔	✔		✔
Ensure that children and young people understand, welcome and support diversity	✔	✔		✔
Use all resources efficiently and effectively, including financial, administrative and business support, ICT and staff resources	✔	✔	✔	✔
Review the school estate in order to ensure that the service has capacity to provide education for children and young people in Clackmannanshire and Stirling until 2020 and beyond	✔	✔		✔

Section Five

Resourcing the Education Service

(A)   Stirling

	Annual Budget 2013/14 (£'000)	Annual Budget 2014/15 (£'000)
Service Management	1562	1535
Early Years	6405	7321
Primary Education	28618	29134
Secondary Education	40770	41456
ASN Education	8676	8787
Education Psychology Service	517	525
School Crossing Patrols	0	0
Sport Development	2213	2083
Youth Services	1581	1606
Adult Services	571	569
	90913	**93016**
Incurred as follows:		
Employee Related Expenditure	61038	62524
Premises Related Expenditure	7367	7626
Transport Related Expenditure	2657	2718
Supplies and Services	4389	4486
Third Party Payments	21955	22331
Transfer Payments	359	359
Target Savings	44	144
	0	0
	97809	**100187**
Income	(6890)	(7171)
Net Budget	**90919**	**93016**

Stirling **2013/2014**   Stirling **2014/2015**
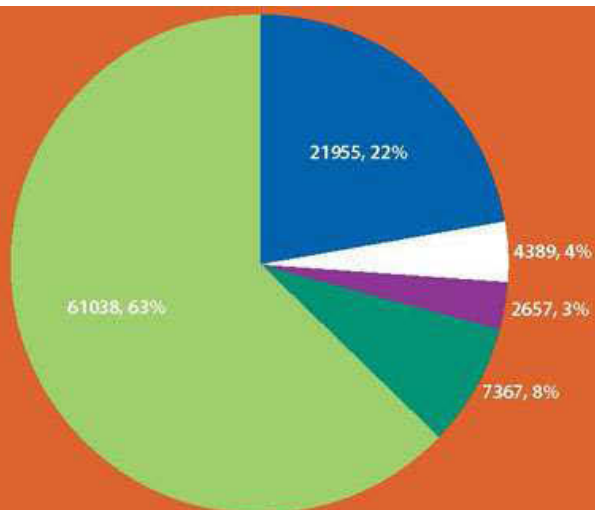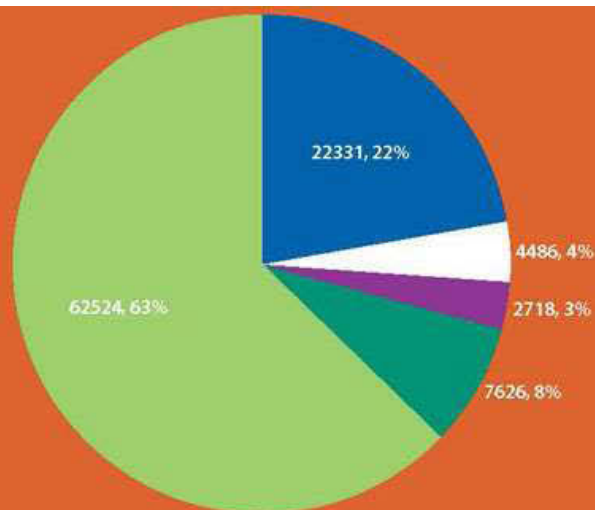
(B)   Clackmannanshire

	Annual Budget 2013/14 (£'000)	Annual Budget 2014/15 (£'000)
Service Management	599	592
Early Years	2784	2784
Primary Education	11436	11590
Secondary Education	12619	12457
ASN Education	5420	5409
Education Psychology Service	251	241
School Crossing Patrols	91	94
Sport Development	316	306
Youth Services	467	449
	33984	**33922**
Incurred as follows:		
Employee Related Expenditure	32174	32471
Premises Related Expenditure	54	34
Transport Related Expenditure	1006	921
Supplies and Services	1204	898
Third Party Payments	1254	1234
Transfer Payments	251	251
	0	0
	35943	**35809**
Income	(1959)	(1929)
Net Budget	**33984**	**33880**

Clackmannanshire **2013/2014**   Clackmannanshire **2014/2015**
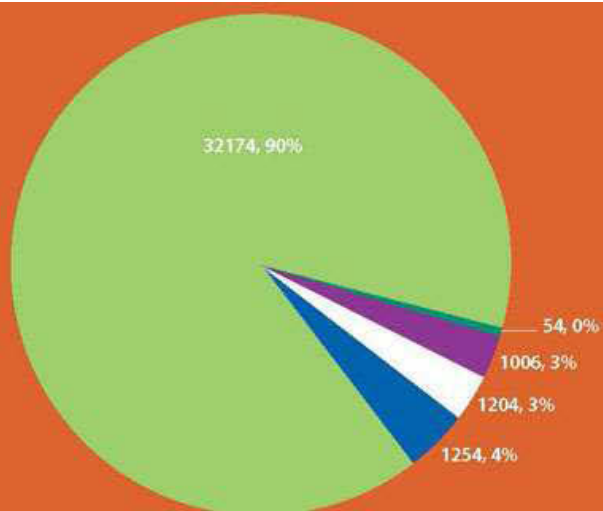
Appendices

Appendix 1:
Glossary of Terms

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

Appendix 2:
Web Links to National Guidelines and Policies

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

'Assessment Is For Learning'
http://www.scotland.gov.uk/
Publications/2005/09/20105413/54156

'Child At The Centre'
http://www.educationscotland.gov.uk/resources/
c/genericresource_tcm4684384.asp

The Children and Young People (Scotland) Act 2014
http://www.legislation.gov.uk/asp/2014/8/
contents

Community Learning and Development
http://www.educationscotland.gov.uk/
thecurriculum/whatiscurriculumforexcellence/
learningthroughoutlife/cld.asp

'Curriculum For Excellence'
http://www.educationscotland.gov.uk/
thecurriculum/whatiscurriculumforexcellence/
understandingthecurriculumasawhole/index.asp

The Early Years Collaborative
http://www.scotland.gov.uk/Topics/People/
Young-People/early-years/early-years-
collaborative

The Early Years Framework
http://www.scotland.gov.uk/Publications
/2009/01/13095148/0

'Getting It Right For Every Child'
http://www.scotland.gov.uk/Topics/People/
Young-People/gettingitright

'How Good Is Our Community Learning And Development'
http://www.educationscotland.gov.uk/
Images/hgio2cld_tcm4-712725.pdf

'How Good Is Our School?'
http://www.educationscotland.gov.uk/
Images/HowgoodisourschoolJtEpart3_
tcm4-684258.pdf

'Looked After' Children
http://www.scotland.gov.uk/topics/people/
young-people/protecting/lac

The Education (Additional Support for Learning) (Scotland) Act 2004
http://www.legislation.gov.uk/asp/2004/4/
contents

'The Journey to Excellence'
http://www.journeytoexcellence.org.uk/

The Commission for Developing Scotland's Young Workforce (Wood Report)
http://www.educationscotland.gov.uk/
Resource//0043/00433287.pdf

Scottish Government Single Outcome Agreements
http://www.scotland.gov.uk/About/
Performance/scotPerforms/objectives
/smarter
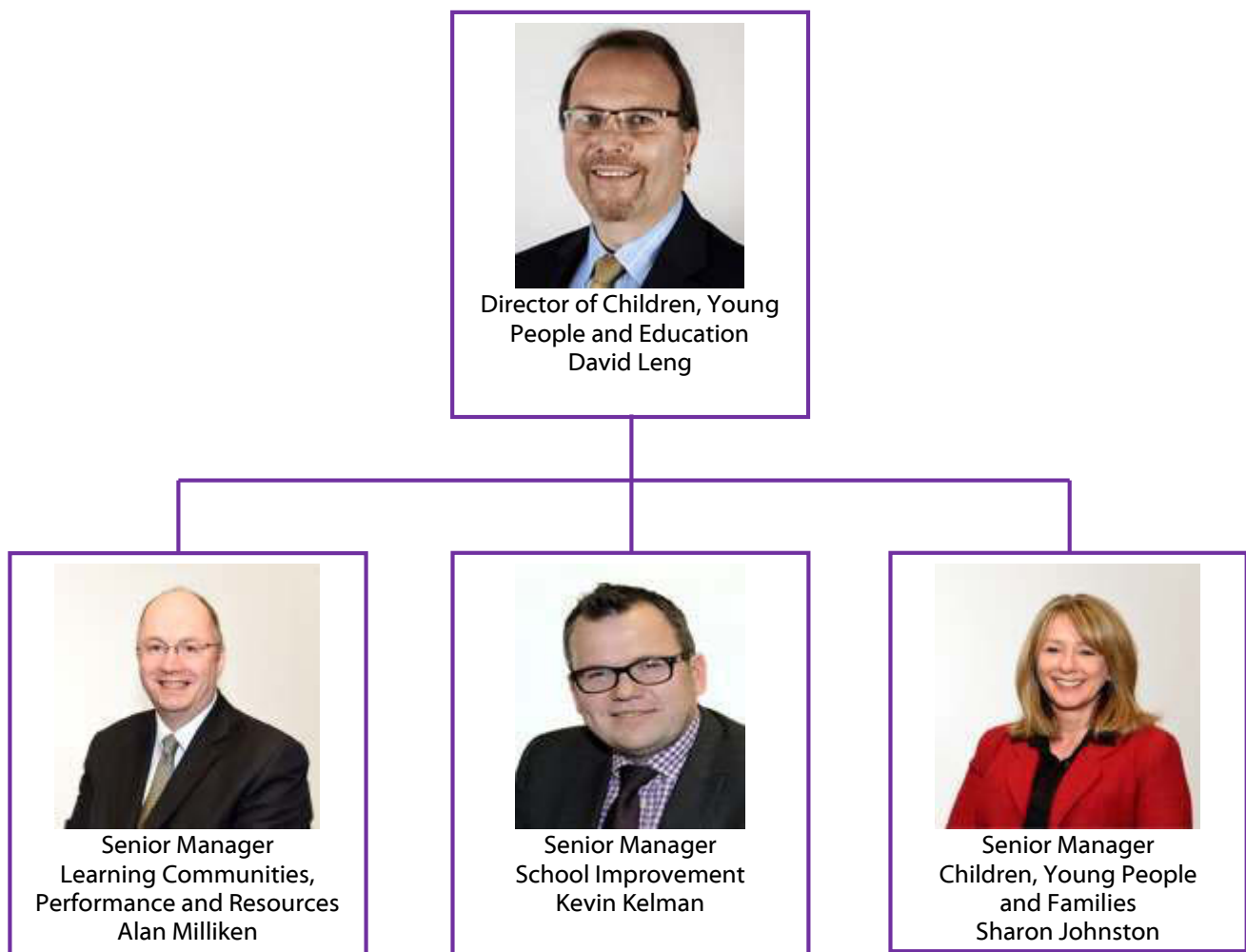
Stirling Council Single Outcome Agreements
http://www.stirling.gov.uk/_documents/
temporary-uploads/employment,-community-
and-youth/communityengagement_final-soa.pdf

Clackmannanshire Council Single Outcome Agreements
http://www.clacksweb.org.uk/document/
2327.pdf

Appendix 3:
Structure Chart

Director of Children, Young
People and Education
David Leng

Senior Manager
Learning Communities,
Performance and Resources
Alan Milliken

Senior Manager
School Improvement
Kevin Kelman

Senior Manager
Children, Young People
and Families
Sharon Johnston

Appendix 4:
Strategic Actions

Thematic Team: **Children, Young People and Families**

Strategic Action	Operational Actions	Timescale	*Link to Service Priorities
To progress the implementation of Getting It Right for Every Child by improving the delivery of the core components and to achieve positive outcomes for children and young people at the earliest opportunity	• Develop guidance for educational establishments for implementation of Named Person Service including quality assurance tools	April 2015	SP1, SP2, SP3, SP4
	• Develop a sustainable model for multi-agency and single agency training to support planning for children and young people	April 2015	
	• With partners develop approaches to communications relating to GIRFEC	May 2015	
	• Develop secure systems and protocols for storage and sharing of sensitive information	May 2015	
	• Pilot local use of SEEMiS for single planning process	December 2015	
	• With partners to develop and pilot a revised GIRFEC service delivery model to support appropriate early intervention for vulnerable children and young people	April 2015	
To improve early and effective support and intervention for all children young people and families through well-developed multi-agency partnerships	• With partners, review and streamline arrangements for identifying and intervening in the support of very young children	April 2015	SP1, SP2, SP3, SP4
	• Lead on local and national Early Years Collaborative for CPPS	August 2015	
	• Develop policy and guidance for schools and establishments in line with the priorities of the local Autism Spectrum Disorder (ASD) Strategy	July 2016	
	• Develop and implement a framework of self-evaluation and quality assurance for ASN (Learning Community planning)	May 2016	
	• Implement the accessibility strategy	September 2015	
	• Agree and implement multi-agency Corporate Parenting Action Plan	March 2016	
	• With partners prioritise effective transitions for every stage including the sustainability of their post school destinations	June 2015	

Strategic Action	Operational Actions	Timescale	*Link to Service Priorities
	• Review the capacity of current ASN establishments and develop a plan to achieve a sustainable set of appropriate provisions (the timescales around this will be impacted by the school estate review) • Develop a range of support to build capacity to assess and develop communication through the use of Alternative and Augmentative Communication resources	March 2016 August 2015	SP1, SP2, SP3, SP4
To provide effective support and intervention for parents, families and communities so that children and young people are safe, nurtured and achieve positive outcomes	• Develop a Parenting, Family Support Strategy with associated action plans • Offer to parents flexible, affordable and high quality early learning and childcare • Develop a Nurture strategy and implement associated policy and guidance • Lead on performance framework for ICSP	October 2015 June 2015 June 2015 March 2016	SP1, SP2, SP3, SP4
To strengthen the capacity of the workforce in building resilience and improving learning outcomes of children and young people with ASN	• Prioritise early learning and childcare training for all staff working with very young children through the development of an Early Years Workforce Development Strategy which takes account of the national review of the early years workforce • Create networks of staff to support the implementation of early learning and childcare • Revise and implement policy and guidance re promoting positive behavior • Develop a framework of training and qualification for support staff to develop practice in schools and establishments	March 2016 October 2015 March 2015 September 2015	SP1, SP2, SP3, SP4
To improve health and wellbeing of our children and young people and their families and to better support their capacity for resilience	• With partners devise a framework for assessment and monitoring of wellbeing for all children and young people • Establish a clear pathway of intervention for children's emotional wellbeing across Stirling and Clackmannanshire schools/establishments	March 2016 June 2015	SP2, SP3
Measures of Impact			

- Fully prepared for statutory requirements of Children and Young People's Act
- Improved outcomes in attendance, exclusions, attainment and positive destination of our most vulnerable children and young people, including those who are Looked After
- Continued positive ratings from Care Commission and Education Scotland in meeting learner needs
- Improvement in attendance
- Reduction in exclusions
- Positive Care Commission and Education Scotland reports on Early Years

*List of service priorities:

SP1 Our learners are successful learners, confident individuals, effective contributors and responsible citizens making a positive contribution to their communities
SP2 Our learners enjoy physical and emotional wellbeing leading to healthy lifestyles
SP3 Our learners get the help they need when they need it
SP4 Our learners get the best start in life and are ready to succeed

Thematic Team: **School Improvement**

Strategic Action	Operational Actions	Timescale	*Link to Service Priorities
To progress the implementation of Curriculum for Excellence across all establishments to meet learners' needs and improve their learning outcomes	• Develop toolkits for educational establishments to support monitoring and tracking of a coherent 3-18 curriculum	June 2016	SP1, SP2, SP3, SP4
	• Develop toolkits for educational establishments to support profiling and reporting and of a coherent 3-18 curriculum	June 2017	
	• Develop a 3-18 literacy strategy	June 2016	
	• Develop a 3-18 numeracy strategy	June 2016	
	• Develop a 3-18 music strategy	June 2016	
	• Build capacity in the delivery of world languages to allow P1 and 2 children to benefit from "A 1+2 Approach to Language Learning"	June 2016	
	• Build capacity in the delivery of world languages to allow P2 children to benefit from "A 1+2 Approach to Language Learning"	June 2017	
	• Continue the implementation and ongoing development of new national qualifications to include New Advanced Highers	June 2016	
	• Develop whole school approaches to Learning for Sustainability	June 2016	
	• Raise awareness of approaches to teaching of Science, Technology, Engineering and Maths (STEM) subjects	August 2016	
To improve the health and wellbeing of our children, young people and their families and to better support their capacity for resilience	• Develop a Health and Wellbeing Strategy and develop capacity to support its implementation	June 2017	SP2, SP3
	• Promote policy and legislative requirements with regards to food and drink available in schools	December 2016	
To raise educational achievement and attainment, with a key focus on the lowest performing 20% of learners	• Devise a raising attainment action plan to improve outcomes for all learners	June 2016	SP1, SP2, SP3, SP4
	• Roll-out use of improvement science through Raising Attainment for All approaches	June 2017	
	• Commence the Scottish Attainment Challenge in Clackmannanshire to improve outcomes for children in primary schools in core curricular areas	June 2016	

Strategic Action	Operational Actions	Timescale	*Link to Service Priorities
To develop academic and vocational learning pathways that support learners into positive post-school destinations	• Embed the recommendations of Developing the Young Workforce within Stirling and Clackmannanshire	June 2016	SP1, SP3
	• Create a framework to support a greater level of use of awards from SQA and other bodies that support the development and recognition of skills development and wider achievement	June 2016	
To improve opportunities for career-long professional learning to raise attainment and provide opportunities for local innovation to build capacity for improvement through developing a self-improving school system	• Develop and implement a leadership strategy which provides a clear framework to improve leadership at all levels, and to continue to develop partnerships to enhance opportunities for professional learning	June 2016	SP1, SP3
	• Develop systems and practices to support Professional Update and Professional Review and Development	June 2016	
	• Develop collaborative partnerships to share expertise and increase capacity for self-improvement across Stirling and Clackmannanshire establishments	June 2016	
	• Develop an approach to focused intervention and support to schools and educational settings which is appropriate and effective	June 2016	

Measures of Impact
• Improved outcomes in Care Inspectorate/Education Scotland inspections for Curriculum and Improvement Through Self-Evaluation
• Improved outcomes across all local and national measures: Literacy and Numeracy, Positive Destinations; attainment across cohorts and attainment versus deprivation
• Positive ratings across all measures from Education Scotland

*List of service priorities:

SP1   Our learners are successful learners, confident individuals, effective contributors and responsible citizens making a positive contribution to their communities

SP2   Our learners enjoy physical and emotional wellbeing leading to healthy lifestyles

SP3   Our learners get the help they need when they need it

SP4   Our learners get the best start in life and are ready to succeed

Thematic Team: **Learning Communities, Performance and Resources**

Strategic Action	Operational Actions	Timescale	*Link to Service Priorities
To enable access to quality community learning and development opportunities for targeted young people and adults	• To produce evaluative demographic profiles for the 9 learning communities that cover Stirling/Clackmannanshire	January 2016	SP1, SP2, SP3
	• To undertake learner/non learner audits to identify barriers and determine measures that begin to mitigate these within existing resource provision	March 2017	
	• To develop a 'one stop portal' for accessible learning and development opportunities across Stirling/ Clackmannanshire	March 2016	
	• Enhance and develop Stirling Council's Modern Apprenticeship Programme	December 2015	
	• Continue to develop Streetworx, a detached youth work service engaging young people in Stirling's Communities, with a particular focus on community safety and health	March 2016	
To improve the life chances and employability of young people at risk and/or facing multiple barriers	• Improve data on positive destinations for Young People	April 2016	SP1, SP2, SP3
	• LAAC – Early intervention and engagement to ensure looked after young people have the best chance to progress to a positive destination	August 2015	
	• In line with Developing Young Workforce recommendation 13, support the development of pathway plans for young people from S3 identified as unlikely to make a positive and sustained transition from secondary school	February 2016	
Support individuals, communities and organisations to build their capacity to meet their identified needs and aspirations	• Develop a 3 year CLD plan for the learning communities of Stirling and Clackmannanshire as outlined in SSI - The Requirements for Community Learning and Development (Scotland) Regulations 2013	September 2015	SP1, SP3
	• Develop a Creative Learning strategy	February 2016	
	• Align and refresh systems and processes to maximise efficiency of excursions policy and practice	October 2015	
	• Improve volunteer recruitment and development to support learning and development opportunities across Stirling/Clackmannanshire	March 2016	
Provide opportunities for learners to improve their health through the provision of high quality physical activities	• Develop and implement a 3-18 strategy for PE, physical activity and sport	June 2017	SP1, SP2, SP4
	• Develop strong links between curricular PE, Active Schools and local sports clubs	June 2016	
	• Provide support for all schools to develop Travel Plans	June 2016	

Improving Life Through Learning 67

Strategic Action	Operational Actions	Timescale	*Link to Service Priorities
	• Increase knowledge and understanding of the importance of pre-school physical activity for parents and carers of pre-school children	June 2016	
	• Adopt a targeted approach for training and understanding of movement co-ordination	June 2017	
	• Develop a range of programmes of sports and physical activities for ASN pupils	June 2017	
	• Develop and implement School Sports Award	August 2017	
	• Develop a policy for schools to support elite athletes of school age	August 2016	
Build capacity in service delivery through the further integration of Education Services across Stirling and Clackmannanshire	• Create a joint policy framework across Stirling and Clackmannanshire Education Service which is current, easily accessible and supportive to staff	April 2016	SP1, SP2, SP4
	• Develop systems and processes for effective communication and engagement	April 2016	
	• Review the use of SEEMIS management information system to ensure consistency of practice across the Education service	April 2016	
	• Improve approaches to service self-evaluation and improvement planning	April 2016	
	• Review use of data at operational and strategic levels	August 2015	
	• Begin to review governance arrangements in light of external consultation	December 2015	
Ensure that children and young people understand, welcome and support diversity	• Prioritise diversity awareness training for all teachers and employees working with children and young people	April 2016	SP1, SP2, SP4
Use all resources efficiently and effectively, including financial, administrative and business support, ICT and staff resources	• Create and implement an action plan for Stirling Priority-based Budgeting (PBB) decisions for budget 2015-2016 and develop plan for 2016-2017	February 2016	SP1, SP2, SP3, SP4
	• Create and implement an action plan for Clackmannanshire budget decisions for budget 2015-2016 and develop plan for 2016-2017	February 2016	
	• Develop an ICT strategy which includes a sustainable framework for the development of both infrastructure and usage	December 2015	

Strategic Action	Operational Actions	Timescale	*Link to Service Priorities
	• Undertake consultation following the review of the school estate in Clackmannanshire	September 2015	
	• Create a project team to commence planning for the repositioning of St Margaret's PS Cowie, St Ninian's PS and Cowie Nursery	September 2015	
Measures of Impact			

- Increase in uptake of CLD
- Increase in awards achieved
- Improvement in positive destinations for most vulnerable young people
- Improved ratings from Education Scotland inspections of CLD
- Increased access to creative arts
- Increased participation in PE, physical activity and sport
- Improved collection, analysis and use of data to inform decision making
- Successful implementation of budget decisions
- Formal consultation on Clackmannanshire proposal completed August 2016
- Establishments opened for children in Cowie in August 2016

*List of service priorities:

SP1   Our learners are successful learners, confident individuals, effective contributors and responsible citizens making a positive contribution to their communities

SP2   Our learners enjoy physical and emotional wellbeing leading to healthy lifestyles

SP3   Our learners get the help they need when they need it

SP4   Our learners get the best start in life and are ready to succeed

Stirling and Clackmannanshire Education Service

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