



**Clackmannanshire  
Council**

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**Kilncraigs, Greenside Street, Alloa, FK10 1EB  
(Tel.01259-450000)**

# **Education, Sport & Leisure Committee**

**Thursday 10 September 2015**

**Start 10.00 am**

**Venue: Council Chamber, Patons Building, Kilncraigs,  
Alloa, FK10 1EB**

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Contact Strategy and Customer Services, Clackmannanshire Council, Kilncraigs, Alloa, FK10 1EB  
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Date	Time
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## EDUCATION, SPORT AND LEISURE COMMITTEE

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

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

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

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

To set standards for service delivery.

To secure best value in the provision of services.

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

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

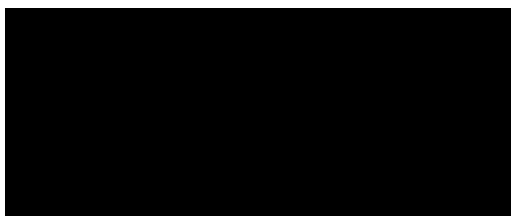
- quarterly service performance reports
- inspection or other similar reports
- financial performance
- reports on the development and implementation of shared services

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

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

**01 September 2015**

**A MEETING of the EDUCATION, SPORT AND LEISURE COMMITTEE will be held within the Council Chamber, Patons Building, Kilncraigs, Alloa, FK10 1EB, on THURSDAY 10 SEPTEMBER 2015 at 10.00 am.**



**Garry Dallas  
Executive Director**

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

**Page No.**

1.	Apologies	--
2.	Declaration of Interests Elected Members are reminded of their obligation to declare any financial or non-financial interest which they may have in any item on this agenda in accordance with the Councillors' Code of Conduct. A Declaration of Interest form should be completed and passed to the Committee Officer.	--
3.	Confirm Minute of Meeting held on 11 June 2015 (Copy herewith)	05
4.	Question to the Convenor from Councillor George Matchett QPM - Sports Council Meetings	09
5.	Education Services Quarter 1 Performance 2015 / 2016 Progress Report - report by the Head of Education (Copy herewith)	11
6.	Update On Progress Of The Early Years Collaborative In Clackmannanshire - report by the Head of Education (Copy herewith)	31
7.	Stirling and Clackmannanshire Community Learning and Development Plan 2015 - 2018 - report by the Head of Education (Copy herewith)	59
8.	Consultation Process for Tullibody South Proposal - report by Head of Education (Copy herewith)	91

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

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### Councillors

### Wards

Councillor	Ellen Forson	(Convenor)	4	Clackmannanshire South	SNP
Councillor	Walter McAdam, MBE	(Vice Convenor)	2	Clackmannanshire North	SNP
Councillor	George Matchett, QPM		1	Clackmannanshire West	LAB
Councillor	Les Sharp		1	Clackmannanshire West	SNP
Councillor	Jim Stalker		1	Clackmannanshire West	LAB
Councillor	Bobby McGill		2	Clackmannanshire North	LAB
Councillor	Alastair Campbell		5	Clackmannanshire East	CONS
Councillor	Irene Hamilton		5	Clackmannanshire East	SNP

### Appointed Members (3)

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



**MINUTES OF MEETING of the EDUCATION, SPORT AND LEISURE COMMITTEE held within the Council Chamber, Patons Building, Kilncraigs, Alloa, FK10 1EB, on THURSDAY 11 JUNE 2015 at 10.00 am.**

**PRESENT**

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

Father Michael Freyne, Appointed Member (Roman Catholic Church)

**IN ATTENDANCE**

David Leng, Head of Education  
Sharon Johnston, Assistant Head of Education  
Kevin Kelman, Assistant Head of Education  
Alan Milliken, Assistant Head of Education  
Fiona MacDonald, Service Manager  
Carolyne McDaid, Acting Quality Improvement Officer  
Helen Finch, Headteacher, Sunnyside Primary School (Item 6)  
Ian Fraser, Strategic Policy Manager  
Bill Miller, Service Manager  
Janice G McCrum, Solicitor, Legal Services (Clerk to the Committee)

The Convenor welcomed Sophie Kettrick who is currently doing work experience.

**ESL(15)118 APOLOGIES**

Apologies were received from Rev Sang Y Cha and Pastor David Fraser.

**ESL(15)119 DECLARATIONS OF INTEREST**

None.

**ESL(15)120 MINUTE OF MEETING HELD ON 23 APRIL 2015**

The minute of the meeting of the Education, Sport and Leisure Committee held on 23 April 2015 were submitted for approval.

## **Decision**

The minutes of the meeting held on 23 April 2015 were agreed as a correct record and signed by the Convenor.

### **ESL(15)121 EDUCATION SERVICE PERFORMANCE 2014-2017 QUARTER 4 PROGRESS REPORT**

The report, submitted by the Head of Education, provided the Committee with an update on the progress made against the targets contained within the Strategic Plan for the Education Service 2014-2017. The report also included financial performance until the end of the financial year and provides further progress on the Education Service Strategic Plan 2014-2017.

## **Motion**

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

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

## **Decision**

Having commented on and challenged the performance of Education Service Performance 2014-2017 Quarter 4 Progress Report, the Committee unanimously agreed to note the information set out in the report.

### **ESL(15)122 EDUCATION SERVICE STRATEGIC PLAN REFRESH 2015-2016**

The report, submitted by the Head of Education, updated the Committee on progress to date of actions undertaken in academic session 2014-2015 and to outline the proposed refresh of priorities for academic session 2015-16.

The Assistant Head of Education advised the Committee that on page 31, 3.5 second paragraph the information refers to Stirling and not Clackmannanshire.

## **Motion**

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

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

## **Decision**

The Committee agreed to:

- 1) note the progress made in session 2014-2015 on the Strategic Plan 2014-2017.
- 2) approve the adjustment to priorities and timescale contained within the refreshed Strategic Plan 2015-2016.
- 3) note 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.

**ESL(15)123    INSPECTION OF SUNNYSIDE PRIMARY SCHOOL AND NURSERY CLASS  
PUBLICATION OF EDUCATION SCOTLAND'S REPORT**

The report, submitted by the Head of Education, reported the outcome of the recently published report by Education Scotland on their inspection of Sunnyside Primary School and Nursery Class. Helen Finch, Headteacher, Sunnyside Primary School attended Committee and was in attendance to answer any questions.

**Motion**

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

Moved by Councillor Ellen Forson. Seconded by Councillor Les Sharp.

**Decision**

The Committee agreed to note the outcome of the Education Scotland Inspection of Sunnyside Primary School and Nursery class and the plan for improvement.

**ESL(15)124    SCOTTISH ATTAINMENT CHALLENGE IN CLACKMANNANSHIRE**

The report, submitted by the Head of Education, provided the Committee with a briefing on the Scottish Attainment Challenge in Clackmannanshire.

Kevin Kelman, Assistant Head of Education and Carlyne McDaid, Acting Quality Improvement Officer presented the "Scottish Attainment Challenge in Clackmannanshire" to the Committee.

**Motion**

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

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

**Decision**

Having commented on and challenged the performance of Scottish Attainment Challenge in Clackmannanshire Report, the Committee unanimously agreed to note the information set out in the report.

**ESL(15)125    DEVELOPING SCOTLAND'S YOUNG WORKFORCE AND SUPPORTING  
MODERN APPRENTICESHIPS**

The report, submitted by the Head of Development and Environment and the Head of Education, informed Committee of the Council's commitment to support Developing Scotland's Young Workforce agenda in Clackmannanshire and modern apprenticeships across Council Services.

**Motion**

That Committee agrees the recommendations set out in the report.

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

## **Decision**

The Committee agreed to note:-

1. the development of Education Service's proposals to take forward the implementation of Developing Scotland's Young Workforce in Clackmannanshire and the closer and more integrated working with Economic Development.
2. that the Council has agreed to commit a budget of £75,000 per annum over the next 3 years to increase the number of Modern Apprentices employed across the Council Services.

## **ESL(15)126 FAIRFIELD ART WORK**

The report, submitted by the Head of Education, advised the Committee of the progress made on the displaying of public art at Fairfield Pavilion.

The Assistant Head of Education asked to make a change to 2.1 of the report to "Note the progress made." instead of " Note the progress made in moving this forward". The was unanimously agreed by Committee.

## **Motion**

That Committee agrees the recommendation set out in the report.

Moved by Councillor Ellen Forson. Seconded by Councillor George Matchett.

## **Decision**

The Committee agreed to note the progress made.

Ends 11.25 am.



**Councillor George Matchett Q.P.M**  
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**THIS PAPER RELATES  
TO ITEM 4  
ON THE AGENDA**

The Convenor of Education Sport and Leisure Committee  
1 September, 2015.

Convenor

It has been brought to my attention that at the last Sports Council Meeting, it was noted in the minutes that no Councillors had attended in the previous year. After checking the minutes I note that no Clackmannanshire Councillor has attended a Sports Council meeting for some 18months plus.

Standing Order 9.18 provides "if a Councillor does not attend meetings of an External Body to which he or she has been appointed to be the Council for 12months in a row and no substitute has attended in his or her place the Councillor will no longer be a member of the External Body unless we grant him or her leave of absence or if we have approved their reason."

I am unaware of any of these members having been granted leave of absence and nothing has been communicated to the Sports Council.

Are there any reasons that you are aware of why the three members serving on the Sports Council should retain their positions?



Councillor George Matchett.Q.P.M  
Ward 1, Clackmannanshire West

Attached: Attendance Record from 18/3/2014 to 25/6/2015 (inclusive)

31 AUG 2015

11.54 am  
gw

## Clackmannanshire Sports Council

### Record of Nominated Elected Members attendance at Sports Council Meetings

#### Nominated Elected Members: Councillors Murphy, Forson & McAdam

<u>Meeting Date</u>	<u>Attendance</u>	<u>Non-Attendance</u>	<u>Apologies</u>
18/3/2014	T Murphy E Forson	W McAdam	Nil
20/5/2014	NIL	All 3 Members	T Murphy only
19/6/2014	NIL	All 3 Members	T Murphy only
2/9/2014	NIL	All 3 Members	T Murphy only
20/1/2015	NIL	All 3 Members	T Murphy only
21/5/2015	NIL	All 3 Members	T Murphy only
25/6/2015	NIL	All 3 Members	T Murphy only

The foregoing is an exact extract from the attendance section of each 'approved' minute of each Sports Council meeting which took place on the given dates.

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

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**Date of Meeting: 10 September 2015**

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**Subject: Education Services Quarter 1 Performance 2015 / 2016  
Progress Report**

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**Report by: Head of Education**

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**1.0 Purpose**

- 1.1 The purpose of this report is to provide the Education, Sport and Leisure Committee with an update on the progress made against the targets contained within the Strategic Plan for the Education Service 2014-2017.
- 1.2 This report includes financial performance up until the end of June 2015.
- 1.3 The appendices within the report provide information generated through the covalent performance management system, more of performance within national benchmarking framework and a detailed breakdown of financial information.
- 1.4 The report also provides further progress on the Education Service Strategic Plan 2014-2017.

**2.0 Recommendations**

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

- 2.1 note the content of the report, while commenting on and challenging the performance of the Education Service.

**3.0 Considerations**

3.1 The aims of the Education Service are that:

- 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.

We believe that these will be realised through a continued focus on and commitment to the principles that underpin, Curriculum for Excellence and Getting It Right For Every Child.

- 3.2 In line with national and local priorities, there continues to be a particular focus within the Education Service on improving outcomes of potentially disadvantaged groups and on individuals at risk of missing out.
- 3.3 The Education Service identified a range of strategic actions and measures for improvement these were reviewed and approved at Committee in June 2015. This report outlines for progress made on these refreshed actions and their impact using a range of performance measures.
- 3.4 Reporting quarters are determined corporately and fall within a financial year, April – March Education Services are delivered within an academic year, August – June.
- 3.5 Within the Education Service Refreshed Strategic Plan 2014-2017 the Service organised its priorities under the three broad headings: Children, Young People and Families; School Improvement; Learning Communities, Performance and Resources.

The key areas of activity and overall progress for Quarter 1 within these areas are as follows:

#### 3.6.1 Children, Young People and Families

- The Integrated Children's Service Plan has been approved by both local authorities working with partners the Education Service is confident the progress made to date will be continued.
- The Psychology of Positive Parenting Programme (PoPP) has been evaluated and received very positive evaluations. It is hoped that by supporting parents in this way children are will be supported in their social, emotional and behavioural development.
- Working with colleagues the Education Service contributed to the evidence gathering around the Action Plan following the Integrated Children's Services Inspection. The evidence was positively received by Inspectors, the full report being due to be published in September.

#### 3.6.2 School Improvement

- Clackmannanshire was identified as one of seven local authorities to receive additional funding via the "Scottish Attainment Challenge". Over £11 million was allocated in this the first year of the programme with £718,109 being allocated to Clackmannanshire. Regular updates will be given to Committee on the progress of this programme.
- All secondary schools across Clackmannanshire have now implemented the new qualifications within the Senior Phase (S4-S6). Further information and analysis will be given as a verbal update.
- Follow-up destinations were not as positive as the initial destinations. Working with partners including Skills Development Scotland, the Education Service is conducting an analysis of these figures in order to prioritise resources to those young people in greatest need.

#### 3.6.3 Learning Communities, Performance and Resources

- A wide range of informal consultations, with a variety of stakeholders, on the location of the new Abercromby Primary School have taken place. The results of the consultation are covered in a separate paper to the Education Committee.

- All senior officers within Education Service are working to develop transformational change options which will seek to address the budget challenges for the next three years.
- As part of the development of ICT across the Education Service school staff are now using the GLOW platform to access a range of ICT resources for use within classrooms.
- Recruitment of teachers was a key priority for Quarter. The Service was successful in appointing a number of new staff, thus ensuring that all schools are fully staffed for the beginning of the school term.

### 3.7 Strategic Plan Progress – Quarter 1 Report

Within the Strategic Plan the Education Service set out twenty strategic actions which it will overtake over the three year period from 2014-2017. Each of these Strategic Actions has a number of sub-actions and milestones which will ensure that the overall strategic actions are achieved. By regularly updating progress made in overtaking actions officers will provide Committee with accurate information on the work of the service.

A number of Strategic Actions also have associated Performance Indicators. Progress on actions and related Performance Indicators are contained within this report (appendix 1).

### 3.8 Update on St Mungo's Primary School

The Education Service have engaged with the school to secure improvements in the areas noted within the Education Scotland Inspection Report published in September 2014. An action plan developed by the headteacher, with the support of officers, has been implemented, monitored and evaluated. There are measurable improvements in curriculum and the quality of learning and teaching in mathematics, reading, and health and well-being. A Positive Behaviour Management Policy and effective targeted support has led to children's social, emotional and learning needs being better met. The physical environment of the school has been enhanced. The headteacher, with support from officers, has developed an improvement plan for 2015/16 to ensure further improvements. Education Scotland will visit the school in September 2015 to review progress.

### 3.9 Update on Sunnyside Primary School

The Education Service have engaged with the school to secure improvements in the areas noted within the Education Scotland Inspection Report published in May 2015. An Action Plan has been developed by the headteacher, with the support of officers. A background paper including an Action Plan are available to all members on the Member's Portal. The Education Service will work with the school on the Action Plan, providing support and challenge. The school has also been allocated additional staffing to support the implementation of the Action Plan. The Education Service will monitor and evaluate the school's progress over the next year at regular reviews.

### 3.10 Raising Attainment Challenge

An improvement plan for the Attainment Challenge in Clackmannanshire was submitted to Scottish Government and an allocation of £718 109 was awarded from the Attainment Scotland Fund. Detailed action plans have been drawn up guide the key interventions in Year 1 and staffing is being appointed to support implementation. An Attainment Adviser has been appointed to Clackmannanshire. Schools are identifying how they will work together to take the Challenge forward.

A full Members' Briefing is currently being planned outlining the purpose actions and predicted outcomes of Attainment Challenge within Clackmannashire.

#### 4.0 Financial Performance

4.1 Based on information to the end of June 2015, the Education budget is projecting an underspend of £223,199 at the end of the financial year. The underspend is based upon variances across a number of budget areas and these are detailed below.

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

Service Area	Annual Budget 2014/15	Actual to 30/06/15	Variance Outturn v. Budget
<b>Service Management</b>	516,160	44,677	30,720
<b>Early Years</b>	3,699,445	859,692	(72,553)
<b>Primary Education</b>	12,230,520	2,858,182	(179,529)
<b>Secondary Education</b>	12,242,410	3,110,514	(8,849)
<b>ASN Education</b>	5,638,810	1,389,955	14,357
<b>Education Psychology Service</b>	300,540	676,291	(3,585)
<b>School Crossing Patrols</b>	94,190	23,197	(14)
<b>Sports Development</b>	265,970	(76,285)	8,809
<b>Youth Services</b>	456,880	89,523	(12,742)
<b>Adult Services</b>	34,540	9,206	187
<b>Total</b>	<b>35,479,470</b>	<b>8,375,952</b>	<b>(223,199)</b>

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

4.3.1 The overspend in Service Management relates to the additional costs of employing staff to undertake specific projects, particularly in relation to the review of the school estate.

4.3.2 The Early Years budget is underspent due to the difficulties in recruiting teachers to work in early years settings. There were a significant number of vacancies in the period April – June. Savings have also been made in the budget for relief staff at ABC Nursery.

4.3.3 The Primary Education budget savings reflects the difficulties in recruiting teachers in the period April – June. All schools were fully staffed at the start of term in August. Recruitment is ongoing to try to provide cover for any absences that will arise during the year.

#### 5.0 Sustainability Implications

5.1 This paper has no sustainability implications.

## 6.0 Resource Implications

6.1 The resource implications are contained within the report.

## 7.0 Exempt Reports

7.1 Is this report exempt? No

## 8.0 Declarations

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

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

The area has a positive image and attracts people and businesses	<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

## 9.0 Equalities Impact

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

No

## 10.0 Legality

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

Yes

## 11.0 Appendices

11.1 Appendix 1 : Quarter 1 Strategic Plan Progress report

11.2 Appendix 2: Education Services budget v. outturn of June 2015

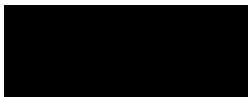

## 12.0 Background Papers

### 12.1 Education Service Strategic Plan 2014-2017

#### Author(s)

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

#### Approved by

NAME	DESIGNATION	SIGNATURE
David Leng	Head of Education	
Garry Dallas	Executive Director	




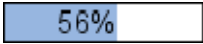
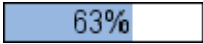
# Education Updates – Appendix 1

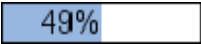
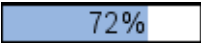
## Education Strategic Plan 2014-2017










### Quarter 1 update for 2015-2016
























#### Children, Young People and Families

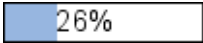


Due Date	Description	Progress Bar	Latest Note
30-Jun-2016	To progress the implementation of <i>'Getting it Right for Every Child'</i> by improving the delivery of the core components and to achieve positive outcomes for children and young people at the earliest opportunity.		<p>GIRFEC / Staged Intervention guidance for Named Persons in Education has now been updated to jointly reflect changes introduced by the Children and Young People (Scotland) Act 2014 (CYP Act) and learning from audit and inspection. Final consultations and launch of the guidance for educational establishments is planned for the start of the new session.</p> <p>The service has contributed to the consultation on the draft statutory guidance accompanying the Children and Young People (Scotland) Act, which is influencing the work of a strategic group which has begun to meet to take forward implementation of part 4, 5 and 18 of the Act.</p> <p>Multi-agency training modules have also been updated to take account of the developing national statutory guidance. A learning and development group will continue to deliver and evaluate these popular modules, with dates planned until 2017. A wide range of staff development for Education staff is listed on an Additional Support Needs programme of events.</p> <p>In multi-agency partnership with Forth Valley colleagues, leaflets have been developed and now, updated in the light of the CYP Act.</p> <p>Development plans are now in place for a multi-agency approach to the delivery of supports and services to children and young people who require targeted interventions.</p>
30-Jun-2016	To improve early and effective support and intervention for all children, young people and families through well-developed multi-agency partnerships		<p>The Local Key Change Themes: Literacy, Nurture and Attachment and Family Support and Parenting have been agreed by the Early Years Collaborative Leadership Group.</p> <p>A range of approaches are in development to establish baseline data for the Early Years Collaborative workstreams. An interim process for data gathering for workstream 3 will be agreed following the outcomes of the national development of The Universal Child Health Pathway. Work is ongoing centrally to gather data from schools and nurseries relating to progress in achieving milestones in literacy and numeracy to measure against the stretch aims for workstream 4.</p> <p>The service has supported the consultation on the local autism strategy which has now been completed. The education only action plan will be informed by the local strategy priorities.</p> <p>Final amendments have been made to the transition guidelines, which will be available for launch to support improvement planning and practice in the 2015-2016 school session.</p> <p>Building adaptations to provide the space required in Autism Provisions are planned for the summer holidays and staffing and resources are in place for the start of the 2015-2016 schools session.</p> <p>Augmentative and Alternative Communication (AAC) guidance and training has been completed and training events are now incorporated into the ASN staff development annual programme offered to staff in schools and establishments.</p>
30-Jun-2016	To provide effective support and intervention for parents, families and communities so		<p>The Psychology of Parenting Project has been evaluated. Given the positive evaluation and impact, the decision has been taken to continue with this approach for session 2015/2016. Planning is now underway to support this.</p> <p>A survey of provision for Early Learning and Childcare has been undertaken. There were 773 responses. Work is now underway to analyse the responses to inform future planning for further roll out of 600 hours. A fuller Childcare Sufficiency Assessment will be commissioned next session. In addition, five nurseries across Stirling and</p>


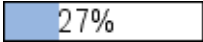
Due Date	Description	Progress Bar	Latest Note
	that children and young people are safe, nurtured and achieve positive outcomes.		Clackmannanshire piloted a more flexible approach to delivering 600 hours of Early Learning and Childcare over the term April - June 2015. This pilot has been reviewed and given the positive feedback and impact, a decision has been taken to roll this approach out to a further seven nursery classes in session 2015-2016. A training programme has been drafted to support the implementation of the nurture strategy and training materials are in development. A variety of evidence was used to demonstrate progress made in all areas of the single agency plan following the Children's Services Inspection. This was submitted as part of the multi-agency evidence, the final report being due September 2015.
30-Jun-2016	To strengthen the capacity of the workforce in building resilience and improving learning outcomes of children and young people with additional support needs		A calendar of staff development opportunities for Early Years staff have been developed and shared with all staff. The calendar includes roadshows in every Learning Community to support staff in working with Building the Ambition. To support the developing Early Years networks an audit has taken place to ascertain which networks are in operation and which member of the Early Years Team has an overview of or attends each one. An ASN staff development programme has been developed for the 2015-2016 session and includes a range of staff development opportunities for support staff. Information has been developed for schools and establishments on physical interventions and updated guidance has been drafted.
30-Jun-2016	To improve the health and well-being of our children, young people and their families and to better support their capacity for resilience		A framework for the assessment of mental health and wellbeing is being piloted and evaluated in one secondary school. Training in evidenced based approaches such as 'Seasons' and 'Friends' has been well attended by staff across establishments. The impact of these staff developments for children and young people will be evaluated and the learning will inform the further development of these programmes.










Indicator	Traffic Light	Last Update	Current Target	Current Value	Long Term Trend	Short Term Trend	Latest Note
Clacks LAC Primary Attendance		Q1 2015/16	95.60%	96.71%			From start of term (Aug 2014) to the end of this quarter, Attendance has been 96.71%. (Home = 95.45% and Away = 97.08%)
Clacks LAC Secondary attendance		Q1 2015/16	92.50%	89.93%			From start of term (Aug 2014) to the end of this quarter, Attendance has been 89.93%. (Home = 82.43% and Away = 93.98%)
Clacks LAC Primary exclusions		Q1 2015/16	32	9			From start of term (Aug 2014) to the end of this quarter there have been 9 cases of exclusion. (Home = 5 cases and Away = 4 cases)






















Indicator	Traffic Light	Last Update	Current Target	Current Value	Long Term Trend	Short Term Trend	Latest Note
Clacks LAC Secondary Exclusions		Q1 2015/16	32	21			From start of term (Aug 2014) to the end of this quarter there have been 21 cases of exclusion. (Home = 7 cases and Away = 14 cases)
Number of LAC Primary Clacks		Q1 2015/16	Data only	65			At the end of June 2015 there were 65 LAC Primary pupils recorded on Seemis (Management Information System). 13 = LAC at Home 52 = LAC Away
Number of LAC Secondary- Clacks		Q1 2015/16	Data only	105			At the end of June 2015 there were 105 LAC Primary pupils recorded on Seemis (Management Information System). 37 = LAC at Home 68 = LAC Away
Literacy & Numeracy LAC Leavers N4 Clacks		2013/14	27.0%	27.0%			In 2013/14 there were 15 Looked After Leavers from Clackmannanshire Schools and less than 5 had attained Literacy & Numeracy at Level 4. (LAC Home = 8 Leavers and less than 5 attained Literacy & Numeracy at Level 4) (LAC Away = 7 Leavers and less than 5 attained Literacy & Numeracy at Level 4)
Literacy & Numeracy LAC Leavers N5 Clacks		2013/14	0.0%	0.0%			In 2013/14 there were 15 Looked After Leavers from Clackmannanshire Schools and none attained Literacy & Numeracy at Level 5.
Exclusions Primary Clackmannanshire		Q1 2015/16	11.00	34.28			From start of term (Aug 2014) to the end of June Q1 there have been 135 cases of exclusion, involving 60 pupils. As part of the Strategic Plan 2015-2016 refresh there are planned updates to the policy and guidance regarding promoting positive behaviour. There are also plans to implement the Nurture strategy which supports staff in providing safe and secure learning environments. The implementation of both improved positive behaviour and nurture should lead to a decrease in exclusions. As part of the on-going developments within the Raising Attainment for All methodology we are planning some small tests of change to support staff in schools in addressing behaviour concerns which may often escalate to exclusion.
Exclusions Secondary Clackmannanshire		Q1 2015/16	50.00	68.58			From start of term (Aug 2014) to the end of June Q1 there have been 184 cases of exclusion, involving 113 pupils. As part of the Strategic Plan 2015-2016 refresh there are planned updates to the policy and guidance regarding promoting positive behaviour. There are also plans to implement the Nurture strategy which supports staff in providing safe and secure learning environments. The implementation of both improved positive behaviour and nurture should lead to a decrease in exclusions. As part of the on-going developments within the Raising Attainment for All methodology we are planning some small tests of change to support staff in schools in addressing behaviour concerns which may often escalate to exclusion.
















## School Improvement

Due Date	Description	Progress Bar	Latest Note
30-Jun-2016	To progress the implementation of 'Curriculum for Excellence' across all establishments to meet learners' needs and improve their learning outcomes		Plans for continuing development in 1+2 modern languages in the current school year are in place. A seconded officer continues to support training and developing and sharing learning resources. Liaison with colleagues at national and international level enhances practice. New national qualifications in all subjects has been implemented. Exemplification of progression within Curriculum for Excellence levels is available to schools and nurseries. A tracking and monitoring system has been developed and is in initial stages of implementation. Support for developments in science has been enhanced with two part time seconded teachers appointed to work with schools. A draft plan for Gaelic has been finalised in partnership with other Council Services and is awaiting approval from Bord na Gael.
30-Jun-2016	To improve the health and well-being of our children, young people and their families and to better support their capacity for resilience		A programme of CLPL has been planned to support schools progressing in the Health Promoting Schools Framework. A seconded teacher has been appointed on a part time basis to support health and wellbeing developments.
30-Jun-2016	To raise educational achievement and attainment with a key focus on the lowest performing 20% of learners		An action plan using the key drivers from the Raising Attainment Strategy has been prepared and work has begun.



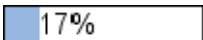

Due Date	Description	Progress Bar	Latest Note
30-Jun-2016	To develop academic and vocational learning pathways that support learners into positive post – school destinations		A review of SQA qualifications has enabled schools to consider additional courses to afford greater choice. This will enable choices at all levels of ability to be increased. Creating more flexible pathways has involved increased College and Vocational courses, an increase in the offer of apprenticeships and flexible school hours for some. There is a significant focus on skills for life and work and all Development Officers are working together on this. Two schools have highly developed models which will be shared.
30-Jun-2016	To improve opportunities for career long professional learning to raising attainment and provide opportunities for local innovation		A programme of professional learning for the current school year is in place, offering a range of learning to support education staff in progressing improvement priorities and in ensuring their practice continues to meet professional standards. Engagement with the Scottish College for Educational Leadership is ongoing as is partnership with Higher Education institutions. A range of school partnerships has been agreed and engagement has begun. Although in the early stages, initial evidence shows these are successfully supporting staff professional learning.

Indicator	Traffic Light	Last Update	Current Target	Current Value	Long Term Trend	Short Term Trend	Latest Note
ES Inspection-5.1 Curriculum Clacks		Q1 2015/16	35%	27%			Of the 11 establishments inspected since Aug 2011 3 have received a rating of 4 or above in 5.1. Improving the curriculum continues to be a focus for schools participating in School Improvement Partnerships. This is a significant development for the Service. Working with schools across Stirling and Clackmannanshire, headteachers and officers from the central team are looking to share best practice, learning from one another to develop sustainable improvements to the curriculum.
ES Inspection 1.1 Improvements in performance –Clacks		Q1 2015/16	80%	72%			Of the 11 establishments inspected 8 received a rating of 4 or more in 1.1. The main reason for the drop in this PI is the Education Scotland report within one Primary School inspection. The service continues to provide a range of supports to address the concerns raised and will provide committee with regular updates on progress made.
Literacy & Numeracy Leavers N4 Clackmannanshire		2013/14	74.0%	74.0%			2013/14 data vastly understated due to Alva pupils achieving English and Maths via early presentation in S3 which is not recorded in Insight. (Virtual Comparator = 75.8% and National =81.3%) <i>see appendix 2</i>

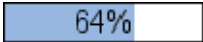
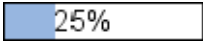
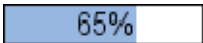
Indicator	Traffic Light	Last Update	Current Target	Current Value	Long Term Trend	Short Term Trend	Latest Note
Literacy & Numeracy Leavers N5 Clackmannanshire		2013/14	51.0%	51.0%			2013/14 data understated due to Alva pupils achieving English and Maths via early presentation in S3 which is not recorded in Insight. (Virtual Comparator = 50.0% and National = 55.7%) <i>see appendix 2</i>
Initial Positive Leaver Destination Clackmannanshire		2013/14	88.4%	92.8%			The figure of 92.8% is a significant increase in Clackmannanshire and is 0.5% higher than the national figure of 92.3% The 2013/14 figure of 92.8% this year is an increase of 4.5% from last year. The breakdown is as follows (12/13 figures are shown in brackets) Higher Education = 29.9% (28.8) Further Education = 27.7% (25.7) Training = 6% (6.7) Employment = 23.9% (24.6) Other = 5.4% (2.5) Not in Employment, Education or Training = 7.2% (11.7)
Follow-up Positive Leaver Destination Clackmannanshire		2013/14	88.5%	87.8%			The figure of 87.8% is an increase in Clackmannanshire of 4.7% on last year however below the national figure of 91.5%.  The breakdown is as follows (13/14 figures are shown in brackets) Higher Education = 29.7% (29.9%) Further Education = 24.9% (27.7%) Training = 3% (6%) Employment = 27.1% (23.9%) Other = 3.2% (5.4%) Not in Employment, Education or Training = 12.2% (7.2%)
Avg Tariff Score Leavers - Top 20% Clackmannanshire		2013/14	1,622	1,622			2013/14 data vastly understated due to Alva pupils achieving attainment/tariff scores via early presentation in S3 which is not recorded in Insight. (Virtual Comparator = 1,717 and National = 1,817) <i>see appendix 2</i>
Avg Tariff Score Leavers - Mid 60% Clackmannanshire		2013/14	651	651			2013/14 data vastly understated due to Alva pupils achieving attainment/tariff scores via early presentation in S3 which is not recorded in Insight. (Virtual Comparator = 697 and National = 805) <i>see appendix 2</i>
Avg Tariff Score Leavers - Low 20% Clackmannanshire		2013/14	82	82			2013/14 data vastly understated due to Alva pupils achieving attainment/tariff scores via early presentation in S3 which is not recorded in Insight. (Virtual Comparator = 108 and National = 163) <i>see appendix 2</i>
Avg Tariff Score Leavers - Deprivation Decile 1 Clackmannanshire		2013/14	505	505			There were 68 'Leaver' pupils in this decile and their average total tariff score was 505. (Virtual Comparator = 554 and National = 562) <i>see appendix 2</i>

Indicator	Traffic Light	Last Update	Current Target	Current Value	Long Term Trend	Short Term Trend	Latest Note
Avg Tariff Score Leavers - Deprivation Decile 2 Clackmannanshire		2013/14	501	501			There were 85 'Leaver' pupils in this decile and their average total tariff score was 501 - although this score is understated due to attainment achieved by pupils in Alva in S3 which is not counted by Insight. (Virtual Comparator = 535 and National = 625) <i>see appendix 2</i>
ES Inspection Early Years Clacks		Q1 2015/16	Data only	0			There were no Education Scotland reports published in Q1.
ES Inspection Primary Clacks		Q1 2015/16	Data only	1			There was one Primary report published in Q1. It did not meet the national standard across all 5 quality indicators. The service are working with the headteacher and staff in order to address the issues outlined in the report. Regular updates on progress will be shared with elected members through the Education, Sport and Leisure Committee performance report.
ES Inspection Secondary Clacks		Q1 2015/16	Data only	0			There were no Education Scotland reports published in Q1
ES Inspection – 5.9 across all establishments- Clacks		Q1 2015/16	80%	72%			Of the 11 establishments inspected since Aug 2011, 8 have received a rating of 4 or above in 5.9. The Service is continuing with range of supports to address the concerns raised and will provide committee with regular updates on progress made.

## Learning Communities, Performance and Resources

Due Date	Description	Progress Bar	Latest Note
30-Jun-2016	To enable access to quality community learning and development opportunities for targeted young people and adults.		The Modern Apprentice workshop took place on 22nd May. This event was well received by participants and will help shape the future direction of the support provided to young people. The Education Service has also undertaken a detailed and focused analysis of the service provided by CLD to young people within their communities to identify areas of strength and for development. This will support the service in effectively targeting their resources.
30-Jun-2016	To improve the life chances and employability of young people at risk and/or facing multiple barriers		Working with partners at Skills Development Scotland a protocol has been which will ensure more effective tracking of young people into their post school destinations. This has been an extensive piece of work, with colleagues from schools, SDS, youth services and staff from the central team working together to ensure that a coordinated approach is developed.
30-Jun-2016	Support individuals, communities and organisations to build their capacity to meet their identified needs and aspirations		In line with Education Scotland recommendations the Education Service is looking to develop a three year plan for Community Learning and Development. As part of this process audit and consultation events have taken place which will help to inform the basis of this plan. As part of the strategy to increase community engagement new materials have been developed to promote volunteering. These will be used as part of the overall volunteer recruitment strategy.
30-Jun-2016	Build capacity in service delivery through the further integration of Education Services across Stirling and Clackmannanshire.		New systems and processes continue to be developed in order to streamline the work of staff across both Council areas. This quarter this has included the development of a tool for recording progress across Curriculum for Excellence for schools. This combined with other data gathering tools will ensure that the Service is making most effective use of available resources and support planning and reporting within, across and outwith the Service



Due Date	Description	Progress Bar	Latest Note
30-Jun-2016	Use all resources efficiently and effectively, including financial, administrative and business support, ICT and staff resources		All officers throughout the Education Service are looking to develop transformational change proposals which will contribute to overall efficiencies. Accepted proposals will be presented as options as part of the Making Clackmannanshire Better (MCB- Clackmannanshire) or Priority Based Budgeting (PBB-Stirling) processes.
30-Jun-2016	Undertake consultation following the review of the school estate in Clacks		Stakeholder informal consultations have taken place. As a result of these a report will be presented to Committee in September.
30-Jun-2016	Provide opportunities for learners to improve their health through the provision of high quality physical activities		<p>Sports Development are looking to build on existing strengths by sharing best practice across the Education Service and with key partners. A number of key activities have taken place, many of which are linked to targets agreed nationally with Sports Scotland. A major focus is that of the development of Schools Sports awards. All schools have registered on this exciting and innovative national framework and will be working with colleagues from the Sports Development team and Active Schools teams to evaluate against their current practice and look to gain bronze, silver or gold awards via this scheme.</p> <p>As part of the new four year partnership agreement between Clackmannanshire and Sports Scotland a new model of delivery has been agreed. This model has been commended as good practice by Sport Scotland.</p>

Indicator	Traffic Light	Last Update	Current Target	Current Value	Long Term Trend	Short Term Trend	Latest Note
Young people in service- Clacks		Q1 2015/16	190	237			Target for period has been exceeded.
Adults registered - Clacks		Q1 2015/16	60	82			The service is currently reviewing how capacity for delivery can be increased.
YP registered for awards- Clacks		Q1 2015/16	20	120			Exceeding target, linking with secondary school programme for pupil volunteering has meant increase in young people signing up for Saltire awards.
YP who achieve awards- Clacks		Q1 2015/16	35	11			Young people are still working towards awards they are carried out over a period of time e.g. 6 months.
Adults registered for awards- Clacks		Q1 2015/16	0	0			Discussions are underway to look at how shared services arrangements can support the delivery of accredited opportunities via SQA.
Adults who achieve awards- Clacks		Q1 2015/16	0	0			Discussions are underway to look at how shared services arrangements can support the delivery of accredited opportunities via SQA.
CLD satisfaction - Clacks		Annual Target 2014/15	90.0%	86.0%			This is a new indicator recently introduced to ensure customer satisfaction and improvement therefore there is no trend in results.
Attendance Primary Clackmannanshire		Q1 2015/16	95.60%	94.84%			From Aug to 2014 to the end of June Q1 there have been 1454093 actual openings out of a possible 1533135 openings.
Attendance Secondary Clackmannanshire		Q1 2015/16	91.70%	91.07%			From Aug 2014 to the end of Q4 there have been 892712 actual openings out of a possible 980246 openings.

Indicator	Code	Traffic Light	Last Update	Current Target	Current Value	Long Term Trend	Short Term Trend	Latest Note
Avg. FTE Days Sickness Absence (Teachers)	GOV AB1 ED1		2014/15	8.0 days	10.1 days			Absences have increased in 2014/2015, predominately this is a result of absences being of a longer term nature i.e. absences 28 days or over. There have been a number of long term absences. Some of these teachers have now returned to work, formal processes are underway for others and one member of staff has resigned.
Avg. FTE Days Sickness Absence EDU (Non-	GOV AB1 ED2		2014/15		14.8 days			

Indicator	Code	Traffic Light	Last Update	Current Target	Current Value	Long Term Trend	Short Term Trend	Latest Note
Teachers)								



**Education Services Budget v's Outturn**  
**As at June 2015**

<b>Appendix 2</b>	<b>Budget 15-16 £'000</b>	<b>June Outturn 15-16 £'000</b>	<b>Variance 15-16 £'000</b>
<b>Education Outturn Variance</b>	<b>35,479</b>	<b>35,256</b>	<b>(223)</b>
 <b>Service Management</b>			
Additional costs are being used to support key strategic priorities such as the school estate review and the Raising Attainment Challenge. This is offset by underspend in core staffing budgets.	516	547	<b>31</b>
 <b>Early Years</b>			
The underspend in Early Years is arising from two main areas. 1.) Difficulties in teacher recruitment - 4.5 FTE part year vacant posts. If recruitment difficulties continue then underspend will increase. 2.) ABC Nursery is also reporting a budget underspend due to part year vacancies and less demand on the relief/cover budget. Early Years budget has grown by £258K as part of CYPAs expansion requirements. Further drawdown of funding will follow in August and January 2016 as increased service provision is phased in.	3,699	3,627	<b>(73)</b>
 <b>Primary</b>			
The underspend in Primary sector relates to employee costs - mainly teachers. Teachers budgets will be finalised during August when actual staffing requirements are confirmed. However the June figures do include the most up to date staffing information for the new session that was received before the schools broke up for summer holidays. Ongoing shortage of teachers may result in further underspends. The figures do not include any of the £718K Raising Attainment funding which was recently announced.	12,231	12,051	<b>(180)</b>
 <b>Secondary</b>			
The Secondary sector has various minor over and underspends. Budgets will be realigned to eliminate these as much as possible. Minor underspends on SQA and EMA payments offset by transport income shortfall and additional payment to Stirling for Music Instructor support.	12,242	12,234	<b>(9)</b>

<b>Appendix 2</b>	<b>Budget 15-16 £'000</b>	<b>June Outturn 15-16 £'000</b>	<b>Variance 15-16 £'000</b>
<b>ASN</b>			
The overspend is in relation to the staffing budget, where due to difficulties in recruitment a post was filled by a member of staff at a higher grade than budgeted	5,639	5,653	14
<b>Educational Psychology Service</b>			
Minor variances	301	297	(4)
<b>School Crossing Patrols</b>			
Currently forecast to be on budget but this assumes that the service is successful in recruiting to the current vacant posts.	94	94	(0)
<b>Sports Development</b>			
Snow boarding & skiing provision has recently been transferred to Education from Leisure. This involves a budget split which is still being discussed/agreed. As this area was overspent last year it is likely that the budget transfer will not be sufficient to meet costs and as such we are outturning an overspend for this area. Overall within the service there are part year vacant posts partially offsetting this overspend.	266	275	9
<b>Youth Services</b>			
Underspend for this service is due to part year vacant posts and surplus superannuation budget	457	444	(13)
<b>Adult Services</b>			
Service forecast to be on budget for 2015/16	35	35	0
<b>Education Outturn Variance at June 2015</b>	<b><u>35,479</u></b>	<b><u>35,256</u></b>	<b><u>(223)</u></b>

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**Report to Education Committee**

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**Date of Meeting: 10 September 2015**

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**Subject: Update On Progress Of The Early Years Collaborative In Clackmannanshire**

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**Report by: Head of Education**

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**1.0 Purpose**

- 1.1. The purpose of this paper is to inform Committee of the progress of the Early Years Collaborative in Clackmannanshire.

**2.0 Recommendations**

- 2.1. To note the content of the report on the progress of the Early Years Collaborative in Clackmannanshire

**3.0 Considerations**

- 3.1. The Scottish Government's national outcomes include commitments focussed on improving the life chances for children, young people and families at risk in order to ensure that children have the best start in life and are ready to succeed. The Scottish Government recognises that in the pre-birth and earliest years, patterns for future outcomes in adult life are established. Support and Interventions in these early years can be key to improving outcomes.
- 3.2. In 2008 the Scottish Government published the Early Years Framework with the objective of improving the life chances of children and young people by encouraging partners to work together to provide 'the best start in life'. The Early Years Framework aims to break negative cycles through early and effective support and intervention and recognises that to achieve these aims all relevant services have to work together to meet the needs of individual children. It encourages partners to move their focus towards early support and intervention and prevention and sets out 10 elements of transformational change to be realised over a 10-year time horizon covering the period from pre-birth to age 8.

- 3.3. In October 2012 the Early Years Collaborative was launched, with the objective of supporting partners to deliver on the principles of Early Years Framework and Getting it Right for Every Child. The specific aims were to;
- Deliver tangible improvement in outcomes and reduce inequalities for Scotland's vulnerable children
  - Put Scotland squarely on course to shift the balance of public services towards early intervention and prevention by 2016
  - Sustain this change to 2018 and beyond
- 3.4. The Collaborative approach has been successfully used nationally in the health sector. It is predicated on an identified gap between the accepted evidence and the will to make change, and the capacity to deliver transformational change. The Early Years Collaborative aims to support organisations by;
- Creating a structure in which partners can easily learn from each other and from recognised experts in areas where they want to make improvements
  - Support the application of improvement methodology to bridge the gap between what we know works and what we do
- 3.5. The Early Years Collaborative is the world's first multi-agency, bottom up quality improvement programme to support the transformation of early years. The Collaborative involves all 32 Community Planning Partnerships and a wide range of public partners. The focus is on strengthening and building on services using improvement methodology. This method enables local practitioners to test, measure, implement and scale up new ways of working to improve outcomes for children and families. A Scottish Government Early Years Task Force oversees the work of the Early Years Collaborative.
- 3.6. The Early Years Collaborative's ambition is to make Scotland the best place in the world to grow up in by improving outcomes, and reducing inequalities, for all babies, children, mothers, fathers and families across Scotland to ensure that all children have the best start in life and are ready to succeed.
- 3.7. In order to achieve the ambition there are 4 stretch aims to separate the Early Years Collaborative into manageable chunks in order that partners can collaborate around particular aims. The stretch aims are;
- An increase in positive pregnancies resulting in the birth of more healthy babies through a 15% reduction in stillbirths and infant mortality by 2015
  - 85% of children reaching all their expected developmental milestones at their 27-30 month child health review by 2016
  - 90% of children reaching all of their expected developmental milestones when starting primary school by 2017



- 90% of children reaching all their expected developmental milestones and learning outcomes at age 8/end of primary 4
- 3.8. A suite of key change interventions have been identified by the Early Years Task Force. Their belief is that, if done reliably, every time, for every child, these interventions have the potential to make the biggest impact on outcomes and achievement of the stretch aims. From this, the following key change themes have been identified;
- Early support for pregnancy and beyond
  - Attachment, child development and learning
  - Continuity of care in transitions
  - 27-30 month child health review
  - Parenting skills and family engagement to support learning
  - Addressing child poverty
  - Health and Wellbeing
  - Play

### **The Early Years Collaborative in Clackmannanshire**

- 3.9. Clackmannanshire Council and Alliance have strongly supported the work of the Early Years Collaborative, with full attendance and participation in every Learning Session, and with strong leadership from the Chief Executive and elected members. In 2014, it was agreed that Clackmannanshire and Stirling Community Planning Partnerships would work together, with the support of a full time Programme Manager.
- 3.10. The leadership of the Early Years Collaborative is now overseen by David Leng, Director of Children, Young People and Education on behalf of both Community Planning Partnerships. A joint Leadership group has been established, and has representation from Social Services, NHS, Education and the 3<sup>rd</sup> Sector. The group meets every six weeks to develop strategic direction and monitor of the work of the partnership.
- 3.11. Using local data, the Leadership Group have identified priority key change areas for Clackmannanshire which fit in with strategic priorities. The agreed key change themes are;
- Literacy
  - Nurture and Attachment
  - Family Support and Parenting
- 3.12. Four multi-agency working groups (work streams) have been established to lead tests of change and projects which practitioners feel will have a positive impact on outcomes. These work streams are aligned to the stretch aims of the Early Years Collaborative.

- 3.13. We currently have 16 tests of change ongoing in Clackmannanshire and 5 Forth Valley wide Improvement Projects. All of these tests centre on earlier intervention and prevention in the following areas;
- Early Maternity Booking
  - Psychology of Parenting Programmes – Triple P and Incredible Years
  - Child Health Reviews
  - Speech, language and communication programmes in nurseries
  - Numeracy and Literacy
- 3.14. The Early Years Collaborative makes use of an improvement methodology called 'The Model for Improvement'. As a result of becoming trained in this methodology, practitioners and partners across the Community Planning Partnership are conducting small tests to identify where a change can result in an improvement; analysing the impact; and where the evidence shows positive outcomes, 'scale up' the change across the Service.
- 3.15. Clackmannanshire and Stirling have a core group of 40 practitioners who form the 'Away Team' who attend the national Early Years Collaborative conferences (Learning Sessions) and bring the learning back to local teams to share the learning with the work streams and Leadership Group.
- 3.16. To further engage new practitioners and share best practice evidenced through the Early Years Collaborative there will be a joint Clackmannanshire and Stirling Early Years Collaborative (Home Team) event in October 2015. 'Home Team' events are designed to bring together a wider group of frontline practitioners from all services to share the activity of the Early Years Collaborative, nationally and locally, and to further promote the use of the 'Model for Improvement' in Clackmannanshire.
- 3.17. In order to continue supporting practitioners in using the 'Model for Improvement' a variety of training opportunities have been developed, from introduction workshops to coaching sessions. Practitioners in workstreams are also supported by their workstream lead and by peers during monthly meetings.
- 3.18. The national Early Years Collaborative team frequently host two day Data and Measurement Bootcamps; four delegates from Clackmannanshire attended these training days.
- 3.19. Nationally there are two professional development programmes; the Early Years Collaborative Improvement Advisor Programme and the Scottish Improvement Leaders Programme both offered by NHS Education Scotland. There are two delegates from Clackmannanshire taking part in each of these programmes at the moment.

## **The Early Years Collaborative within the Education Service**

- 3.20. The Early Years Collaborative and Raising Attainment for All are two national programmes which use the same improvement methodology to improve outcomes for children and young people. The Education Service is committed to using the improvement methodology to evidence better outcomes across all sectors. The most recent Working Together meeting for Head Teachers was held in June, and the focus of the day was to share the learning in educational establishments, and to provide support to all senior leaders in further developing the model for improvement.

### **Summary**

- 3.21. Many practitioners across Clackmannanshire have further developed their knowledge and capacity to undertake improvement as part of their daily practice. Activities are underway which will contribute to improving outcomes for children. The Early Years Collaborative is providing an approach which is speeding up the delivery of improved practice and providing a context and structure to share stories of success and learning from others. Future Committee reports, member briefings and stakeholder events will provide more information on successful improvement activity.

## **4.0 Sustainability Implications**

- 4.1. None

## **5.0 Resource Implications**

### *5.1. Financial Details*

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

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

### *5.4. Staffing*

## **6.0 Exempt Reports**

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

## 7.0 Declarations

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

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

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

## 8.0 Equalities Impact

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

Yes  No

## 9.0 Legality

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

## 10.0 Appendices

10.1 Please list any appendices attached to this report. If there are no appendices, please state "none".

Appendix 1 – Early Years Collaborative

Appendix 2 - Storyboard

## 11.0 Background Papers


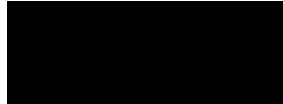
11.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

Yes  (please list the documents below) No

**Author(s)**

<b>NAME</b>	<b>DESIGNATION</b>	<b>TEL NO / EXTENSION</b>
Judy Edwards	Interim Service Manager, Early Years	01786 233201

**Approved by**

<b>NAME</b>	<b>DESIGNATION</b>	<b>SIGNATURE</b>
David Leng	Head of Education	
Garry Dallas	Executive Director	





# What is the Early Years Collaborative?

The Early Years Collaborative is the world's first multi-agency, bottom up quality improvement programme to support the transformation of early years.

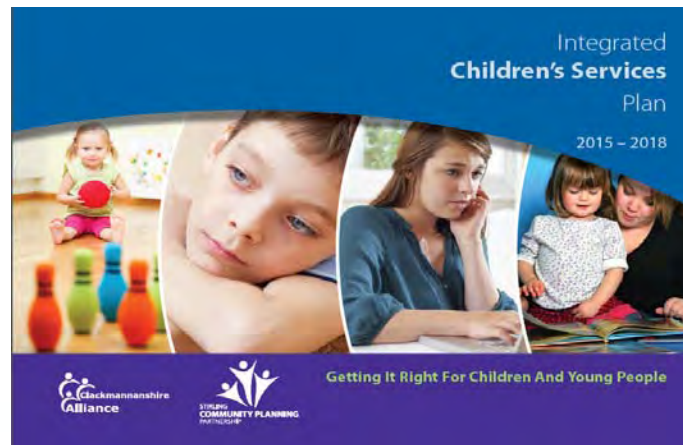




# Objective of the EYC

The objective of the EYC is to accelerate the high level principles set out in the Early Years Framework into practical action - in line with GIRFEC. This must:

- **Deliver tangible improvement** in outcomes and reduce inequalities for **Scotland's vulnerable children**.
- Put Scotland squarely on course to shifting the balance of public services **towards early intervention and prevention** by 2016.
- **Sustain** this change to 2018 and beyond.



# The EYC Ambition

**To make Scotland the best place in the world to grow up in by improving outcomes, and reducing inequalities, for all babies, children, mothers, fathers and families across Scotland to ensure that all children have the best start in life and are ready to succeed.**



# Stretch Aims – Status to date

## Workstream 1 - Pre-conception to 1 year

An increase in positive pregnancies resulting in the birth of more healthy babies through a 15% reduction in stillbirths and infant mortality by 2015

## Workstream 2 - 1 year to 30 months

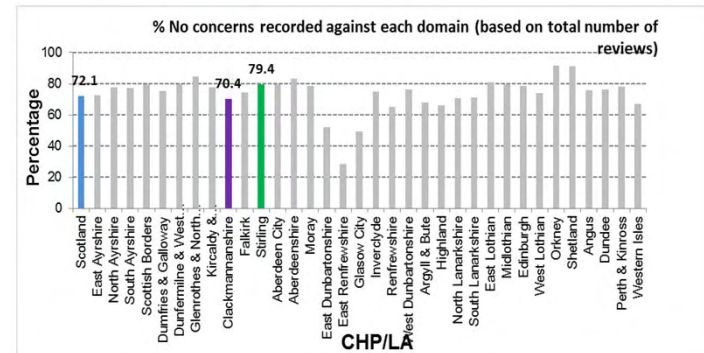
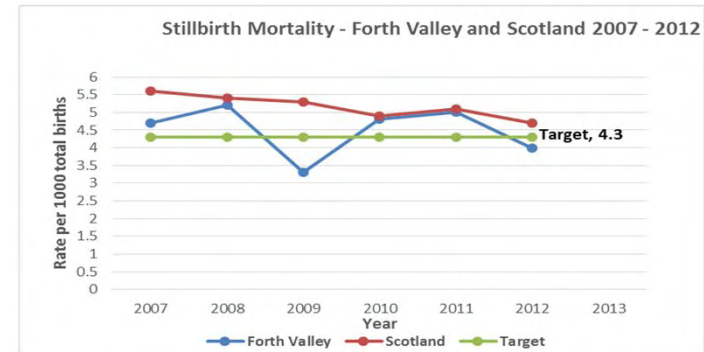
85% of all children within each CPP have reached all of the expected developmental milestones at the time of the child's 27-30 month child health review by end 2016

## Workstream 3 - 30 months to start of Primary School

90% of children reaching all of their expected developmental milestones when starting primary school by 2017

## Workstream 4 - Start of Primary School to end of Primary 4

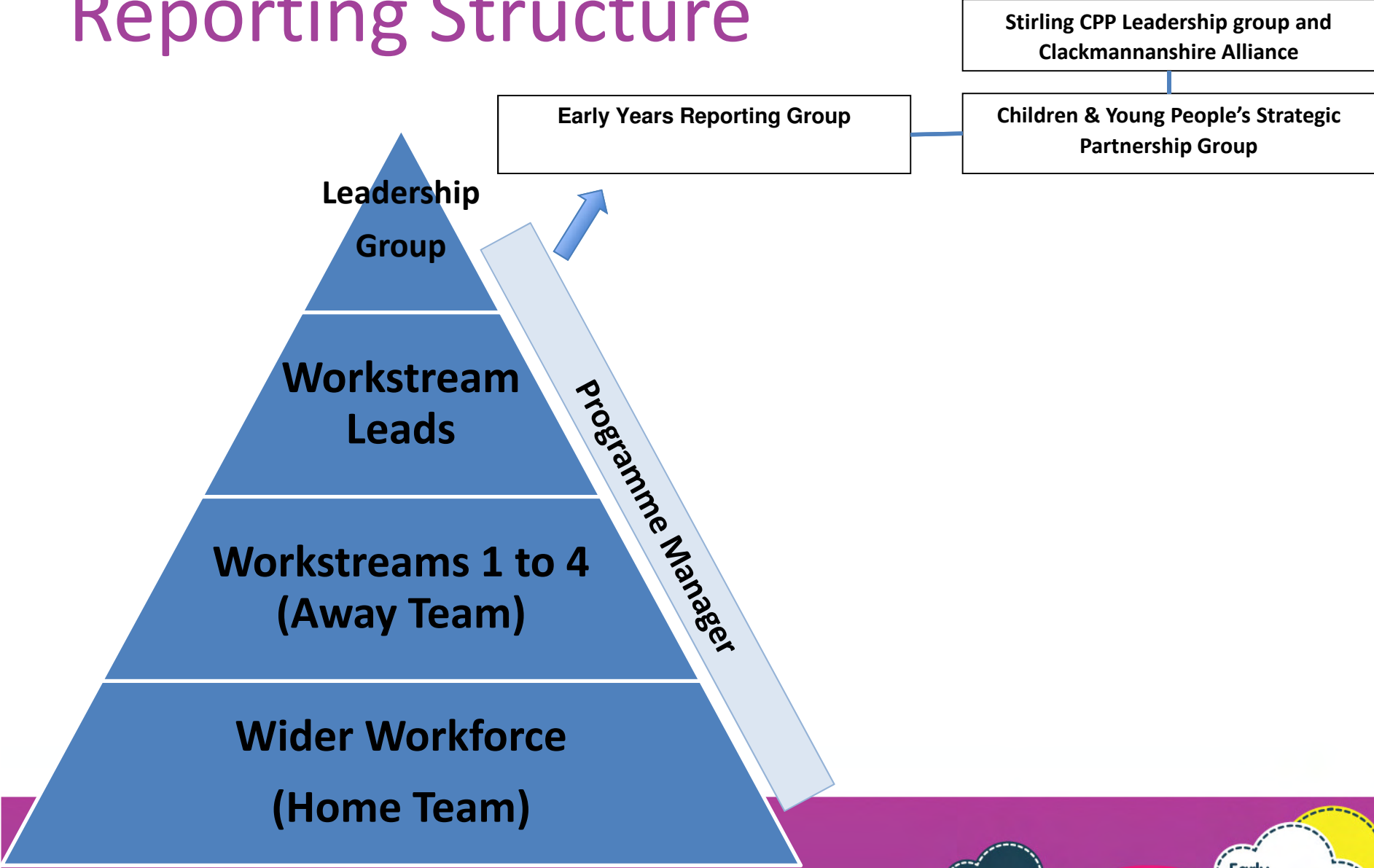
90% of children reaching all their expected developmental milestones and learning outcomes at age 8/end of primary 4 by end 2021



April 2013- Mar 2014  
% based on children that received assessment 27-30 months of age

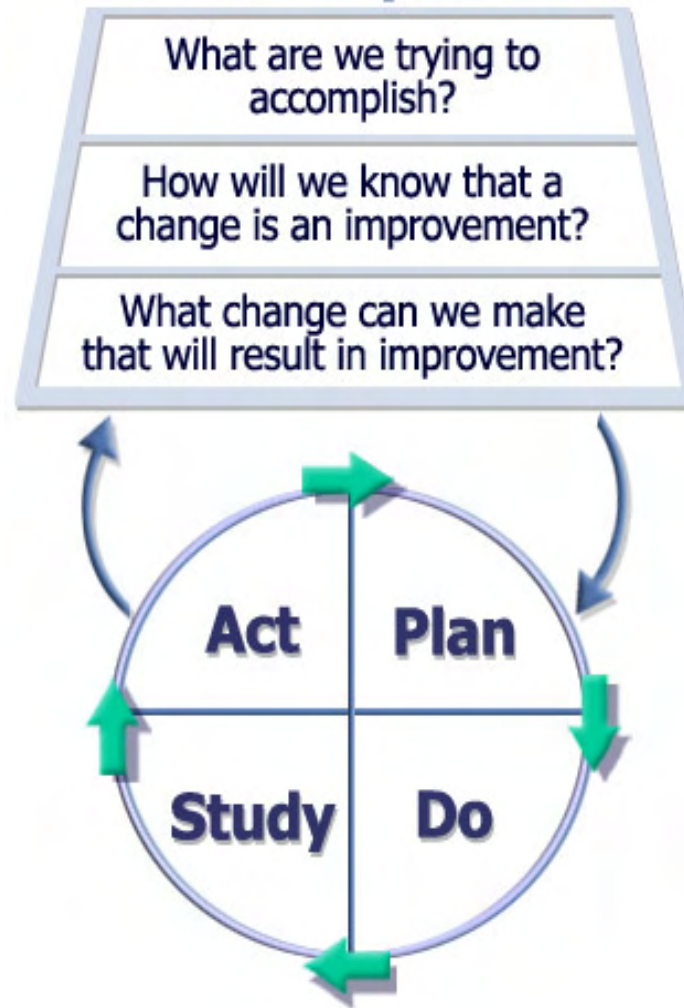


# Reporting Structure





# Model for Improvement





# Key Changes

## The Big Ticket Items for Scotland

Informed by

Early Years Collaborative testing across Scotland  
and experts in early years.



# National Key Change Themes

- Early Support in Pregnancy and Beyond
- Attachment, Child Development and Learning
- Continuity of Care in Transitions between Services
- 27-30 Month Child Health Review
- Family Engagement & Developing Parenting Skills
- Addressing Child Poverty
- Play
- Health & Wellbeing, including Nutrition, Physical Activity and Mental Health





# Local Priority Key Change Areas

**Literacy**

**Nurture and Attachment**

**Family Support and Parenting**



# Next Steps

- Further engagement with frontline practitioners from all services
- Build capacity and capability in quality improvement
- Refine the process of data sharing and the use of local data to inform service delivery
- Identify bundles of interventions for each of our local key change themes to ensure that improvement work is focussed and results in sustained improvement
- Streamline communication and ensure key messages are circulated to all services



# Stirling and Clackmannanshire

## How good is our EYC?

The story so far -

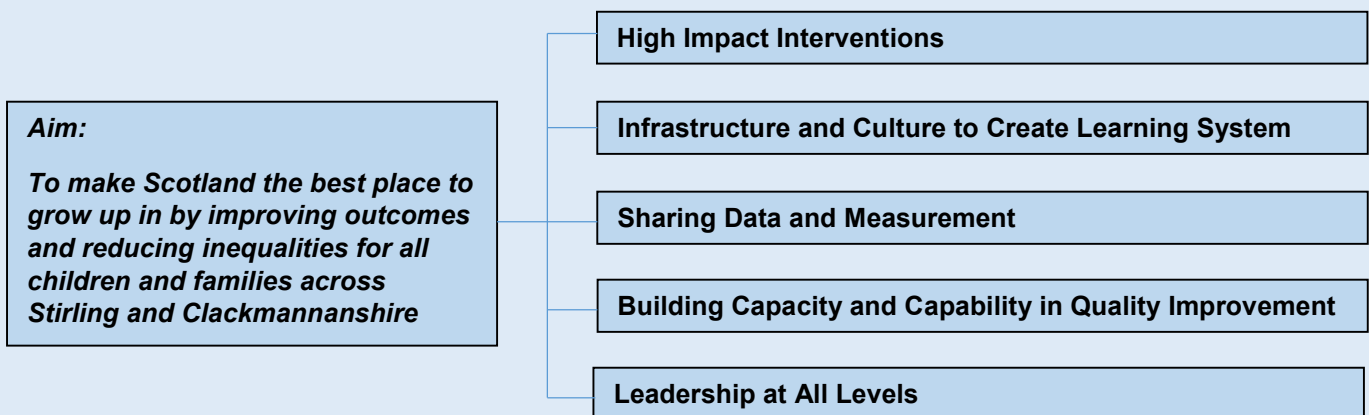


*To make Scotland the best place to grow up in by improving outcomes and reducing inequalities for all children and families across Stirling and Clackmannanshire*

### Stirling and Clackmannanshire EYC Partners:

- Education Service
- Social Work Services
- NHS Forth Valley
- Police Scotland
- Active Stirling and Active Start
- Voluntary Sector:**
  - Clackmannanshire Third Sector Interface
  - Stirlingshire Voluntary Enterprise

### EYC Driver Diagram




### Our Local Priority Key Change Themes:

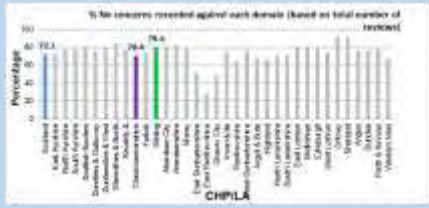
Literacy

Nurture and Attachment

Family Support and Parenting

# IMPACT

	Progress Against Stretch Aim	Test/Location	Aim and Impact	Status
<b>WORKSTREAM 1</b> <b>(Pre-conception to 1 year)</b>  Positive Pregnancies Reduction in still births Reduction in Infant Mortality	 <p><i>By the end of 2015, reduce the rate of stillbirths and infant mortality by 15%</i></p>	<b>Early access to antenatal care</b> NHS Forth Valley Maternity Services	This test has been running for two years and overarching aim has been stretched twice. Currently the aim is for 80% of women to have accessed maternity care by the 10th week of pregnancy by June 2015 – Currently on track to achieve March 2014 - 90.4%.	<b>Embedded/ Scaling up</b>
		<b>Postnatal communication with Named Person</b> NHS Forth Valley Maternity Services and Health Visiting Colleagues	Electronic communication to named person within Forth Valley sent on day of discharge from hospital. Jan – March 2014 100% achieved.	<b>Embedded</b>
		<b>Practitioner Engagement</b> NHS Forth Valley Maternity Services	Engage with midwifery teams to progress further tests of change and improve practitioner's knowledge, understanding and skills in the process of small tests of change and PDSA reporting. Seven midwifery teams invited to attend tri-weekly meeting. March 2015 - 5 of the 7 teams attended the meeting.	<b>Testing</b>
		<b>Maternity Tracker Tool</b> NHS Forth Valley Maternity Services	To use Maternity Tracker as a tool to implement change in delivery of antenatal care in relation to improving identified health behaviours for all pregnant women.	<b>Testing</b>
		<b>Vulnerable Person Database reporting process</b> NHS Forth Valley Maternity Services and Police Scotland	Liaise with Police Scotland to develop reporting to maternity services for all Vulnerable Person Database reports where a pregnancy has been identified within the family involved.	<b>Testing</b>

	Progress Against Stretch Aim	Test/Location	Aim and Impact	Status
<b>WORKSTREAM 2</b> <b>(1 year to 30 months)</b>  85% of all children reaching their developmental milestones by their 27-30 month review	 <p>April 2013-March</p> <p><i>By end of 2016, ensure that 85% of all children in each community planning partnership meet all expected developmental milestones at the child's 27-30 month child health review</i></p>	<b>Referral process for vulnerable families</b> Health Visitor Tullibody and Action for Children Tullibody	Testing new referral process for vulnerable families from Health Visitor to Action for Children Tullibody.	<b>Testing</b>
		<b>Story Sacks at Play and Swap Toddler groups</b> Home Start Clackmannanshire	New Test around the utilisation of story sacks within 'Play and Swap' toddler groups which involves all of the family (including older children).	<b>New Test</b>
		<b>THRIVE programme and attendance</b> Adult Learning/ NHS Forth Valley/Hillview Family Centre	Adult Learning – THRIVE – Multi-agency working to develop parental/carer confidence, self-esteem and skills through attendance at a 16 week THRIVE programme.	<b>Testing/ Scaling Up</b>
		<b>Engagement in PACCT service</b> Action for Children Tullibody	Using the model for improvement to increase Levels of engagement within the service.	<b>Testing</b>

		<b>Dummies and Speech</b> Action for Children Tullibody /Speech and Language Therapy	The initial project has been written up and 4 separate tests are being run within it. The group is being run to increase knowledge and awareness of the use of dummies and the impact on child development. It will begin with a 4 week group work programme starting in June in Clackmannanshire. . This project is being run in collaboration with Speech and Language Therapy. The four individual tests are: <ul style="list-style-type: none"> <li>Reducing the impact of dummy use on language development</li> <li>Parents demonstrating an increased knowledge of how language and communication develops</li> <li>Parents demonstrate more realistic expectations of their children's age and stage of development</li> <li>Parents demonstrate increased confidence in developing language and communication with their children at home</li> </ul>	<b>Pre-testing</b>
		<b>Bedtime Stories</b> Action for Children Tullibody	Now embedded in practice. Coaching and mentoring provided alongside support in the home on routines as previous testing demonstrated difference made with this approach.	<b>Embedded in Practice</b>
		<b>Tea and Talk</b> Alloa Family Centre	Parent group to allow parents/carers who have attended Triple P/Incredible Years to continue with the peer support environment post programme.	<b>Testing</b>
		<b>1:1 Support using incredible years materials</b> Action for Children Tullibody	Practitioners testing the use of some Incredible Years materials and techniques when supporting parents on 1:1 basis. Initial PDSA testing has proved that the feedback forms currently in use for Incredible Years did not illicit the information required for the worker to measure the change. Further testing after adaptation is now underway.	<b>Testing</b>
		<b>EYC Methodology</b>	Roll out of information and training on the EYC methodology to engage more practitioners in tests of change.	<b>Testing</b>
		<b>Story Sacks</b> Action for Children and Alloa Family Centre	Collaborative test on distribution and use of story sacks. Meeting planned for first week in June to scale up.	<b>Scaling up</b>
		<b>Messy Play</b> Action for Children – Tullibody	Using a specific engagement tool to measure increased observed attachment behaviour as a result of attending the group. Evidence tools will be photographs, parental feedback forms and interviews with children.	<b>Testing</b>
		<b>Mood Cards</b> Action for Children/ Alloa Family Centre/ Social Work Services	Testing the use of mood cards and evaluating the impact that they have.	<b>New Test</b>
		<b>Video Interactive Guidance (VIG)</b> Action for Children and Alloa Family Centre	Testing levels of engagement and benefits of using this intervention from parents' perspective. Test is currently on going with the first review point in 2-3 months.	<b>Testing</b>
		<b>Healthy Start Vitamin Drops</b> Community Food Dietician - Clackmannanshire	Vitamin drops distributed in family centres.	<b>Embedded in practice</b>
		<b>27-30 Month Child Health Review</b> Health Visitor Team Leader and EYC Programme Manager -	Identifying pilot Health Visitor/Health Visiting team with low uptake of review to test changes which will increase attendance at appointments.	<b>Pre-Test planning</b>

	Progress Against Stretch Aim	Test/Location	Aim and Impact	Status
<p><b>WORKSTREAM 3</b></p> <p><b>(30 months to start Primary 1 )</b></p> <p>90% of children reaching their developmental milestones by the start of primary school</p>	<p><i>By end of 2016, ensure that 85% of all children in each community planning partnership meet all expected developmental milestones at the child's 27-30 month child health review</i></p>	<p><b>Story Time</b> Fallin Nursery</p>	Increasing the amount of times children receive a story on weekly basis.	Testing
		<p><b>LIFT Speech and Language Project</b> Speech and Language Therapist and Hillview/ Raploch and Park Drive Nurseries</p>	Increase Early Years Worker's skills in using adult-child Interaction techniques within their practice.	Scaling up
		<p><b>Numeracy – Number Processes</b> Wellgreen Nursery</p>	Increase practitioners recording of children's progression and depth of learning in number processes.	Testing/ Scaling up
		<p><b>Numeracy Resources</b> Arnprior Nursery</p>	Increase in number of parents borrowing nursery numeracy resources to use at home.	Testing
		<p><b>Nursery Rhymes at Home</b> Clackmannanshire PS</p>	Parents invited to rhyme time at nursery. They will be encouraged to participate and will be given brief information about the benefits this brings. <i>Aim: 90% of children will report that they sing nursery rhymes at home each week by end of May 2015.</i>	Testing
		<p><b>Access to Psychology of Parenting Programmes (PoPP)</b> Cowie Nursery</p>	School/nursery staff will develop an engagement process to raise parents' awareness of and access to parenting programmes.	Testing
		<p><b>Nursery Settling in Procedure</b> Newton Nursery</p>	Improve the settling in procedure for new starts at Newton Nursery by August 2015. All children will start at same time instead of staggering intake.	Pre-test planning
		<p><b>Increase PoPP referrals</b> Parenting Coordinator, Education</p>	Recruit one Stand-Alone nursery to receive various visits from parenting coordinator to increase referrals to parenting programmes.	Testing
		<p><b>Children's Literacy Skills</b> Croftamie Nursery -</p>	Every child will receive their Book Bug pack and there will be an increase borrowing of home link resources: <ul style="list-style-type: none"> <li>Establish how many resources borrowed over the last term/look at the home link journal/identify parents' awareness of the resource/check that staff promote it</li> <li>Ensure that all children have access to their local library</li> </ul> <i>Aim: Children will have all the literacy skills and abilities expected at the start of primary school.</i>	Testing
		<p><b>Library Project</b> Sauchie Nursery</p>	Involve parents in a library project to increase children's knowledge of literacy and language. Meet with parents to find out what happens with library books at home.	Testing
<p><b>Increase Children's use of Language</b> Park Drive Nursery</p>	Does a change in environment impact upon children's use of language.	Testing		
<p><b>Increase parenting skills in food preparation</b> Raploch Nursery and NHS Forth Valley</p>	Collaborative working with health colleagues to develop parental skills in food preparation for their children.	Testing		

	<b>Progress Against Stretch Aim</b>	<b>Test/Location</b>	<b>Aim and Impact</b>	<b>Status</b>
<b>WORKSTREAM 4</b> <b>(Primary 1 to end Primary 4 )</b>  90% of children reaching their developmental milestones by the end of Primary 4	<i>By end 2021, 90% of all children in each community planning partnership area have reached all of the expected developmental milestones and learning outcomes by the end of Primary 4</i>	<b>Mini sports leaders</b> Active Stirling	Improving playground behaviour and play activities in one school. <ul style="list-style-type: none"> <li>• Introduce “Mini sports leaders” programme to provide structure at lunchtime</li> <li>• Reduce number of incidents requiring discipline at lunchtime break</li> <li>• Improving peer interactions at times of less structure and adult supervision</li> </ul>	<b>Testing</b>
		<b>Mellow Dads</b> Play Services	Mellow Dads Programme: Improving interactions between dads and their children.	<b>Testing</b>
		<b>Happy lunchtime club</b> Redwell Primary School	Improve the self-esteem and social experience of a targeted group of pupils at break times.	<b>Testing</b>
		<b>Mini sports leaders (2)</b> Active Stirling	Improving participation of P1 & P2 in Young Leaders lunchtime sports club.	<b>Testing</b>
		<b>Resilience Supergroup</b> Bannockburn Primary School	Improving resilience in Primary 2. Evaluation of 3 children’s self-esteem and self-confidence levels and impact of “Supergroup” on children’s readiness to learn within classroom. Use of runchart with parent at home to link work going on in school with developing parenting skills at home.	<b>Scaling up</b>



## PROCESS

### How good is our delivery of services and processes?

#### Membership:

We currently have 38 tests of change ongoing throughout Stirling and Clackmannanshire.

All of our tests are based around early intervention and prevention as well as recruitment of attendees to existing evidence based programmes:

- ✓ Early Maternity Booking
- ✓ Psychology of Parenting Programmes – Triple P and Incredible Years
- ✓ Child Health Reviews
- ✓ Speech, language and communication programmes in nurseries
- ✓ Numeracy and Literacy
- ✓ THRIVE programme

### How good is our management and support for staff?

#### Workforce development in Quality Improvement:

- ✓ 2 Improvement Advisors in training (NHS and Education)
- ✓ 2 Scottish Improvement Leaders (SciL) in training
- ✓ 4 Data and Measurement Bootcamp attendees
- ✓ Input at Early Years forum events on the EYC and the Model for Improvement
- ✓ 50 attendees at a Multi-agency “Introduction to the Model for Improvement” workshop
- ✓ 40 attendees at Learning Session 7
- ✓ 1 Away Team meeting

#### Involving partner agencies/third sector involvement:

- ✓ Action for Children Team Leader co-leads workstream 2
- ✓ Clackmannanshire Women’s Aid, Homestart Stirling and Homestart Clackmannanshire have sent representatives to the national Learning Sessions and are involved in the workstreams
- ✓ Third sector interface representatives on our multi-agency Leadership Group
- ✓ Police Scotland involved in workstream 1

#### Engaging practitioners:

- ✓ Membership in each workstream continues to grow
- ✓ Increased interest from practitioners requesting additional information and input at team meetings
- ✓ Increase in demand for places at training workshops



### **Communication:**

- ✓ Programme Manager reports to the national team and Leadership Group every 6 weeks
- ✓ Current process for monthly reporting from workstreams is being tested and will be reviewed
- ✓ EYC Newsletter – Issue 1 was produced and circulated
- ✓ Twitter account has been created and has 162 followers since December 2014 – Follow us: @Stir\_ClacksEYC

### **Using the Model for Improvement:**

- ✓ Practitioners are willing and enthusiastic to use the Model for Improvement
- ✓ Monthly reporting template is being tested which will be used by practitioners to record and report their data

### **Engaging parents/families:**

- ✓ Practitioners have started to share runcharts with parents/carers to show progress and involve them in the test of change/projects
- ✓ Practitioners are undertaking tests of change based on needs of individual children and families

## LEADERSHIP

### How well are we supported at a strategic level?

- ✓ We have two Early Years Collaborative Champions:  
Elaine MacPherson, Chief Executive, Clackmannanshire Council  
David Leng, Director of Children, Young People and Education
- ✓ David Leng chairs our multi-agency Leadership Group which meets on a 6 weekly basis
- ✓ We have active involvement from Elected Members who have attended almost all of the national Learning Sessions and are very supportive of the work going on to improve outcomes for children and families
- ✓ The EYC is embedded within the Integrated Children's Services Plan and is a high priority for both authorities in Single Outcome Agreements

### How good is our management and support for staff?

- ✓ Practitioners involved have shown will and enthusiasm and have embraced the methodology as a tool for them to make small improvements within their settings
- ✓ Improvement is already part of everyone's role and remit and practitioners understand the value of undertaking small tests of change (low risk/high impact)
- ✓ Excellent buy in from Leadership who fully support the work of the EYC in both Community Planning Partnerships
- ✓ We have a full time EYC Programme Manager for Stirling and Clackmannanshire
- ✓ EYC is currently running parallel to Raising Attainment for All (RAFA) in Stirling and Clackmannanshire which has increased the awareness and use of the Model for Improvement

### Key Contact:

**Candace Sinclair, EYC Programme Manager**

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**@Stir\_ClacksEYC**