



**Clackmannanshire
Council**

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

Education, Sport & Leisure Committee

Thursday 12 November 2015

Start 10.00 am

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

Contact Strategy and Customer Services, Clackmannanshire Council, Kilncraigs, Alloa, FK10 1EB
Phone: 01259 452106/452004/2006 E-mail: customerservice@clacks.gov.uk Web: www.clacksweb.org.uk

Date	Time
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EDUCATION, SPORT AND LEISURE COMMITTEE

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.

04 November 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 12 NOVEMBER 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 10 September 2015 (Copy herewith)	05
4.	Question to the Convenor - response to Question raised by Councillor George Matchett QPM at the Meeting of the Education, Sport and Leisure Committee held on 10 September 2015 (Copy herewith)	09
5.	Education Services Quarter 2 Performance 2015 / 2016 Progress Report - report by the Head of Education (Copy herewith)	11
6.	Inspection of Abercromby Primary School & Nursery Class Publication of Education Scotland's Report - report by the Head of Education (Copy herewith)	33
7.	Charging Policy for Additional Nursery Hours - report by the Head of Education (Copy herewith)	65

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

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	Janet Cadenhead		4	Clackmannanshire South	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 10 SEPTEMBER 2015 at 10.00 am.

PRESENT

Councillor Ellen Forson, Convenor (In the Chair)
Councillor Walter McAdam MBE
Councillor Janet Cadenhead (S)
Councillor Alastair Campbell
Councillor Kenneth Earle (S)
Councillor Irene Hamilton
Councillor George Matchett, QPM
Councillor Les Sharp

Rev Sang Y Cha, Appointed Member (Church of Scotland)
Pastor David Fraser, Appointed Member (Scottish Baptist Church)
Father Michael Freyne, Appointed Member (Roman Catholic Church)

IN ATTENDANCE

Garry Dallas, Executive Director
David Leng, Head of Education
Sharon Johnston, Assistant Head of Education
Fiona MacDonald, Service Manager
Bill Miller, Service Manager
Iain McGhee, Education Officer
Judy Edwards, Interim Service Manager, Early Years Collaborative
Candace Sinclair, Programme Manager, Early Years Collaborative
Susan Fallone, Solicitor, Legal Services (Clerk to the Committee)

ESL(15)127 APOLOGIES

Apologies for absence were received from Councillor Bobby McGill and Councillor Jim Stalker. Councillor Janet Cadenhead attended as a substitute for Councillor McGill and Councillor Kenneth Earle attended as a substitute for Councillor Stalker.

ESL(15)128 DECLARATIONS OF INTEREST

None.

ESL(15)129 MINUTE OF MEETING HELD ON 11 JUNE 2015

The minute of the meeting of the Education, Sport and Leisure Committee held on 11 June 2015 were submitted for approval.

Decision

The minutes of the Education Sport and Leisure Committee meeting held on 11 June 2015 were agreed as a correct record and signed by the Convenor.

ESL(15)130 QUESTION TO THE CONVENOR - SPORTS COUNCIL MEETINGS

In terms of Standing Order 19.1, a question to the Convenor was submitted by Councillor George Matchett, QPM.

Question

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 18 months plus.

Standing Order 9.18 provides, "if a Councillor does not attend any meetings of an external body to which he or she has been appointed by the Council for 12 months in a row and no substitute has attended in his/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 reasons".

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?

Attached: Attendance Record from 18/03/2014 to 25/06/2015 (inclusive).

In terms of Standing Order 19.2, the Convenor advised that she would respond to Councillor Matchett's question in writing.

ESL(15)131 EDUCATION SERVICES QUARTER 1 PERFORMANCE 2015/2016 PROGRESS REPORT

A report which provided an update on the progress made against the targets contained within the Strategic Plan for the Education Service for 2014-2017 was submitted by the Head of Education. The appendices to the report provided information generated through the Covalent Performance Management System, performance within national benchmarking frameworks and a detailed breakdown of financial information.

Motion

That Committee agrees the recommendations set out in the report.

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

Decision

Having commented on and challenged the performance of the Education Service, the Committee agreed to note the information set out in the report.

ESL(15)132 UPDATE ON PROGRESS OF THE EARLY YEARS COLLABORATIVE IN CLACKMANNANSHIRE

The Committee heard a presentation from the Interim Service Manager, Early Years Collaborative, on Local Priority Key Change Areas and had opportunity to put questions to her as well as the Programme Manager, EYC. The Committee also watched a video presentation on the "Test of Change - Literacy at Sauchie Nursery".

Further documentation on a stakeholder event as well as contact details would be emailed to elected members separately.

On behalf of the Committee, the Convenor thanked the Interim Service Manager and Programme Manager for the presentation.

Motion

That Committee agrees the recommendations set out in the report.

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

Decision

The Committee agreed to note the information set out in the report on the progress of the Early Years Collaborative in Clackmannanshire.

ESL(15)133 STIRLING AND CLACKMANNANSHIRE COMMUNITY LEARNING AND DEVELOPMENT PLAN 2015-2018

A report which provided the Committee with the three year Community Learning and Development Plan for 2015-2018 was submitted by the Head of Education. The Community Learning and Development Plan for 2015-18 sets out the proposals as to how CLD partners intend to meet the need for CLD within the Clackmannanshire and Stirling areas as required by the Community Learning and Development (CLD) (Scotland) Regulations 2013.

The Head of Education pointed out that recommendation 2.2 of the report requires the publishing of the Plan by 1 September 2015. The request to have a plan in place by 1 September was on a national basis and as today was the earliest opportunity to submit the plan to the Education Sport and Leisure Committee, recommendation 2.2 would be amended accordingly.

Motion

That Committee agrees the recommendations set out in the report.

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

Decision

The Committee agreed to:

- (i) Approve the proposals set out within the Community and Learning and Development Plan (Appendix 1 of the report).
- (ii) The Education Service publishing the plan.
- (iii) An update report being provided on an annual basis that measures the progress of implementation.

Action

Head of Education

ESL(15)134 CONSULTATION PROCESS FOR TULLIBODY SOUTH PROPOSAL

A report which presented the results of the informal consultation carried out to ascertain public views on the potential options for the replacement of Abercromby Primary School agreed by Council on 5 March 2015, was submitted by the Head of Education.

Motion

That Committee agrees the recommendations set out in the report.

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

Decision

The Committee agreed:

- (i) To note the results of the consultation carried out in respect of the Abercromby replacement consultation.
- (ii) That taking account of the analysis of the consultation, the Education Service presents a report on further options to Clackmannanshire Council in October 2015.

Action

Head of Education

Ends 1230 hrs

Councillor Ellen Forson

Ward 4 Clackmannanshire South (Multi Member Ward)
Greenfield, Tullibody Road, Alloa FK10 2AD
Telephone: 01259 450000 Fax: 01259 452230
Mobile: 07854 374 386 Email: eforson@clacks.gov.uk

Councillor George Matchett
Clackmannanshire Council

Date: 22nd October 2015

Dear Councillor Matchett

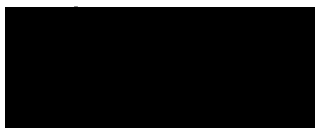
I refer to your recent question to me as the Convenor of the Education Sport and Leisure Committee regarding attendance at the Sports Council.

I am satisfied that I have adequate reason not to have attended meetings of the Sports Council over the period mentioned and can confirm it was an oversight that my apologies were not submitted.

I can also confirm that senior officers who attend the Sports Council meetings on behalf of Clackmannanshire Council should feed back any issues that require my attention through my meetings with the education management team. I am also more than happy for members of the Sports Council to contact me should any issues arise.

As to whether elected members should remain appointed to the Sports Council or any other outside bodies, I would respectfully suggest that this is a matter for Council and not for me to decide.

Yours sincerely



Councillor Ellen Forson
Convenor of Education, Sport and Leisure

Report to Education, Sport and Leisure Committee

Date of Meeting: 12 November 2015

**Subject: Education Services Quarter 2 Performance 2015 / 2016
Progress Report**

Report by: Head of Education

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 September 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 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.
- 3.6 The key areas of activity and overall progress for Quarter 2 within these areas are as follows:
- 3.6.1 Children, Young People and Families
- In multi-agency partnership with Forth Valley colleagues, a new Child's Plan has been developed and launched for use by schools, early years' establishments and partner agencies and services. The new version of the Child's Plan has been designed to improve assessment and planning and ensure a clearer focus on outcomes for children and young people.
 - The first "Home" event for the Early Years Collaborative (EYC) was held in Alloa Town Hall on Thursday 1st October. This event was very well supported with over one hundred practitioners in attendance. The impact of this is that more practitioners have engaged in tests of change and have booked on to further training opportunities to develop their knowledge of the Model for Improvement.
 - Education and Health have worked in partnership to develop guidance and training on supporting learners to communicate using Augmentative and Alternative Communication. As a result children and young people with complex communication difficulties are better able to have their voices heard, using a variety of supports.
- 3.6.2 School Improvement
- Plans for continuing development of 1 + 2 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.
 - Raising Attainment for All (RAFA) has been developed across 3 primary schools and 2 secondary schools. There has been a programme of development to increase the numbers of practitioners participating. RAFA

and EYC will be aligned through the Model for Improvement over the next two years.

- The Regional Invest in Young People group has met on four occasions and is currently appointing a business lead. This group will drive employer engagement with schools. The Service has increased working links with Forth Valley College. The rollout of the "School/College Opportunities to Succeed" (SCOTS) courses has been adopted by two secondary schools. Most secondary schools currently have a lead employer who links with them. This will be streamlined by the regional group.

3.6.3 Learning Communities, Performance and Resources

- A 'Youth Offer' programme has been developed and will form part of the discussion with secondary schools. Specific staff have been aligned to each secondary school and engagement with secondary headteachers is now underway to establish clear roles and responsibilities.
- Education Services are fully participating in presenting options as part of Making Clackmannanshire Better.
- Following a completion of an audit of current provision discussions are underway to develop policy for schools for elite athletes of school age.

3.7 Update on Sunnyside Primary School

The school, with the support of the Education Service, is implementing its improvement plan. A curriculum overview has been established and staff are now developing learning pathways for all stages to ensure knowledge, skills and assessment progression.

Pupils, staff and parents have been consulted about school ethos. A Positive Behaviour Policy is being developed. Practical steps have been taken throughout the school to agree and begin to introduce a traffic light system to support behaviour management.

School staff are developing connections with other schools to carry out learning visits and share practice which will inform developments within the school.

3.8 Update on St Mungo's Primary School

The Education Service has engaged with the school to secure improvements in the areas noted within the Education Scotland Inspection Report published in September 2014. Education Scotland carried out a further inspection in September 2015. The report of this inspection is planned to be shared with committee in January 2016.

3.9 Strategic Plan Progress – Quarter 2 Report

Within the Strategic Plan the Education Service set out twenty strategic actions which it progress 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 with 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).

3.10 Raising Attainment Challenge

An Attainment Challenge Team (ACT) has been established to lead the Scottish Attainment Challenge in Clackmannanshire. An Attainment Challenge Coordinator and a Literacy & Numeracy Hub Leader have been seconded from Clackmannanshire primary schools to the team. In addition, Scottish Government has allocated an Attainment Advisor to Clackmannanshire. The Attainment Challenge Team are located at the Attainment Hub – a work and resource base which has been developed in Alloa Academy. The Hub is also used for meetings and training.

Universal and targeted support approaches have been discussed with schools and plans are being implemented. Training and professional learning opportunities are being provided for all primary teachers, for Literacy Leaders in each school and for all headteachers. The first session for each of these groups has taken place.

An Attainment Challenge Management Group has been established to oversee and monitor the work of the Attainment Challenge and this first meeting has been held.

4.0 Financial Performance

- 4.1 Based on information to the end of August 2015, the Education budget is projecting an underspend of £157,070 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 2015/16	Actual to 31/08/15	Variance Outturn v. Budget
Service Management	516,160	192,804	37,442
Early Years	3,877,510	1,419,736	(87,458)
Primary Education	12,240,050	4,764,654	(70,165)
Secondary Education	12,367,100	4,935,029	(6,550)
ASN Education	5,671,520	2,405,336	(18,119)
Education Psychology Service	300,540	115,107	(16,752)
School Crossing Patrols	94,190	36,429	(2,642)
Sports Development	153,000	(105,599)	33,298
Youth Services	456,880	162,826	(39,755)
Adult Services	34,540	15,264	531
Total	35,711,490	13,941,947	(157,070)

- 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. All posts are expected to be filled by December. 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.
- 4.3.4 The overspend in Sports development relates to projected income for Firpark skiing centre being lower than budget. It is hoped that this projected shortfall will be eliminated due to improved marketing and external income from Snowsport Scotland.
- 4.3.5 The underspend in Youth Services is in relation to additional income received from Opportunities for All

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 2 Strategic Plan Progress report
- 11.2 Appendix 2: Education Services budget v. outturn of August 2015


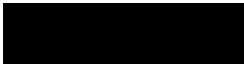
12.0 Background Papers

- 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	


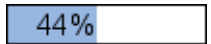
Education Updates – Appendix 1

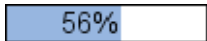
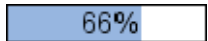
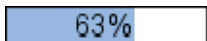
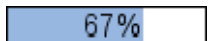
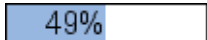
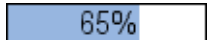
Education Strategic Plan 2014-2017

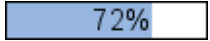

Quarter 2 update for 2015-2016







































Children, Young People and Families

Due Date	Description	Progress Bar Q1	Progress Bar Q2	Latest Note
30-Jun-2017	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>In multi-agency partnership with Forth Valley colleagues, a new Child's Plan has been developed and launched for use by schools, early years' establishments and partner agencies and services. The new version of the Child's Plan has been designed to improve assessment and planning and ensure a clearer focus on outcomes for children and young people. A range of workshops are being developed to support Education staff and partner professionals in using the Child's Plan.</p> <p>The GIRFEC Strategic group has met to develop an implementation plan and to form sub-groups which will carry out key tasks relating to the Children and Young People (Scotland) Act. These tasks include ensuring a Named person is made available by the Education service to all children from 5-18 and developing an information sharing protocol to support practitioners across schools in Clackmannanshire.</p> <p>The Education Service uses a national information management system (SEEMIS). SEEMIS have developed a new approach to chronologies for children. Training is on-going to roll out the use of this approach, which will support the service to provide continuity of the Named Person Service for children and young people in Clackmannanshire.</p> <p>Educations Service staff are now working with partners to implement a multi-agency approach to ensuring that the right supports are provided for children and young people who require them. Multi-agency agreement is now in place for regular meetings to take place within Clackmannanshire to improve partnership support for children and young people.</p>

Due Date	Description	Progress Bar Q1	Progress Bar Q2	Latest Note
30-Jun-2017	To improve early and effective support and intervention for all children, young people and families through well-developed multi-agency partnerships			<p>The first "Home" event for the Early Years Collaborative was held in Alloa Town Hall on Thursday 1st October. This event was very well supported with over one hundred practitioners in attendance. The impact of this is that more practitioners have engaged in tests of change and have booked on to further training opportunities to develop their knowledge of the Model for Improvement.</p> <p>Work is ongoing with our colleagues in health to discuss the timescale for the introduction of the Universal Child Health Pathway in Clackmannanshire.</p> <p>The Early Years Collaborative Communication Strategy has been finalised and will be made available by the end of October 2015.</p> <p>The theme of the next Learning Session is "The Journey of a Childs Life through Quality Improvement. Doing the right things, right". The chosen storyboard theme for Clackmannanshire is Family Support and Parenting and work is ongoing to ensure that we showcase the work ongoing with a focus on the impact on children and families.</p> <p>Education and Health have worked in partnership to develop guidance and training on supporting learners to communicate using Augmentative and Alternative Communication. As a result children and young people with complex communication difficulties are better able to have their voices heard, using a variety of supports.</p>
30-Jun-2017	To provide effective support and intervention for parents, families and communities so that children and young people are safe, nurtured and achieve positive outcomes.			<p>A plan for delivery of parenting groups has been developed for session 2015/2016, this includes the continuation of the Psychology of Parenting Project.</p> <p>A family support pilot has been introduced. The aim of the pilot is to bring together a group of Early Years practitioners to develop and test a menu of supports for the parents and families attending Early Learning and Childcare settings within three Clackmannanshire learning communities. The aim is also to support staff to further develop skills necessary to effectively engage with parents and families attending Early Learning & Childcare settings, recommending appropriate future training to enhance these skills across the workforce.</p> <p>Four companies have been approached to provide a brief to commission a Childcare Sufficiency Assessment. The plan is that the Assessment will be carried out as of January 2016.</p> <p>The Clackmannanshire Attainment Challenge aims to promote and celebrate Clackmannanshire as a nurturing rich community. The plans will support schools to improve their practice in providing a nurturing environment to support learning for children and young people.</p>
30-Jun-2017	To strengthen the capacity of the workforce in building resilience and improving learning outcomes of children and young people with additional support needs			<p>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.</p> <p>An ASN staff development programme has been rolled out for the 2015-2016 session and includes a range of staff development opportunities for support staff. A working group has been formed to develop the range of approaches to enabling support staff to access appropriate qualifications.</p> <p>Advice and support continues to be available to schools from staff who are trained as trainers in physical interventions. A new approach to recording and reporting has been developed in partnership with Health and Safety and is being piloted by ackmannanshire Schools Support Service.</p>

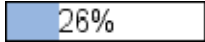

Due Date	Description	Progress Bar Q1	Progress Bar Q2	Latest Note
30-Jun-2017	To improve the health and well-being of our children, young people and their families and to better support their capacity for resilience			A framework for the assessment of mental health and wellbeing is being piloted and evaluated 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.

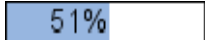

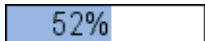
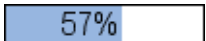
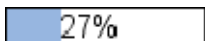
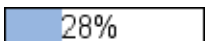
Indicator	Code	Traffic Light	Last Update	Current Target	Current Value	Long Term Trend	Short Term Trend	Latest Note
Clacks LAC Primary Attendance	EDU_S A02-6-C01		Q2 2015/16	95.60%	96.13%			From start of term (Aug 2015) to the end of this quarter (Sep 2015), Attendance has been 96.13%. (Home = 89.46% and Away = 98.59%)
Clacks LAC Secondary attendance	EDU_S A02-6-C02		Q2 2015/16	92.50%	93.21%			From start of term (Aug 2015) to the end of this quarter (Sep 2015), Attendance has been 93.21%. (Home = 88.35% and Away = 95.24%)
Clacks LAC Primary exclusions	EDU_S A02-6-C03		Q2 2015/16	4	1			From start of term (Aug 2015) to the end of this quarter (Sep 2015) there has been 1 case of exclusion. (Home = 1 case and Away = 0 cases)
Clacks LAC Secondary Exclusions	EDU_S A02-6-C04		Q2 2015/16	5	7			From start of term (Aug 2015) to the end of this quarter (Sep 2015) there have been 7 cases of exclusion. (Home = 3 cases and Away = 4 cases) An officer at the centre is monitoring the looked after exclusions and working closely with schools to support and challenge decisions taken. The pupils involved are all on staged intervention with planning in place to support them.
Number of LAC Primary Clacks	EDU_S A02-6-C05		Q2 2015/16		66			At the end of Sep 2015 there were 66 LAC Primary pupils recorded on Seemis (Management Information System). 18 = LAC at Home 48 = LAC Away
Number of LAC	EDU_S		Q2 2015/16		86			At the end of Sep 2015 there were 86 LAC Primary pupils recorded on Seemis




Indicator	Code	Traffic Light	Last Update	Current Target	Current Value	Long Term Trend	Short Term Trend	Latest Note
Secondary-Clacks	A02-6-C06							(Management Information System). 25 = LAC at Home 61 = LAC Away
Literacy & Numeracy LAC Leavers N4 Clacks	EDU_S A02-6-C08		2013/14		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) Secondary Support coordinators are gathering attainment data relating to their looked after leavers. This will provide stimulus for support and challenge through a moderation exercise.
Literacy & Numeracy LAC Leavers N5 Clacks	EDU_S A02-6-C09		2013/14		0.0%			In 2013/14 there were 15 Looked After Leavers from Clackmannanshire Schools and none attained Literacy & Numeracy at Level 5. A range of interventions are taking place to raise expectations and improve the outcomes for Looked After Children in their Senior Phase. This has included the roll out of Recognising Prior Learning as a tool for senior pupils who are looked after following our joint profiling project with CELCIS. Further secondary staff have completed the advisor training. Pupils completing this process have been seen to increase resilience as well as awareness of skills and potential careers.
Attendance Primary Clackmannanshire	EDU_S A14-2-C01		Q2 2015/16	95.60%	96.07%			From Aug 2015 to the end of Sep 2015 there have been 269396 actual openings out of a possible 280414 openings.
Attendance Secondary Clackmannanshire	EDU_S A14-2-C02		Q2 2015/16	91.70%	93.09%			From Aug 2015 to the end of Sep 2015 there have been 165401 actual openings out of a possible 177671 openings.
Exclusions Primary Clackmannanshire	EDU_S A14-2-C03		Q2 2015/16	1.00	6.32			From start of term (Aug 2015) to the end of Sep 2015 there have been 26 cases of exclusion, involving 22 pupils. Fourteen of the exclusions have occurred in two schools with eight schools having had no exclusions. An Education Officer has developed a process for monitoring exclusions data closely which highlights the need to address any patterns in single schools or areas. Support and challenge is provided to schools. Exclusion figures are also now included in a data package which supports the service to plan additional support for identified schools. The two schools highlighted by this data are working with the service to develop their practice in supporting learners.
Exclusions Secondary	EDU_S A14-2-		Q2 2015/16	10.00	11.07			From start of term (Aug 2015) to the end of Sep 2015 there have been 29 cases of exclusion, involving 27 pupils.






















Indicator	Code	Traffic Light	Last Update	Current Target	Current Value	Long Term Trend	Short Term Trend	Latest Note
Clackmannanshire	C04							Secondary schools exclusions are slightly higher than targeted particularly in one school. An Education Officer has developed a process for monitoring exclusions data closely which highlights the need to address any patterns in single schools or areas. Support and challenge is provided to schools. This data is included in a data package which supports the service to plan additional support for identified schools. In this case the need for support was identified in figures from the 2014 - 2015 session and support and challenge with the school concerned is ongoing.

School Improvement

Due Date	Description	Progress Bar Q1	Progress Bar Q2	Latest Note
30-Jun-2017	To progress the implementation of 'Curriculum for Excellence' (CfE) 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. A strategy for numeracy has been agreed and is in the early stages of implementation.




Due Date	Description	Progress Bar Q1	Progress Bar Q2	Latest Note
30-Jun-2017	To raise educational achievement and attainment with a key focus on the lowest performing 20% of learners			The Raising Achievement Strategy was agreed and presented to Education Committee Clackmannanshire. A key target group for the strategy is the children who come from the most deprived 20%. Clackmannanshire is one of seven local authorities who will benefit from being part of the Scottish Attainment Challenge in 2015/16. 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 to guide the key interventions in Year 1 and staffing has been appointed to support implementation. An Attainment Adviser has been appointed to Clackmannanshire. Schools are working together to take the Challenge forward. A number of schools are also participating in the National Raising Attainment for All (RAFA) initiative which uses methodology first used within the Early Years Collaborative to support the delivery of improvements in schools.
30-Jun-2017	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 with others as examples of good practice.
30-Jun-2017	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. Our school partnership initiative was shared at the Scottish Learning Festival and very positive feedback was received.

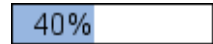
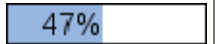
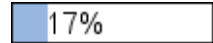



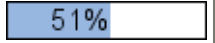
Indicator	Code	Traffic Light	Last Update	Current Target	Current Value	Long Term Trend	Short Term Trend	Latest Note
ES Inspection-5.1 Curriculum Clacks	EDU_SA06-CO1		Q2 2015/16	35%	25%			Of the 12 establishments inspected since Aug 2011 3 have received a rating of 4 or above in 5.1. Improving the curriculum continues to be a focus for schools participating in School Improvement Partnerships. This continues to be an area of significant development for the Service. The School Improvement team are working with headteachers in developing their curriculum rationale, taking on board most recent advice from Education Scotland.


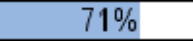



ES Inspection 1.1 Improvements in performance – Clacks	EDU_SA08 -C02		Q2 2015/16	80%	66%			Of the 12 establishments inspected 8 received a rating of 4 or more in 1.1. The service continues to provide a range of supports to address the concerns raised in the most recent inspections and will provide committee with regular updates on progress made.
Literacy & Numeracy Leavers N4 Clackmannanshire	EDU_SA14 -2-C05		2013/14		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%) see appendix 2
Literacy & Numeracy Leavers N5 Clackmannanshire	EDU_SA14 -2-C06		2013/14		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%) see appendix 2
Initial Positive Leaver Destination Clackmannanshire	EDU_SA14 -2-C07		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	EDU_SA14 -2-C08		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	EDU_SA14 -2-C09		2013/14		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) see appendix 2
Avg Tariff Score Leavers - Mid 60%	EDU_SA14 -2-C10		2013/14		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)



Clackmannanshire								see appendix 2
Avg Tariff Score Leavers - Low 20% Clackmannanshire	EDU_SA14 -2-C11	?	2013/14		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) see appendix 2
Avg Tariff Score Leavers - Deprivation Decile 1 Clackmannanshire	EDU_SA14 -2-C12	?	2013/14		505	?	?	There were 68 'Leaver' pupils in this decile and their average total tariff score was 505. (Virtual Comparator = 554 and National = 562) see appendix 2
Avg Tariff Score Leavers - Deprivation Decile 2 Clackmannanshire	EDU_SA14 -2-C13	?	2013/14		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) see appendix 2
















Learning Communities, Performance and Resources






















Due Date	Description	Progress Bar Q1	Progress Bar Q2	Latest Note
30-Jun-2017	To enable access to quality community learning and development opportunities for targeted young people and adults			A new system for targeting of young people and adults has been developed. This ensures that resources are targeted specifically to those with greatest need. Individuals are allocated resources by meeting two or more factors from an agreed list of criteria thus ensuring effectiveness and efficiency in the allocation of resources.
30-Jun-2017	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-2017	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-2017	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-2017	Support individuals, communities and organisations to build their capacity to meet their identified needs and aspirations			All strategic actions which were part of the CLD plan have been overtaken. Following evaluation new priorities have been identified and will be included in the strategic plan refresh.
30-Jun-2017	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 has included the piloting of a tool for recording professional judgement in progress across Curriculum for Excellence. 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.

30-Jun-2017	Use all resources efficiently and effectively, including financial, administrative and business support, ICT and staff resources			Close scrutiny of budgets is taking place via Education Committees in both Clackmannanshire and Stirling. A range of transformation options have been proposed by officers in both Stirling and Clackmannanshire Councils. These are being progressed through the relevant, Council consultation/decision making processes.
30-Jun-2016	Undertake consultation following the review of the school estate in Clacks			The 21st Century Learning The Tullibody South Consultation was presented to Education Sport and Leisure Committee for information on 10th September.
30-Jun-2017	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			The provisional review of the school estate was presented to Education, Sport and Leisure Committee in Clackmannanshire in February the service is now undertaking a range of stakeholder engagement activities.

30-Jun-2017	Provide opportunities for learners to improve their health through the provision of high quality physical activities			<p>Clackmannanshire Council has successfully negotiated a new four year investment agreement with sportscotland from April 2015 for Active Schools Co-ordinators, Community Sport Hub Co-ordinator, Inclusion Sport Officer and Competition Sport Officer. Since the introduction of the School Sports Award initiative in September 2014 100% of primary and secondary schools have registered and received their award with two achieving the Gold standard; Menstrie Primary and Lornshill Academy. All Clackmannanshire schools are represented at the shared service PE Physical Activity and Sport forum. The Active Schools team have recorded a 20% increase in participation sessions. The new competitions officer was able to increase the number and range of opportunities for secondary school pupils, this will form a base line figure for the academic year 2015/16. The Active Summer programme over the seven weeks of the school holidays recorded the highest number of participants particularly for pre-school and secondary aged activities.</p>
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Indicator	Code	Traffic Light	Last Update	Current Target	Current Value	Long Term Trend	Short Term Trend	Latest Note
Young people in service- Clacks	EDU_S A11-C01		Q1 2015/16	190	237			Target for period has been exceeded
Adults registered -Clacks	EDU_S A11-C02		Q1 2015/16	60	82			The service is currently reviewing how capacity for delivery can be increased.
YP registered for awards- Clacks	EDU_S A11-C03		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 acheive awards- Clacks	EDU_S A11-C04		Q1 2015/16	35	12			Participants take time to complete awards as they are minimum hours / months e.g. 10 hours Saltire, 60 hours Youth Achievement, 6 months Duke of Edinburgh etc
Adults registered for awards- Clacks	EDU_S A11-C05		Q1 2015/16	0	0			Discussions are underway to consider new ways to support the delivery of accredited opportunities via SQA.

Adults who achieve awards- Clacks	EDU_S A11-C06		Q1 2015/16	0	0			Discussions are underway consider new ways to support the delivery of accredited opportunities via SQA.
CLD satisfaction - Clacks	EDU_S A11-C07		Q4 2014/15	90.0%	86.0%			This is a new indicator recently introduced to ensure customer satisfaction and improvement.
ES Inspection Early Years Clacks	EDU_S A14-C07		Q2 2015/16		0			There were no Education Scotland reports published in Q2.
ES Inspection Primary Clacks	EDU_S A14-C08		Q2 2015/16		1			There was one Primary report published in Q2. It did not meet the national standard across all 5 quality indicators. The service is working with the newly appointed 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	EDU_S A14-C09		Q2 2015/16		0			There were no Education Scotland reports published in Q2.
ES Inspection – 5.9 across all establishments- Clacks	EDU_S A14-C02		Q2 2015/16	80%	66%			Of the 12 establishments inspected 8 received a rating of 4 or more in 1.1. The service continues to provide a range of supports to address the concerns raised in the most recent inspections and will provide committee with regular updates on progress made.
Avg. FTE Days Sickness Absence (Teachers)	GOV AB1 ED1		Q2 2015/16	8.0 days (annual)	4.5 days			For the second quarter of 2015/2016 average FTE absences for Teaching has increased from 2.1 Days in Quarter 1 of 2015/2016 to 4.5 Days. Although this remains lower than the target the service continues to monitor absences and receives regular reports on levels of absences. There would be an anticipated fall in the average number of days at this point as absences for the previous period covered the January/February/March period where minor illness such as cold/flu are traditionally higher.

Education Services Budget v's Outturn
As at August 2015

	Budget 15-16 £'000	August Outturn 15-16 £'000	Variance 15-16 £'000
Education Outturn Variance	35,711	35,554	(157)
Service Management			
Additional spend has been incurred in seconding a depute headteacher to support the school estate strategy including the consultations around Tullibody South and also a depute headteacher to work on reviewing how ICT is used to deliver learning	516	554	37
Early Years			
The underspend in Early Years is arising from two main areas. 1) Difficulties in teacher recruitment has resulted in part year vacant posts. It is expected that all teaching posts will be filled by December. 2) ABC Nursery is also reporting a budget underspend due to part year vacancies and less demand on the relief/cover budget. Since April Early Years budget has grown by £258K in May and £167K in August as part of CYPA expansion requirements. Further drawdown of funding is expected in January 2016 as increased service provision is phased in.	3,878	3,790	(87)
Primary			
The underspend in Primary sector relates to employee costs - mainly teachers. Teachers budgets are still being fine tuned. There was very little expenditure in relation to the attainment challenge to the end of August and any incurred will be fully reimbursed.	12,240	12,170	(70)

	Budget 15-16 £'000	August Outturn 15-16 £'000	Variance 15-16 £'000
Secondary			
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.	12,367	12,374	7
ASN			
Minor over and compensating underspends. £9K overspend relating to vacant post budgeted at ET6 being covered by seconded teacher from Stirling at PT4 grade. This is offset by additional placement income and minor support staff underspend.	5,672	5,653	(18)
Educational Psychology Service			
There are minor underspends throughout the service.	301	284	(17)
School Crossing Patrols			
Currently forecast to be on budget but this assumes that the service is successful in recruiting to the current vacant posts.	94	92	(3)
Sports Development			
Snow boarding & skiing provision has recently been transferred to Education from Leisure. This involves a budget split which was recently agreed by both services. 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.	153	186	33
Youth Services			
Underspend for this service is due to 1 FTE vacant post for full year and surplus superannuation budget. There is also additional unbudgeted internal income as a result of existing staff working on Opportunities for All projects.	457	417	(40)
Adult Services			
Service forecast to be on budget for 2015/16.	35	35	1
Education Outturn Variance at August 2015	<u>35,711</u>	<u>35,554</u>	<u>(157)</u>

Report to Education, Sport and Leisure Committee

Date of Meeting: 12th November 2015

Subject: **Inspection of Abercromby Primary School & Nursery Class
Publication of Education Scotland's Report**

Report by: **Head of Education**

1.0 Purpose

1.1 The purpose of this paper is to report to the Committee the outcome of the recently published report by Education Scotland on their inspection of Abercromby Primary School and Nursery Class.

2.0 Recommendations

2.1 It is recommended that the Education, Sport and Leisure Committee notes the outcome of the Education Scotland Inspection of Abercromby Primary School and Nursery Class.

3.0 Considerations

3.1 Each year, Education Scotland inspects and reports on the quality of education in a sample of pre-school centres, primary schools, secondary schools and other education services, including Community Learning and Development. Abercromby Primary School and Nursery Class was inspected in the week beginning 25 May 2015. The inspection report was published on 25 August 2015.

3.2 School inspections focus on how well children and young people are learning and achieving, and how well the school supports their development.

3.3 The inspection team evaluates the school's capacity to improve and seeks answers to the following questions:

- How well do children learn and achieve?
- How well does the school support children to develop and learn?
- How well does the school improve the quality of its work?

- 3.4 Inspectors use five quality indicators, taken from the National Framework, *'How good is our school?'* to evaluate specific aspects of school provision and to answer the three key questions.

Three of the five quality indicators contribute to the Scottish Government's National Performance Framework (NPF):

1.1 Improvements in performance (NPF)

2.1 Learners' experiences (NPF)

5.3 Meeting learning needs (NPF)

5.1 The curriculum

5.9 Improvement through self-evaluation.

- 3.5 The inspection report was published on 25 August 2015 (Appendix 1). The report takes the form of a letter to parents, which provides a response to the questions highlighted in section 3.3. Appendix 2 provides an overview of the evaluations made.

- 3.6 A sample of parents, children and young people and members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views and opinions informed the inspection process. Appendix 3 provides the statistical detail from the questionnaires.

- 3.7 The inspection report on Abercromby Primary School and Nursery Class identified the following **key strengths**:

- Children who are friendly and polite.
- Staff's commitment to developing a caring and nurturing school.
- Partnerships to support children's health and wellbeing.
- The range of activities in the nursery to engage children in their learning.

- 3.8 The following **areas for improvement** were agreed in discussion with the head teacher and the education authority:

- Meet all children's learning needs in classes.
- Develop the leadership of the curriculum to raise attainment and ensure that all children make the suitable progress in all aspects of their learning.
- Ensure that self-evaluation is leading to well-paced change and consistency in children's experiences in classrooms.
- Ensure that all leaders have clear remits for improvement.

3.9 The evaluations from Education Scotland’s inspection for Abercromby Primary School are:

Improvements in performance	satisfactory
Learners’ experiences	good
Meeting learning needs	satisfactory

The evaluations from Education Scotland’s inspection for the Nursery Class are:

Improvements in performance	good
Children’s experiences	good
Meeting learning needs	good

The evaluations from Education Scotland’s inspection for Abercromby Primary School and Nursery Class are:

The curriculum	weak
Improvement through self-evaluation	satisfactory

3.10 **Responding to the inspection and building capacity for improvement**

As a result of the inspection findings, Education Scotland highlighted that the school needs additional support and more time to make necessary improvements. Their Area Lead Officer will work with Clackmannanshire Council to monitor progress. Within a year of the report, Education Scotland will ask Clackmannanshire Council for a progress report. Education Scotland will then decide if further inspection is required. Clackmannanshire Council will keep parents informed of the extent to which the school is improving.

The Education Service will support the school to address the areas for improvement and a number of actions have already been taken.

A new headteacher has been appointed who took up post on 17 August 2015. The new headteacher is an experienced headteacher who has also worked with the Education Service supporting establishments with school improvement.

Officers have been working with the school to develop a clear and detailed action plan to guide the school’s work in 2015/16. Officers will support the school with the implementation of the action plan and will undertake regular quality assurance visits to monitor progress.

Staff have been, and will continue to be, provided with a range of professional development opportunities that support the key areas for improvement.

The Education Service is confident that significant improvements will be secured.

4.0 Sustainability Implications

4.1 The paper has no sustainability implications.

5.0 Resource Implications

5.1 The paper has no resource implications.

6.0 Exempt Reports

6.1 Is the report exempt? No

7.0 Declarations

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

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

The area has a positive image and attracts people and businesses
Our communities are more cohesive and inclusive
People are better skilled, trained and ready for learning and employment
Our communities are safer
Vulnerable people and families are supported
Substance misuse and its effects are reduced
Health is improving and health inequalities are reducing
The environment is protected and enhanced for all
The Council is effective, efficient and recognised for excellence

(2) Council Policies (Please detail)

Not applicable

8.0 Equalities Impact

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

Yes

9.0 Legality

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

10.0 Appendices

- Appendix 1 – Education Scotland inspection findings – Abercromby Primary School and Nursery Class
- Appendix 2 – Education Scotland quality indicators – Abercromby Primary School and Nursery Class
- Appendix 3 – Education Scotland – Questionnaire analysis – Abercromby Primary School
- Appendix 4 – Education Scotland Action Plan - September 2015



11.0 Background Papers

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

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Carolyn McDaid	Service Manager	01786 233188

Approved by

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

25 August 2015

Dear Parent/Carer

**Abercromby Primary School and Nursery Class
Clackmannanshire Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and worked closely with the acting headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The acting headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including the activities and work with partners to support children's wellbeing. As a result, we were able to find out how good the school is at improving children's education.

How well do children learn and achieve?

Children in the nursery class learn and achieve well. At the primary stages, while there are strengths in the way that children learn, there is scope to improve attainment. Across the school, children learn in a supportive, caring and nurturing environment. Children are pleasant and polite. Their views are listened to and acted upon mainly through their involvement in events such as the pupil council and eco-committee. In the nursery, children are motivated by a range of experiences. We have asked staff to ensure that children benefit more from playing outdoors. At the primary stages, children engage well when a range of approaches are used to encourage them to explore and discuss their learning. This needs to be a consistent feature across the school. Most staff set clear aims for lessons. It would now be helpful for children to be more involved in reviewing how well they are achieving. Children's knowledge and skills are extended further by activities outwith the class. School shows, such as 'Ye Ha!' and 'Mary's Knitting' help children to be confident in performing for an audience. The older children develop leadership skills through their roles as buddies and mediators whilst also contributing to the positive relationships within the school. Over time, children's efforts have been recognised with notable success in Eco-Schools Scotland awards. The school now needs to ensure that children are aware of the skills for learning, life and work that are being developed by this range of activities.

Children in the nursery are making good progress in their learning. They enjoy listening to stories and use puppets to retell stories. Children talk imaginatively during play and develop vocabulary connected to their interests. Almost all can sort, match and use mathematical language. They now need to be applying their skills and knowledge in early numeracy and mathematics in a wider range of situations.

Overall, at the primary stages, children could be making better progress in language and mathematics. Children listen well to adults and to each other when working in paired activities. They now need to be developing further their skills in talk in which the children are taking the lead. By P7, most children are analysing well the books that they have read. Children's skills in writing are improving with some good examples of writing noted at each stage. The majority of children are making appropriate progress in mathematics. By P7, most children are secure in solving problems and in their use of number, money and measure. The older children's role in the school's bank gives them a real-life situation in which to use their numeracy skills. We have advised the school of gaps in children's learning in numeracy and mathematics across stages. The children benefit from regular lessons in physical education in which they are confidently developing their skills in performance. They achieve success in a range of sporting activities, including football and athletics. Children learn to play musical instruments such as the chanter, violin and saxophone.

How well does the school support children to develop and learn?

Staff have given a high priority to supporting children who need additional help with their personal, social and emotional needs. In so doing, the school has made significant links with a range of partners. For example, at the primary stages, this has involved working with the educational psychologist to develop children's skills for working successfully with others. In the nursery, staff have used the programme, 'Incredible Years' to support parents with their children. The school is now at a good point to place a much higher emphasis on supporting all children to meet their learning needs. The 'Rainbow Room' provides high-quality support for a few children who need an individual approach to their learning. In the majority of cases, tasks and activities are well-matched to children's needs and provide them with appropriate levels of challenge in their learning. Overall, staff need to be more aware of children's pace of learning and progress. It would be beneficial to review how well the skills of those who support learning are used.

There are important ways in which the curriculum needs to be improved. Across the stages, staff have had a focus on planning for literacy, numeracy and health and wellbeing. Children are more involved in planning learning. In the nursery, staff respond to children's interests. We have advised that clear leadership is needed to develop the curriculum. The pace of implementing Curriculum for Excellence has been too slow. The school needs to take action to show how children are developing their skills, knowledge and understanding across the curricular areas. As a next step, staff need to develop programmes of work in curricular areas and topics to ensure children can build on their previous learning and make appropriate progress. This needs to clarify for staff what is expected of children at each level and support children in knowing how to improve their learning. Children moving from nursery to P1 and from P7 to secondary school experience a wide range of activities to support them in moving to a new stage. For example, the children in the nursery join those at P1 to listen to stories in the Scots language. At P7, children experience a supportive residential trip to help them transfer to secondary school.

How well does the school improve the quality of its work?

The acting headteacher and her team are enhancing the school's approaches to improving the quality of its work. The acting headteacher has put in place a number of systems to monitor and evaluate the quality of the school's work. These include checking children's progress. Senior leaders encourage staff to reflect on their own practice and learn from each other. They give staff effective feedback on their teaching. Staff are committed to ongoing professional learning to take forward changes. Overall, the changes to the leadership of the school over time have not always resulted in well-paced change. Clackmannanshire Council needs to continue to work with the school to ensure a strong and clear direction in improving the school.

During the previous Care Inspectorate inspection, the Abercromby Nursery Class had no requirements and no recommendations. As a result of this inspection, there are no requirements and no recommendations.

This inspection found the following key strengths.

- Children who are friendly and polite.
- Staff's commitment to developing a caring and nurturing school.
- Partnerships to support children's health and wellbeing.
- The range of activities in the nursery to engage children in their learning.

We discussed with staff and Clackmannanshire Council how they might continue to improve the school and nursery class. This is what we agreed with them.

- Meet all children's learning needs in classes.
- Develop the leadership of the curriculum to raise attainment and ensure that all children can make suitable progress in all aspects of their learning.
- Ensure that self-evaluation is leading to well-paced change and consistency in children's experiences in classrooms.
- Ensure that all leaders have clear remits for improvement.

What happens at the end of the inspection?

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. Our Area Lead Officer will work with Clackmannanshire Council to monitor progress. Within a year of publication of this letter, we will ask Clackmannanshire Council for a progress report. We will then decide if further inspection is required. We have asked Clackmannanshire Council to keep parents informed of the extent to which the school is improving.

Joan C. Esson
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations and national care standards gradings, for your school can be found on the Education Scotland website at

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/AbercrombyPrimarySchoolClackmannanshire.asp>

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. Quality indicators for the nursery class can be found in the publication *Child at the Centre*². Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

The Care Inspectorate publishes quality grades to inform people and the Scottish Government about the quality of care services. Awarding grades at inspections is aimed at encouraging providers to identify and address areas for improvement. The Care Inspectorate also uses the grades to ensure its inspection activity is targeted and proportionate. The grades at inspection are awarded against four quality themes, details of which can be found on the Care Inspectorate website.

Here are Education Scotland's evaluations for Abercromby Primary School.

Improvements in performance	satisfactory
Learners' experiences	good
Meeting learning needs	satisfactory

Nursery class

Improvements in performance	good
Children's experiences	good
Meeting learning needs	good

We also evaluated the following aspects of the work of the school and nursery class.

The curriculum	weak
Improvement through self-evaluation	satisfactory

Here are the Care Inspectorate's gradings for the nursery class.

Quality of care and support	good
Quality of environment	very good
Quality of staffing	good
Quality of management and leadership	good

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf

² *The Child at the Centre (2), Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey_tcm4-712692.pdf

Please note that the term "adequate" in these documents has been replaced with "satisfactory".

Nursery class

During the previous Care Inspectorate inspection, the Abercromby Nursery Class had no requirements and no recommendations. As a result of this inspection, there are no requirements and no recommendations.

A notification from the Care Inspectorate will be sent to the Provider to complete an action plan to address the Requirements and Recommendations made as a result of this inspection.

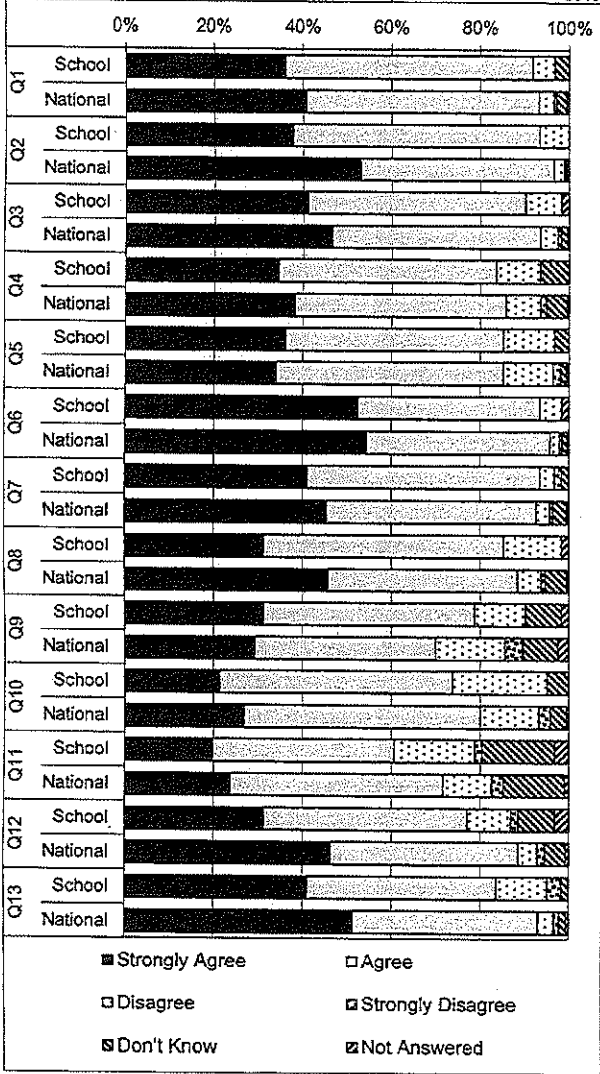
A copy of the full letter is available on the Education Scotland and Care Inspectorate websites at

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/AbercrombyPrimarySchoolClackmannanshire.asp> and
http://www.careinspectorate.com/index.php?option=com_content&view=article&id=7644&Itemid=489

A sample of parents, children and young people, and all members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views informed the inspection process, including the nature of discussions in a number of meetings. Strengths and issues identified were explored by the inspection team, and the findings are included in the inspection report. The following information gives the statistical detail from those that returned questionnaires.

Parent Questionnaire Summary

Centre Name Abercromby Primary School
 SEED Number 5701929
 Quest. Issued 200
 Quest. Input 61
 Response Rate 31% National response 39%

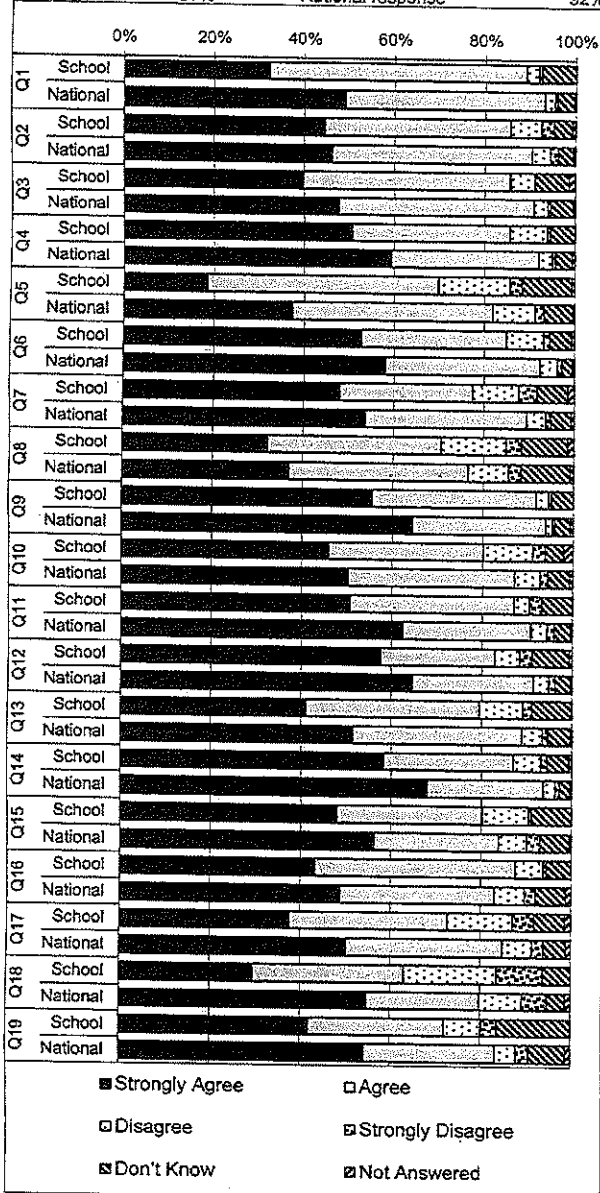


		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The school helps my child to be more confident.	36%	56%	5%	0%	3%	0%	92%	5%
Q2	My child enjoys learning at school.	38%	56%	7%	0%	0%	0%	93%	7%
Q3	My child's learning is progressing well.	41%	49%	8%	0%	0%	2%	90%	8%
Q4	My child is encouraged and stretched to work to the best of their ability.	34%	49%	10%	0%	7%	0%	84%	10%
Q5	The school keeps me well informed about my child's progress.	36%	49%	11%	0%	3%	0%	85%	11%
Q6	My child feels safe at school.	52%	41%	5%	0%	0%	2%	93%	5%
Q7	My child is treated fairly at school.	41%	52%	3%	2%	2%	0%	93%	5%
Q8	I feel staff really know my child as an individual and support them well.	31%	54%	13%	0%	0%	2%	85%	13%
Q9	My child benefits from school clubs and activities provided outside the classroom.	31%	48%	11%	0%	8%	2%	79%	11%
Q10	The school asks for my views.	21%	52%	21%	0%	5%	0%	74%	21%
Q11	The school takes my views into account.	20%	41%	18%	2%	16%	3%	61%	20%
Q12	The school is well led.	31%	46%	10%	2%	8%	3%	77%	11%
Q13	Overall, I am happy with the school.	41%	43%	11%	3%	2%	0%	84%	15%

Note: Will not always sum to 100% due to rounding

Pupil Questionnaire Summary

Centre Name Abercromby Primary School
 SEED Number 5701929
 Quest. Issued 150
 Quest. Input 146
 Response Rate 97% National response 92%

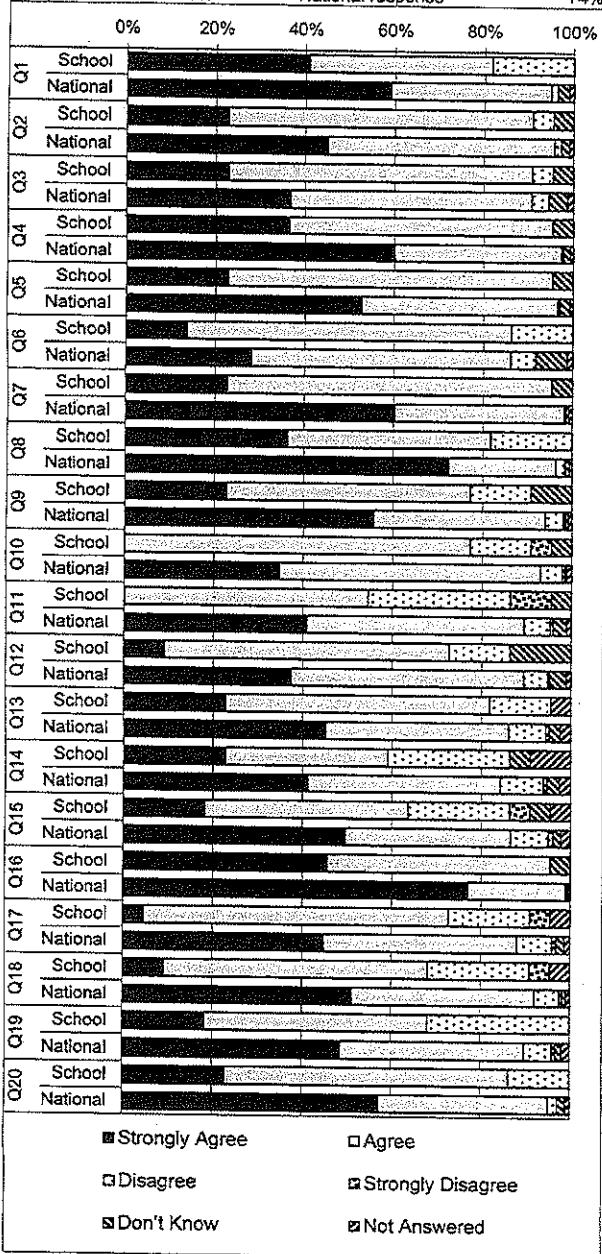


		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The school is helping me to become more confident.	32%	57%	3%	1%	8%	0%	89%	3%
Q2	I enjoy learning at school.	45%	41%	7%	3%	4%	1%	86%	10%
Q3	I am getting along well with my school work.	40%	46%	5%	0%	8%	1%	86%	5%
Q4	Staff encourage me to do the best I can.	51%	35%	8%	1%	5%	0%	86%	9%
Q5	Staff talk to me regularly about how to improve my learning.	18%	51%	16%	3%	11%	1%	70%	18%
Q6	I get help when I need it.	53%	32%	8%	1%	5%	1%	85%	10%
Q7	Staff listen to me and pay attention to what I say.	48%	29%	10%	4%	7%	1%	77%	14%
Q8	I have a say in making the way we learn in school better.	32%	38%	14%	3%	10%	1%	71%	18%
Q9	Staff expect me to take responsibility for my own work in class.	55%	36%	3%	1%	5%	0%	92%	3%
Q10	Staff and pupils treat me fairly and with respect.	46%	34%	11%	3%	4%	2%	80%	14%
Q11	I feel safe and cared for in school.	51%	36%	3%	3%	7%	0%	87%	6%
Q12	I have adults in school I can speak to if I am upset or worried about something.	58%	25%	5%	3%	8%	1%	83%	8%
Q13	I find it easy to talk to staff and they set a good example.	41%	38%	10%	2%	9%	0%	79%	12%
Q14	Staff make sure that pupils behave well.	58%	29%	6%	1%	5%	1%	87%	8%
Q15	Staff are good at dealing with bullying behaviour.	48%	32%	10%	1%	9%	0%	80%	11%
Q16	The pupil council is good at getting improvements made in the school.	43%	45%	6%	1%	5%	0%	88%	7%
Q17	The school encourages me to make healthy-food choices.	38%	35%	14%	5%	7%	1%	73%	19%
Q18	I take part in out-of-class activities and school clubs.	29%	34%	21%	10%	6%	0%	63%	31%
Q19	I know what out-of-school activities and youth groups are available in my local area.	42%	30%	8%	3%	16%	0%	72%	12%

Note: Will not always sum to 100% due to rounding

Teacher Questionnaire Summary

Centre Name Abercromby Primary School
 SEED Number 5701929
 Quest. Issued 30
 Quest. Input 22
 Response Rate 73% National response 74%



		Percentage %								
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree	
Q1	Staff regularly discuss how to improve achievement for all pupils at both stage and whole-school level.	41%	41%	18%	0%	0%	0%	82%	18%	
Q2	All pupils are given activities which meet their learning needs.	23%	68%	5%	0%	5%	0%	91%	5%	
Q3	Pupils are involved in setting learning targets.	23%	68%	5%	0%	5%	0%	91%	5%	
Q4	Pupils are provided with regular feedback on what they need to do to improve.	36%	59%	0%	0%	5%	0%	95%	0%	
Q5	Pupils are provided with opportunities to evaluate their own work and that of others.	23%	73%	0%	0%	5%	0%	95%	0%	
Q6	Staff regularly ask for pupils' views on how their learning experiences could be improved.	14%	73%	14%	0%	0%	0%	86%	14%	
Q7	Pupils take an active part in their learning.	23%	73%	0%	0%	5%	0%	95%	0%	
Q8	Staff treat all pupils equally.	36%	45%	18%	0%	0%	0%	82%	18%	
Q9	Staff and pupils respect each other.	23%	55%	14%	0%	9%	0%	77%	14%	
Q10	The pupils are well behaved.	0%	77%	14%	5%	5%	0%	77%	18%	
Q11	Support for pupils with additional support needs is effective.	0%	55%	32%	9%	5%	0%	55%	41%	
Q12	Parents are fully involved in the school and their children's learning.	9%	64%	14%	0%	14%	0%	73%	14%	
Q13	I have been actively involved in developing the school's vision and values.	23%	59%	14%	0%	0%	5%	82%	14%	
Q14	I am actively involved in setting priorities to improve the school.	23%	36%	27%	0%	5%	9%	59%	27%	
Q15	I have regular opportunities to help shape the curriculum by having staff discussions and working groups.	18%	45%	23%	5%	5%	5%	64%	27%	
Q16	I am aware of the school's procedures for protecting children.	45%	50%	0%	0%	5%	0%	95%	0%	
Q17	Leadership at all levels is effective.	5%	68%	18%	5%	0%	5%	73%	23%	
Q18	Staff communicate effectively with each other.	9%	59%	23%	5%	0%	5%	68%	27%	
Q19	I have good opportunities to take part in continuing professional development.	18%	50%	32%	0%	0%	0%	68%	32%	
Q20	Staff across the school share good practice.	23%	64%	14%	0%	0%	0%	86%	14%	

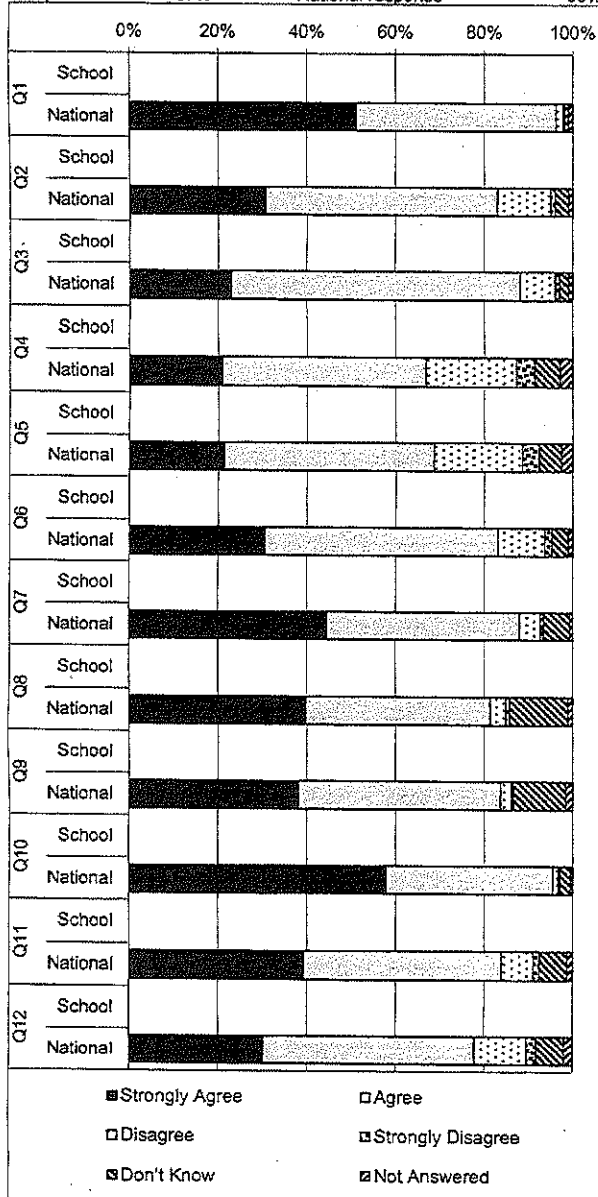
Note: Will not always sum to 100% due to rounding

DISCLOSURE CONTROL APPLIED

Non-Teaching Questionnaire Summary

Centre Name Abercromby Primary School
 SEED Number 5701929
 Quest. Issued 14
 Quest. Input 8
 Response Rate 57% National response 66%

Fewer than 10 responses received therefore the data has not been published.



		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	I have access to the information I need to carry out my work.	0%	0%	0%	0%	0%	0%	0%	0%
Q2	All staff and pupils respect each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q3	Pupils are well behaved.	0%	0%	0%	0%	0%	0%	0%	0%
Q4	I am involved in staff discussions about how to achieve school priorities.	0%	0%	0%	0%	0%	0%	0%	0%
Q5	I have good opportunities to be involved in making decisions.	0%	0%	0%	0%	0%	0%	0%	0%
Q6	Staff communicate effectively with each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q7	Staff treat all pupils equally.	0%	0%	0%	0%	0%	0%	0%	0%
Q8	Support for pupils with additional support needs is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q9	Parents are fully involved in the school and their children's learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q10	I am aware of the school's procedures for protecting children.	0%	0%	0%	0%	0%	0%	0%	0%
Q11	Leadership at all levels is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q12	I have good opportunities to take part in training activities.	0%	0%	0%	0%	0%	0%	0%	0%

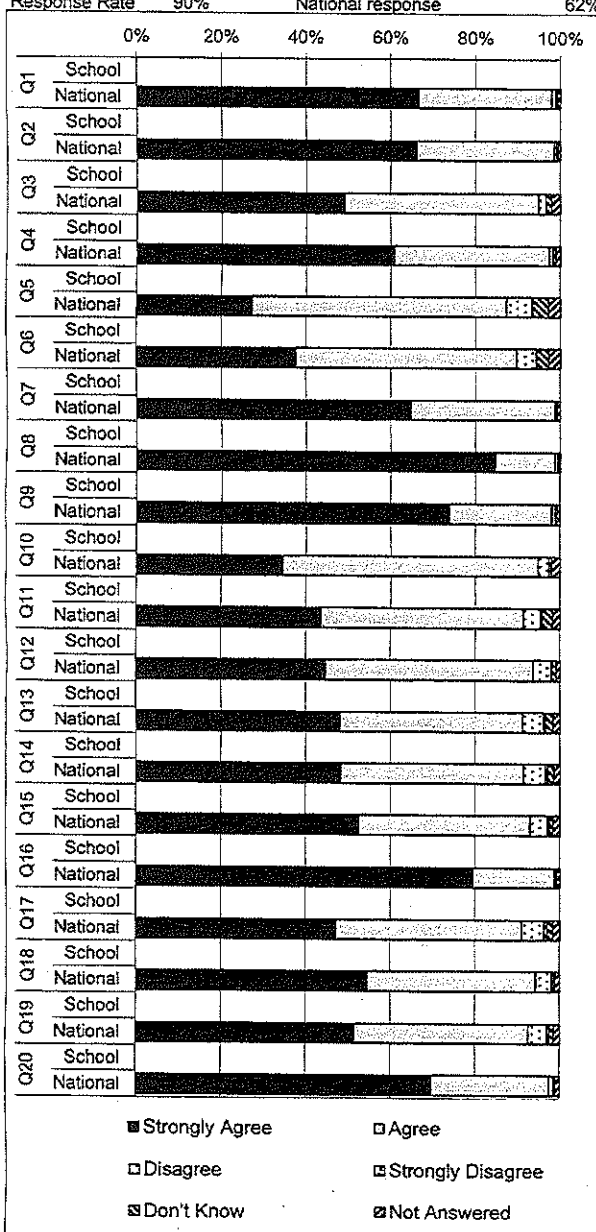
Note: Will not always sum to 100% due to rounding

DISCLOSURE CONTROL APPLIED

Nursery Staff Questionnaire Summary

Centre Name Abercromby Primary School
 SEED Number 5701929
 Quest. Issued 10
 Quest. Input 9
 Response Rate 90% National response 62%

Fewer than 10 responses received therefore the data has not been published.



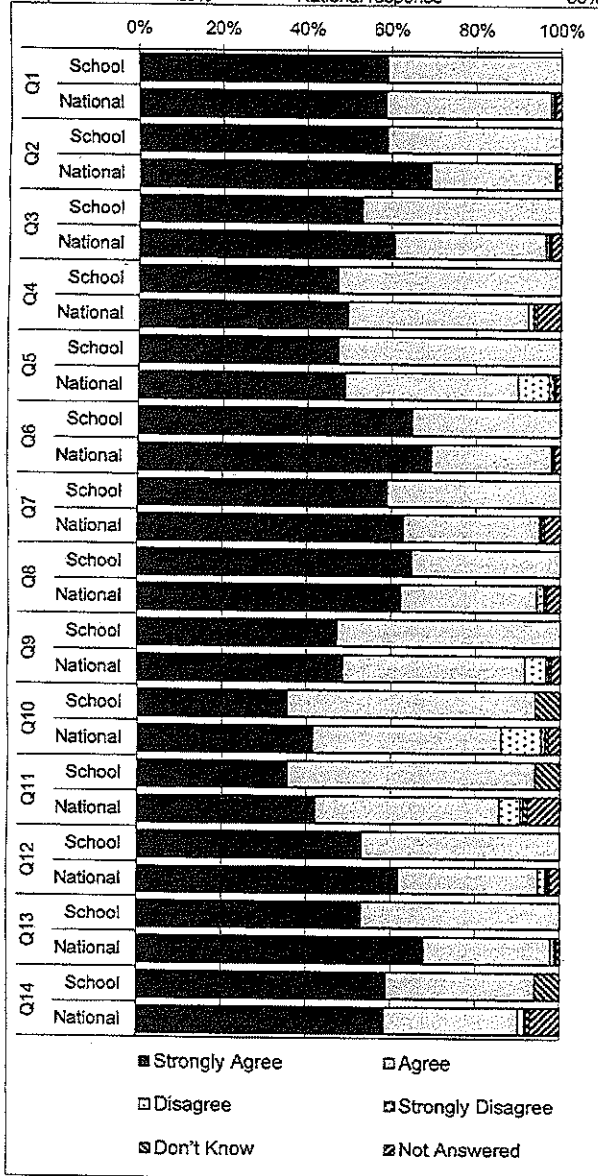
		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	Staff discuss regularly how to improve the achievement of all children.	0%	0%	0%	0%	0%	0%	0%	0%
Q2	Staff provide activities which meet the learning needs of all children.	0%	0%	0%	0%	0%	0%	0%	0%
Q3	Children are involved in talking about what they will learn.	0%	0%	0%	0%	0%	0%	0%	0%
Q4	Staff give children regular feedback and encouragement on their learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q5	Children have opportunities to evaluate their own and other children's work.	0%	0%	0%	0%	0%	0%	0%	0%
Q6	Staff regularly ask for children's views on how play activities can be improved.	0%	0%	0%	0%	0%	0%	0%	0%
Q7	Children are motivated and engaged in their learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q8	Staff treat all children equally.	0%	0%	0%	0%	0%	0%	0%	0%
Q9	Staff and children respect each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q10	The children are well behaved.	0%	0%	0%	0%	0%	0%	0%	0%
Q11	Support for children with additional support needs, including behaviour problems, is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q12	Parents are fully involved in the nursery and their children's learning.	0%	0%	0%	0%	0%	0%	0%	0%
Q13	I have been actively involved in developing the nursery's vision and values.	0%	0%	0%	0%	0%	0%	0%	0%
Q14	I am actively involved in setting priorities for improving the nursery.	0%	0%	0%	0%	0%	0%	0%	0%
Q15	I have regular opportunities to help shape the curriculum and children's experiences by having discussions with staff and working groups.	0%	0%	0%	0%	0%	0%	0%	0%
Q16	I am aware of the nursery's procedures relating to child protection.	0%	0%	0%	0%	0%	0%	0%	0%
Q17	Leadership at all levels is effective.	0%	0%	0%	0%	0%	0%	0%	0%
Q18	Staff communicate effectively with each other.	0%	0%	0%	0%	0%	0%	0%	0%
Q19	I have good opportunities to take part in continuing professional development.	0%	0%	0%	0%	0%	0%	0%	0%
Q20	Staff across the nursery share good practice.	0%	0%	0%	0%	0%	0%	0%	0%

Note: Will not always sum to 100% due to rounding

DISCLOSURE CONTROL APPLIED

Nursery Parent Questionnaire Summary

Centre Name Abercromby Primary School
 SEED Number 5701829
 Quest. Issued 65
 Quest. Input 17
 Response Rate 26% National response 36%



		Percentage %								
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree	
Q1	The nursery helps my child to be more confident.	59%	41%	0%	0%	0%	0%	100%	0%	
Q2	My child enjoys the learning experiences at the nursery.	59%	41%	0%	0%	0%	0%	100%	0%	
Q3	My child's learning is progressing well.	53%	47%	0%	0%	0%	0%	100%	0%	
Q4	My child finds most learning activities stimulating and challenging.	47%	53%	0%	0%	0%	0%	100%	0%	
Q5	The nursery keeps me well informed about my child's progress.	47%	53%	0%	0%	0%	0%	100%	0%	
Q6	My child feels safe in the nursery.	65%	35%	0%	0%	0%	0%	100%	0%	
Q7	My child is treated fairly in the nursery.	59%	41%	0%	0%	0%	0%	100%	0%	
Q8	I feel staff really know my child as an individual and support him or her well.	65%	35%	0%	0%	0%	0%	100%	0%	
Q9	Staff work in partnership with me to care for and educate my child.	47%	53%	0%	0%	0%	0%	100%	0%	
Q10	The nursery asks for my views.	35%	59%	0%	0%	6%	0%	94%	0%	
Q11	The nursery takes my views into account.	35%	59%	0%	0%	6%	0%	94%	0%	
Q12	The nursery is well led.	53%	47%	0%	0%	0%	0%	100%	0%	
Q13	Overall, I am happy with the care and education my child gets in the nursery.	53%	47%	0%	0%	0%	0%	100%	0%	
Q14	The nursery has good arrangements for children starting nursery, moving between stages and starting school.	59%	35%	0%	0%	6%	0%	94%	0%	

Note: Will not always sum to 100% due to rounding

Abercromby Primary School



Education Scotland Action Plan

September 2015



Introduction

In August 2015, Education Scotland (ES) AND THE Care Inspectorate (CI) published a report on standards and quality in Abercromby Primary School following their inspection in May 2015.

The inspection found the key strengths of the school:

- Children who are friendly and polite.
- Staff's commitment to developing a caring and nurturing school.
- Partnerships to support children's health and wellbeing.
- The range of activities in the nursery to engage children in their learning.

The inspection identified several areas for improvement:

- Meet all children's learning needs in classes.
- Develop the leadership of the curriculum to raise attainment and ensure that all children can make suitable progress in all aspects of their learning.
- Ensure that self-evaluation is leading to well-paced change and consistency in children's experiences in classrooms.
- Ensure that all leaders have clear remits for improvement.

Working with the education authority, the school has prepared this action plan to identify how we will address the main points for action outlined in the inspection report. To do this we have considered carefully the findings and recommendations made by Education Scotland.

The education authority will work with the school to monitor the progress we are making. Education Scotland have informed us that the school needs additional support and more time to make necessary improvements. Within a year of publication of this letter, they will ask Clackmannanshire Council for a progress report. They will then decide if further inspection is required. Clackmannanshire Council will keep parents informed of the extent to which the school is improving.



Abercromby Primary School: Education Scotland Follow-up Action Plan

<p>ES Recommendation Meet all children's learning needs in classes</p>			
<p>Expected Outcomes That every learner will have the opportunity to reach his or her potential through the provision of high quality learning and teaching. That we will strive to ensure we 'get it right for every child' and that all our learners are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included. Learners will consistently work at a brisk and challenging pace and also be given sufficient time to develop and make sense of their learning. Teaching approaches will be flexible and carefully matched to the needs of all learners. Robust and seamless Transitions will ensure continuity and progression for each learner.</p>			
Key Actions	Personnel Responsible	Timescale	Impact
<p>Rigorous Quality Assurance procedures will be further developed to monitor and evaluate the quality of learning and teaching, learning environment and planning.</p> <p>Establish Professional Discussion Groups where staff have regular opportunities to engage in dialogue about quality learning and teaching, planning, pace, challenge and differentiation, sharing good practice.</p> <p>Regular opportunities for staff to take learning walks and peer observations in own school and other establishments.</p>	<p>HT DHTs Senior EYP</p> <p>HT, DHTs, PTs Staff</p> <p>HT, DHTs Staff</p>	<p>Sept 15 ongoing</p> <p>Oct 15 ongoing</p>	<p>Teachers/EYPs will provide learning experiences which are appropriate to the learning needs of all learners. There will be clear evidence of pace, challenge and differentiation, with a focus on skills as well as knowledge.</p> <p>Staff and pupils will have a clear understanding of what is meant by 'quality learning and teaching'.</p> <p>Staff will develop capacity through increased professional engagement with others.</p>
<p>Review and update procedures for planning. Establish Professional moderation of planning groups to ensure that plans are not over-lengthy and focus on quality learning experiences, 'quality over quantity'. Consider the purpose of</p>	<p>HT, DHTs Senior EYP</p>	<p>Oct 15 ongoing</p>	<p>Lessons and activities will be well planned, well organised and set in meaningful contexts, demonstrating appropriate balance.</p>



			purpose. Progress and continuity of learning will be tracked.
Devise and implement Transition Policy and Guidance	HT DHTs Senior EYP	May 16	Seamless transition in curricular areas ensuring all children are building on prior learning and there is continuity and progression from stage to stage from Nursery – S1
<p>Training/Resource Needs</p> <p>Staff will engage in a range of professional learning to support pedagogy and build confidence. Sharing Practice, Peer Learning Visits, Learning Walks, Dialogue in trios Opportunities to observe/visit other establishments. School Improvement Partnership – working together, sharing ideas. Moderation of planning Ongoing curriculum development. CLPL - InCAS</p>			



Abercromby Primary School: Education Scotland Follow-up Action Plan

<p>ES Recommendation Develop the leadership of the curriculum to raise attainment and ensure that all children make suitable progress in all aspects of learning.</p>			
<p>Expected Outcomes Our curriculum will have a clear rationale, based on shared values, learners' entitlements and the four capacities. We will have structure and clear Progression Pathways for the following Curricular Areas: Literacy, Numeracy, Contexts for Learning, French, ICT and Science. Staff will have a good understanding of significant aspects of learning, design principles and expectations through engaging with key Curriculum Documents, national guidance and CLPL Staff will have a clear understanding of what children are learning within and across curriculum areas. A learner's curriculum journey at Abercromby Primary and Nursery class will be clearly understood by all. Our curriculum will be designed to raise the attainment of all learners.</p>			
Key Actions	Personnel Responsible	Timescale	Impact
<p>Develop a Numeracy Policy and Numeracy Progression Framework in line with guidance from authority and national advice. Working Group to support this.</p>	<p>HT/PT Working Group</p>	<p>December 15</p>	<p>Guidance and clear Progression Pathway will ensure a shared understanding and consistent approach in teaching numeracy.</p> <p>This will close gaps, raise standards and ensure progression from early level onwards.</p>
<p>Staff will attend all Authority Numeracy Training Sessions throughout the year.</p>	<p>HT/PT</p>	<p>September 15 Onwards</p>	<p>Staff will have increased confidence in teaching numeracy/strategies. There will be a consistent pedagogical approach from early level onwards.</p> <p>Positive impact on attainment in numeracy.</p>



<p>Purchase resources to support practical numeracy activities.</p>		<p>January 2016</p>	<p>Practical resources to support numeracy will enhance learning and teaching experiences for learners.</p>
<p>Develop a Literacy Policy and Literacy Progression Framework in line with current good practice, guidance from the authority and national advice. Working Group to support this.</p> <p>Purchase resources to support Handwriting, Spelling and Grammar.</p> <p>Literacy Leader to attend Clackmannanshire Challenge CLPL. Staff to attend all Authority CLPL linked to challenge + literacy training and support in school.</p>	<p>DHT/Literacy Leader</p>	<p>Dec 15</p> <p>Sept 15</p> <p>Sept 15 Ongoing</p>	<p>Guidance and clear Progression Pathway will ensure a shared understanding and consistent approach in teaching all aspects of literacy.</p> <p>Literacy resources will support and enhance the teaching of core literacy skills.</p> <p>Raised attainment in reading.</p>
<p>Develop our Curriculum Rationale.</p> <p>Consult with parents on the Open Evening and gather responses re: Key Questions related to Knowledge, Skills and Attributes, Opportunities. Vision, Aims and Mission Statement</p> <p>Staff will review current practice, engage with the Curriculum Rationale Toolkit and evaluate and update our 'Contexts for Learning' Curriculum.</p> <p>Develop a Contexts for Learning Programme P1 – P7</p>	<p>HT Staff, Pupils and Parents</p> <p>DHTs</p> <p>Senior ECE</p> <p>HT Staff Group</p>	<p>March 2016</p> <p>September 2015</p> <p>September 2015</p> <p>March 2016</p>	<p>We will have a curriculum which equips our learners for life and work in the 21st century.</p> <p>Our curriculum will support the entitlements and reflect our local context, shared values and national advice.</p> <p>There will be a clear balance between Contexts for Learning and discreet subjects.</p> <p>Our Contexts for Learning Programme will provide structure, while allowing for</p>



<p>Staff, Pupils and Parents will review and update our school values to ensure we are ambitious for our learners.</p>	<p>HT DHTs Staff</p>	<p>May 2016</p>	<p>flexibility. Our programme will support learner's development of skills and knowledge across all areas, including learning outdoors, local and wider environment.</p> <p>Values are agreed and adhered to by all. We will develop a culture where success in its widest sense is recognised and celebrated.</p>
<p>The ICT working group will reconvene to review progress to date and develop an ICT Skills Progression Framework. This will include internet safety in line with latest use of, and trends in technology.</p> <p>Set up Twitter</p> <p>Establish a new school website</p>	<p>PT Working Group</p> <p>PT</p> <p>PT</p>	<p>April 2016</p> <p>September 15</p> <p>November 16</p>	<p>ICT Skills Progression Framework will ensure a shared understanding and consistent approach across the school</p> <p>Learners will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts.</p> <p>Learners will demonstrate an understanding of internet safety when using ICT to research, interact and share experiences, ideas and information with others.</p>
<p>The Science working group will reconvene to review progress to date, building on best practice and in line with the school context and national advice, develop guidance and Science Progression Framework.</p>		<p>May 2016</p>	<p>Science Progression Framework will ensure a shared understanding and consistent approach to teaching science across the school.</p>



<p>An audit will be carried out to review staff expertise, practice, resources and progress towards implementing 1+2 French. Short Term Working Group will be set up.</p> <p>Guidance will be drawn up to support learning and teaching in French from Nursery to P7</p>	<p>HT Working Group</p>	<p>January 16</p>	<p>Clear guidance will ensure progression from Early Level. All learners will develop their knowledge of the French Language.</p>
<p>Training/Resource Needs</p> <p>Literacy Leader to attend Train the Trainer CLPL linked to the Clackmannanshire Attainment Challenge.</p> <p>Literacy Leader to support and deliver CLPL in school.</p> <p>All staff to attend in house and authority CLPL in numeracy and literacy throughout the session.</p> <p>P1 Teachers to attend POLAAR Training</p> <p>Staff will engage in professional dialogue</p> <p>Make links with Fiona Moffat re: supporting teachers and nursery staff.</p> <p>HT to liaise with Fiona re QA French Guidance</p> <p>Additional French resources to support the programme will be available on Staff share.</p>			



Abercromby Primary School: Education Scotland Follow-up Action Plan

<p>ES Recommendation Ensure that all leaders have clear remits for improvement</p>			
<p>Expected Outcomes Staff will have a clear understanding of roles and responsibilities at strategic level and within the classroom and learning environment. We will promote a culture where a collective vision for development and improvement is shared and understood by all members of the school community, where there are opportunities for leadership at all levels. Individuals, teams and working groups will channel initiatives into actions which then impact positively on learners. Class teachers will lead learning with a clear focus on improving outcomes for all (pedagogical leadership) Teachers will further develop their capacity to lead colleagues to achieve change through leading working groups and professional learning.</p>			
To review and update strategic roles and responsibilities of SMT, PTs and Senior EYP.	HT	August 2015	There will be a clear understanding of roles, responsibilities and accountability.
Identify a Numeracy Leader who will take a lead role in developing numeracy across the school and nursery class through leading a working group, building capacity within staff through support and CLPL.	HT	August 2015	Teachers and ECEs will develop pedagogy and improve the quality of numeracy teaching.
The Numeracy Leader will also work with the HT to develop a Numeracy Policy and Numeracy Progression Framework.	HT/PT Working Group	December 2015	Clear Numeracy progression pathway will be in place which is understood by all. Shared understanding and consistent approach to teaching will improve outcomes for learners by ensuring that they are equipped with strong numeracy skills.
A P1 Class Teacher and Early Years Teacher and an EYP will undertake the Supporting Numeracy Module at Strathclyde. (Masters Accredited) Following this CLPL, they will lead CLPL in Early Level Numeracy in the school and nursery class.	HT	Oct 15 – Jan 16	Improved pedagogy and clearer understanding of teaching numeracy and the importance of introducing the 4 operations at early level.



<p>This will also be shared with other practitioners in the school.</p>			<p>This will have a positive impact on learners and give them a secure foundation in numeracy. This should be reflected in PIPS in Sept 16.</p>
<p>Identify a Literacy Leader who will take a lead role in developing literacy across the school and nursery class through leading a short term working group, attending Literacy CLPL (train the trainer) linked to the Clackmannanshire Challenge, build the capacity of others through support and delivering CLPL.</p> <p>The Literacy Leader will work with the DHT to develop a Literacy Policy and Literacy Progression Framework.</p>	<p>DHT</p> <p>DHT Working Group Literacy Leader</p>	<p>August 2015</p>	<p>Teachers and EYPs will develop pedagogy and improve learning outcomes for learners. Raise attainment in literacy.</p> <p>Clear Literacy Progression Pathway will be in place which will be understood by all. This shared understanding and consistent approach to teaching literacy will improve outcomes for all learners.</p>
<p>Identify a Leader to take forward a Growth Mindset approach across the school and nursery class.</p> <p>This class teacher will lead a working group which will be tasked with drawing up a plan to develop this approach with learners, staff and parents.</p>	<p>DHT Growth Mindset Leader</p>	<p>August 2015 Ongoing</p>	<p>Higher levels of motivation, resilience and ambition for whole school community.</p> <p>Learners will have an age appropriate understanding of how their brain works and their ability to control it.</p> <p>To develop a community built on aspiration.</p>
<p>Staff and pupils will review and update pupil forums in the school with a view to developing a programme where pupils engage in activities on Friday afternoons where learners are supported in developing their leadership skills through various forums including developing skills for enterprise, life and work.</p>	<p>HT</p>	<p>Oct 2015</p>	<p>Pupil involvement in decision making and driving forward improvement will be increased.</p>



<p>New forums will be set up to replace the Eco Group and Pupil Council. The Eco Team will have sub groups with a specific focus. There will be a whole school wide approach.</p> <p>There will be a new pupil strategic forum which will have a number of sub groups with specific responsibilities.</p> <p>Staff will lead the various forums and work alongside pupils.</p>	HT	November/Dec 2015	Teachers and other members of staff will develop their leadership skills. Teachers and pupils will be working in close partnership to effect change and ensure positive outcomes.
<p>Create further opportunities for Pupil leadership and collaborative working through setting up a new House system.</p>	PT	September 2015	Senior pupils will develop leadership skills through their various roles and responsibilities.
<p>Introduce class assemblies, where pupils take the lead role in planning and presenting their assembly.</p>	Pupils	Oct 15 – June 16	Confident pupils, leading and sharing learning. Increased pupil voice.
<p>Training/Resource Needs Literacy Leader to attend Clackmannanshire Challenge Train the Trainer events. Clackmannanshire Attainment Challenge. Numeracy Leader to attend Numeracy Train The Trainer events. 2 Teachers to undertake the Masters Supporting Numeracy Module at Strathclyde University Collaborative working in teams. Growth Mindset Training and support from Sonia Grant</p>			



Abercromby Primary School: Education Scotland Follow-up Action Plan

<p>ES Recommendation Ensure that self-evaluation is leading to well-paced change and consistency in children's experiences in classrooms.</p>			
<p>Expected Outcomes Develop a culture where staff, pupils, parents and partners are proactive and productive in securing well-paced improvements. Rigorous and robust monitoring and tracking will secure improvements in learning and teaching and ensure that there is a consistent approach across the school. Staff and pupils will be skilled at self-evaluation and able to articulate next steps.</p>			
Key Actions	Personnel Responsible	Timescale	Impact
Establish a Professional Focus Group of nursery staff to engage in dialogue about the key messages of Building the Ambition and agree a shared vision for quality provision.	Senior EYP DHT	August 15 Ongoing	Nursery staff will engage in meaningful professional dialogue and practice to ensure all EYPs are providing high quality early learning and childcare.
Rigorous QA Calendar will be further developed to include regular learning visits, sampling work, learning walks, peer observations and pupils focus groups. Targets set following learning visits will be followed up rigorously.	HT	Sept 15 Ongoing	Staff will be given quality and timeous feedback which will have a positive impact on learning. Learning experiences across the school will be consistent.
Staff Training – Revisit Assessment is for Learning + Quality Learning Intentions and Success Criteria.	DHT	Dec 15 Ongoing	Staff will be confident when making professional judgements about children's work. They will be able to articulate achievement and progress



			<p>in learning accurately.</p> <p>Staff and pupils will be clear about next steps to improve learning.</p> <p>We will have a common language which is understood by all.</p> <p>Pupils will be more skilled in assessing their own work and the work of peers.</p>
<p>Devise and implement an Assessment Policy/Framework</p> <p>Establish a Tracking System in line with authority guidance and national advice to assess and track learners' progress in literacy and numeracy.</p>	<p>DHT</p> <p>HT DHT</p>	<p>Nov 15</p> <p>Oct 15 Ongoing</p>	<p>There will be a shared understanding and consistent approach to assessment across the school – how, what and when to assess.</p> <p>Consistent and rigorous use of arrangements for collecting and analysing data will be in place to secure sustained improvement. Rigorous monitoring and tracking of progress and achievement will help to raise attainment.</p>
<p>Training/Resource Needs</p> <p>CLPL – Revisit AiFL, Revisit: Quality and relevant Learning Intentions and Success Criteria</p> <p>Support from Curriculum Officer</p>			

Report to Education Sport & Leisure Committee

Date of Meeting: 12th November 2015

Subject: Charging Policy for Additional Nursery Hours

Report by: Head of Education

1.0 Purpose

- 1.1. The purpose of this paper is to inform Committee of the details of the Nursery Charging Policy.

2.0 Recommendations

- 2.1. To note, comment and challenge the Nursery Charging Policy.
- 2.2. To agree to recommend to Council the proposed fee structure for additional hours in nursery beyond the statutory entitlement for early learning and childcare.

3.0 Considerations

- 3.1. In February 2015, Clackmannanshire Council set a target of £5,000 income generation for session 2015/2016 by providing parents/carers the opportunity to purchase additional hours of early learning and childcare in nurseries.
- 3.2. The nursery charging policy has been developed in line with Clackmannanshire Council's charging policy, and sets out the proposed level of charges for 2015-2016.
- 3.3. The number of available places in each nursery and the staffing levels is governed by the Care Inspectorate who monitor early years provision in Scotland. The number of staff allocated to each nursery is dependent on the number of children who enrol.
- 3.4. The numbers of children who access nursery fluctuates over the session and there can be small numbers of places which can be offered to parents/carers to provide additional sessions in nursery, and to generate income for Clackmannanshire Council.
- 3.5. The results of the Early Learning and Childcare Survey carried out in May 2015 intimated that parents/carers would welcome being able to purchase additional hours in nursery

Nursery Charging Policy – Key Principles

- 3.6. Clackmannanshire Council is committed to the implementation of a charging policy that is fair and provides access to affordable early learning and childcare.
- 3.7. The key principles of the nursery charging policy are aligned to the principles set out in Clackmannanshire Council's charging policy:
- The Council must provide services which are defined as a statutory duty free of charge to residents of Clackmannanshire, except where statute or legislation levies a charge.
 - The Council may choose to provide discretionary services, depending on the identified needs of the population of Clackmannanshire
 - Services should identify and recover the full cost of providing discretionary services to ensure that such costs are covered by the charges made
 - Charges and fees will be reviewed on an annual basis as part of the budget setting process
 - The Council should seek to ensure best value for all residents of Clackmannanshire.

Charges for Additional Hours

- 3.8 In any nursery class with spare capacity, parents/carers may buy additional sessions.
- 3.9 The fees for 2015-16 will be added to Clackmannanshire Council's Register of Charges and be reviewed annually with all Council charges at budget setting.
- 3.10. It is intended that charges will be applied in any Clackmannanshire Council nursery where the child attending is deferring entry to primary school and where his/her application for a continued funded place has been refused by the Deferred Entry Panel. These places are not funded by the Scottish Government, and so the charging policy is consistent with full cost recovery of discretionary provision.

Fee Structure

- 3.11. The unit charge is based on a 3 hour 10 minute session calculated on occupancy, cost and comparison with other providers. The sessional rate applies all year round; term-time and during school holiday periods. The hourly rate will be reviewed annually in line with inflation.

For Session 2015/2016 the sessional rate is:

0-2 year old - £11.10

2-3 year old - £10.30

3-5 year old - £9.50

The hourly rate applies for children who require extended hours in the period between am/pm sessions.

For Session 2015/ 2016 the hourly rate is:

0-2 year old - £3.50

2-3 year old - £3.25

3-5 year old - £3.00

- 3.12. An exercise was undertaken to benchmark the rates within the policy against the rates which other local authorities charge. The findings were that the proposed charges sit around the national average for Scotland.

Exemptions

- 3.13. Where children are subject to formal referral as a result of having their names recorded on the Child Protection Register, they may be exempted from charging.

Summary

- 3.14. In the recent Early Learning and Childcare Survey, conducted by the Service, parents/carers intimated that they would welcome being able to purchase additional hours in nursery. There are small numbers of places in nurseries which could be offered to parents. The introduction of the Charging Policy will allow us to meet the needs of parents/carers and also achieve our target income by June 2016.

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.

No ✓

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

Yes ✓

5.4. Staffing

5.4.1 No additional staffing is required.

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	<input checked="" type="checkbox"/>
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	<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)

8.0 Equalities Impact

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

9.0 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 – Nursery Charging Policy

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)

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Approved by

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

Background

The Children and Young People (Scotland) Act 2014 extended entitlements to early learning and childcare.

All 3 and 4 year old children and entitled 2 year old children are now eligible for 600 hours of early learning and childcare per year.

In addition to offering an increased number of hours of early learning and childcare, local authorities are required to ensure the hours are offered in a way which allows parents some choice and flexibility in order to support them to work, train or study, especially those who need routes into sustainable employment and out of poverty.

In February 2015, Clackmannanshire Council agreed to introduce a Charging Policy to sell unused nursery places to parents as a means of offering further flexibility.

Key Principles of Clackmannanshire's Nursery Charging Policy

The nursery policy is aligned to the key principles set out in Clackmannanshire's charging policy:

- The Council must provide services which are defined as a statutory duty free of charge to residents of Clackmannanshire, except where statute or legislation levies a charge.
- The Council may choose to provide discretionary services, depending on the identified needs of the population of Clackmannanshire
- Services should identify and recover the full cost of providing discretionary services to ensure that such costs are covered by the charges made
- Charges and fees will be reviewed on an annual basis as part of the budget setting process
- The Council should seek to ensure best value for all residents of Clackmannanshire.

In line with the above principles, nursery charges apply :

- For extended hours nursery provision (provision over and above entitlement) to provide flexible early learning and childcare.
- When parents/carers choose to defer entry to primary school and where this has not been agreed by the deferred entry panel.

Entitlement to Free Provision

Children Aged 2 Years Old

The following 2 year old children are entitled to a free nursery place for a maximum of 5 x 3 hours 10 minutes sessions (or the equivalent 15 hours 50minutes), per week, term time over the academic year.

- 2 year olds from the point that they are looked after, under a kinship care order, or with a parent appointed guardian.
- 2 year olds, starting from the first term after their second birthday, (where their 2nd birthday falls on or after 1 March 2015) with a parent in receipt of qualifying benefits; or, the first term after their parent starts receiving qualifying benefits.

Children Aged 3-5 Years Old

All children aged 3 or 4 years old are entitled to a free nursery place for a maximum of 5 x 3 hours 10 minutes sessions (or the equivalent 15 hours 50 minutes), per week, term time over the academic year.

Deferred Entrants to Primary School

The weekly free entitlement also applies to children aged 4 or 5 years old, with birthdays in January/February, who are deferring entry to Primary 1. Such children have an automatic entitlement to defer entry and government funding is in place to support the provision of nursery places.

Where the child's date of birth falls outwith January/February, if their application to defer has been agreed by the Deferred Entry Panel, the weekly free entitlement will apply. No government funding is available to support these places, however, where the panel approves the application the place may be considered to be provided at the behest of the Council and as such will be funded by Clackmannanshire Council.

In cases where the Deferred Entry Panel does not support the application but where the parent still wishes to access a place within the nursery the Council nursery charging rate will apply with no exemptions or concessions to all hours accessed including the standard allocation.

Nursery Classes

Clackmannanshire Council currently offers extended hours nursery provision in the following establishments:

0-5 Years Establishment - ABC Nursery

2-5 Years Establishments - Sauchie Nursery School
Park Nursery Class

3-5 Years Establishments - Strathdevon Nursery Class
Sunnyside Nursery Class
Redwell Nursery Class (from January 2016)
Abercromby Nursery Class (from January 2016)
Menstrie Nursery Class (from January 2016)

Parents will be able to purchase additional sessions in these nurseries where space is available. Lunch time provision is available in these nurseries.

In any other nursery class where space is available, parents will be to purchase additional sessions but it should be noted that these nurseries are not yet able to offer lunch time provision.

Charges

The unit charge is based on a 3 hour 10 minute session calculated on occupancy, cost and comparison with other local authorities. The sessional rate applies all year round, term-time and during school holiday periods. The hourly rate will be reviewed annually in line with inflation.

For Session 2015/2016 the sessional rate is:

0-2 year old - £11.10

2-3 year old - £10.30

3-5 year old - £9.50

For Session 2015/2016 the hourly rate is:

0-2 year old - £3.50

2-3 year old - £3.25

3-5 year old - £3.00

Payment Structure

From the start of term in August, families will be charged for the full extended hours allocated to their child.

Nursery classes, however, operate on a term-time basis and are only open for 39 weeks per year.

No charges will apply over public holidays or 5 staff development days throughout the year.

If a child is absent due to long-term illness (over 2 weeks), no charge will be applied and the place will be held open for their return. Note, this relates only to the child being absent through long-term illness, not the illness of a family member.

The allocation of places will be in line with the Nursery Admission Policy.

- Priority in the allocation of places will initially be given to children who live in the catchment area of the nursery for which they have applied.
- For children living outwith the catchment area, priority will be given to any child whose brother(s) or sister(s) already attends the “associated primary school” of a particular nursery school or class.
- Priority will be given to pre school children.

Exemption from Payment

Where children are subject to formal referral as a result of having their names recorded on the Child Protection Register, they may be exempted from charging.

The Nursery Charging Policy will be reviewed on an annual basis.

For general advice and support on policy matters related to nursery charges, please contact the Service Manager for Early Years.