
Report to Education, Sport and Leisure Committee

Date of Meeting: 4th February 2016

Subject: Education Services Performance update 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 November 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 3 within these areas are as follows:
- 3.6.1 Children, Young People and Families
- Good progress has been made in preparation for the full implementation of the Children and Young People’s Act (Scotland) 2015. Decisions around the role and responsibilities of the Named Person have been communicated to establishments.
 - The Early Years Collaborative (EYC) continues to be a major focus for improvement in Early Years with the eighth National Learning session being held in November. Communications around the purpose and achievements of the EYC within Clackmannanshire are available on the council website following the implementation of the EYC communication strategy.
 - In preparation for the further development and expansion of Early Years provision within Clackmannanshire a brief has been prepared for the Childcare Sufficiency Assessment. This will ensure that future provision within Early Years is linked to locality need.
- 3.6.2 School Improvement
- The focus of the Attainment Challenge this quarter has been in working with schools to implement the key priorities of the Attainment Challenge.
 - A number of schools across Clackmannanshire are receiving structured support through improvement partnerships. This process provides establishments with a clear well focused framework for continued improvement.
 - The Education Service are keen to develop links and partnerships with colleagues in tertiary education to enhance the leadership capacity of teaching staff at every level. To date these partnerships have included: Stirling University, Glasgow University and Central Scotland Partnership.
- 3.6.3 Learning Communities, Performance and Resources
- The figure for initial leaver destinations within Clackmannanshire is once again positive with Clackmannanshire leavers reporting more positive destinations than the national figures.
 - Increased use is being made of available data through the development of Learning Community Profiles. These profiles support establishments in identifying particular areas of need and ensuring that when developing their plans they take account of issues relating to their particular local community.

- The Education Service consulted with parents through the Parent Council network regarding the proposed options contained within Making Clackmannanshire Better. Plans are underway to capture the views of young people on the budget options.

3.6.4 Redwell Primary School Travel Planning

- Redwell Primary School has a well established School Travel Planning Group. The group have undertaken a number of activities and promotions to promote cycling/walking to school. Parking, however, has continued to be highlighted by parents as an issue.
- The school in partnership with parents, the Road Safety Team, Police Scotland and the Education Service have established a working group to particularly focus on the parking issues. The group are planning to establish Waling Buses and Park and Stride initiatives.

3.7 Update on St Mungo's RC Primary School

A further inspection of St. Mungo's RC Primary School was carried out in September 2015, with a report published in December 2015. The report noted that the headteacher and her staff have worked well to implement new ideas and to address the priorities highlighted at the time of the original inspection. Inspectors found that overall the experiences of children have improved since the original inspection.

The inspection team and school agreed that there now needs to be a clear focus on improving children's attainment in literacy and numeracy. In addition, the curriculum requires to be developed. Inspectors noted that the school had undertaken a very successful piece of work to review its curriculum rationale and a good start has been made to developing mathematics, reading and health and wellbeing.

The Education Service has worked with the school to develop a clear and detailed action plan. This is now being implemented with support from the Education Service.

3.8 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 implementing this. They are also developing learning pathways for all stages to ensure knowledge, skills and assessment progression.

A Positive Behaviour Policy has been developed and this is being implemented. All staff participated in training on Growth Mindsets and restorative approaches to support this. Four classes are also taking part in a project to provide peer support for positive behaviour.

3.9 Update on Abercromby Primary School

The Education Service has engaged with the school to secure improvements in the areas noted in the Education Scotland Inspection Report published in August 2015. An action plan developed by the headteacher, with the support of officers, is being implemented, monitored and evaluated.

Work on developing a curriculum rationale following consultation with the whole school community has advanced. Curriculum frameworks are being developed for numeracy and literacy using school working groups and local authority initiatives. The strategic roles and responsibilities of school leadership have been reviewed and updated.

Observations by the Education Service of learning experiences in classrooms have provided consistent evidence of improving practice. Discussions carried out with pupils, staff and senior management provide clear evidence of positive engagement and impact with all aspects of the school's action plan.

3.10 Strategic Plan Progress – Quarter 3 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.

All actions have been updated however the associated Performance Indicators (P.I.s) have not been updated due to the timing of the report. The Quarter 3 P.I.s will be shared with Committee in April and Quarter 4 in June.

3.11 Scottish Attainment Challenge

The Scottish Attainment Challenge is being implemented in Clackmannanshire. There are three key improvement areas: literacy and numeracy rich learning; flourishing communities; and enabled leadership.

Within literacy and numeracy a range of interventions are being implemented, with a focus on reading in Year 1. Every school has identified a Literacy Leader and they have undertaken an audit of reading within their establishment and developed an improvement plan. Each school's Literacy Leader has an important role in leading improvements in reading within their school, working with their headteacher and the Attainment Challenge Team. Training is being provided for all Literacy Leaders.

A Literacy Hub Leader is working with schools to develop literacy rich environments. This involves supporting the Literacy Leader and class teacher and working directly with children to create an environment that enhances learning in literacy. A reading project involving P6 and S3 pupils has also established within the Alloa Cluster. The aim is to increase pupil engagement with and enjoyment of reading. It provides opportunities for primary pupils, buddied by S3 pupils, to experience the Academy Library.

An Attainment Support Teacher is working in four schools to support closing the gap in reading. The Attainment Support Teacher is working with groups of children who have been identified through close data analysis, with the aim of improving their attainment in reading.

Learning Community professional learning events on reading have also being provided and over 200 teaching staff have attended training.

Within flourishing communities, a range of interventions are beginning to be implemented including activities to develop parenting, Growth Mindsets and PEPAS. A trauma service will be offered for primary aged children for 1 day a week. In January, a small team will be trained in the Neuro-Sequential Model of Education (NME) in order to deliver a classroom based approach on self-regulation in two schools. Within enabled leadership, school improvement partnerships continue to grow and two very successful Headteacher Conversation Events have been held with inspirational speakers.

Monitoring the impact and effectiveness by elected members of the Attainment Challenge will now be a function of the Attainment and Improvement Sub-Committee as outlined in 3.12 below.

3.12 Education Sub-committee

On December 17th Clackmannanshire Council agreed that in order to enable focused elected member scrutiny of the implementation of the Attainment Challenge, as well as other matters related to attainment and school improvement, it is recommended that a sub-committee of the Education, Sport & Leisure Committee is established. The sub-committee would be called the Attainment & Improvement Sub-Committee and its remit would be to:

- a) monitor the implementation of the Attainment Challenge programme in Clackmannanshire;
- b) review the effectiveness of the funded activities in meeting the desired outcomes of the Attainment Challenge;
- c) review the effectiveness of improvement plans of educational establishments;
- d) make recommendations to the Education, Sport & Leisure Committee on any matters within this remit.

4.0 Financial Performance

4.1 Based on information to the end of October 2015, the Education budget is projecting an underspend of £324,193 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 31/10/15	Variance Outturn v. Budget
Service Management	516,160	339,832	59,942
Early Years	3,884,050	2,056,025	(61,589)
Primary Education	12,339,780	6,834,434	(160,238)
Secondary Education	12,466,870	6,840,045	(163,637)
ASN Education	5,695,050	3,425,270	11,218
Education Psychology Service	303,440	162,968	(6,239)
School Crossing Patrols	94,190	49,875	(5,872)
Sports Development	153,650	(15,088)	28,985
Youth Services	456,880	243,812	(27,396)
Adult Services	34,540	24,350	634
Total	36,004,610	19,961,523	(324,193)

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 savings in ABC nursery budget due to vacancies and a reduction in demand for relief posts. From January 2016, the service has implemented the budget decision for this year of offering parents an opportunity to purchase additional hours in nurseries beyond their entitlement. Parents have welcomed this initiative and the service is hopeful that it will generate additional income. Savings have also been made in the budget for relief staff at ABC Nursery, a verbal update on the effectiveness to date of implementation will be provided at committee.
- 4.3.3 The Primary Education budget savings reflects the difficulties in recruiting teachers in the period April – June. Although significant recruitment was undertaken and schools were fully staffed at the start of session, the turnover of teachers is much greater than previous years as teachers seek to move to schools nearer their home. Although all schools remain fully staffed, it is very difficult to obtain cover for teachers who are absent for short periods of time.
- 4.3.4 The underspend in secondary education is due to difficulties in recruitment of teachers, with particular shortages in certain subjects.
- 4.3.5 The overspend in Sports development relates to projected income for Firpark skiing centre being lower than budget.
- 4.3.6 The underspend in Youth Services is in relation to a vacant posts and additional income received from Opportunities for All.
- 4.3.7 At the Council meeting on 17th December it was also agreed that Clackmannanshire Council would develop a cluster-based approach for the management of school education. In order to finance the establishment of this model it also agreed to vire £150,000 from the education service's projected underspend in 2015-16 to fund the recruitment process for the chief education officer, to resource any future externally commissioned work which may be required between now and the chief officer taking up post and any other activities related to arrangements for withdrawing from shared services (the unspent allocation of this overall resource at the end of March 2016 to be carried forward into 2016-17 and earmarked for those same purposes)
- 4.3.8 Teacher numbers in Clackmannanshire have reduced from 510 to 502 between September 2014 and September 2015. The changes were spread across the different areas of the service as follows:
- Nursery reduction in 2
 - Primary increase in 13
 - Secondary reduction of 15
 - ASN reduction of 3

This reduction reflects the recruitment difficulties that schools have been having in relation to particular subjects such as Maths, Science and Home Economics. The increase in Primary teachers is as a result of the recruitment of additional teachers in Primary schools to try and address the difficulties the service experienced previously. Table 4.2 reflects the £300,000 underspend that the service is experiencing as a result of its difficulty in recruiting teachers. The Scottish Government has withheld £100,000 of additional funding that Clackmannanshire would have received had it been able to maintain teacher numbers at 2014 levels.

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 3 Strategic Plan Progress report
- 11.2 Appendix 2: Education Services budget v. outturn of October 2015
- 11.3 Appendix 3 – St Mungo’s RC Primary School – Action Plan
- 11.4 Appendix 4 - Sunnyside Primary School – Action Plan
- 11.5 Appendix 5 - Abercromby Primary School – Action Plan



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



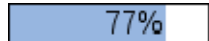
Education Strategic Plan 2014-2017

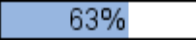

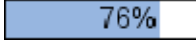
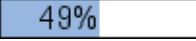
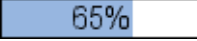
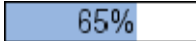
Quarter 3 actions update for 2015-2016

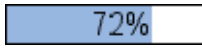
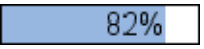















Children, Young People and Families

Due Date	Description	Progress Bar Q1	Progress Bar Q2	Progress Bar Q3	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>A Named Person Service group has met regularly to agree key aspects of provision of a Named Person Service in line with the Children and Young people (Scotland) Act. Plans have been agreed to ensure continuity of the service over holidays and for all children and young people of school age. Specialist education services have agreed to provide the Named Person Service for identified groups of children and young people who are not enrolled in schools.</p> <p>The group has agreed that Headteachers and Depute Headteachers should fulfil the Named Person role in schools. Further consultation on this decision has begun to confirm agreement for schools across both authorities. For principal teachers to fulfil this role, a process of collating information on the skills, knowledge and experience of proposed Named Persons will be carried out.</p> <p>A range of training opportunities are currently being offered to schools and partners. These involve an introductory course, the three multi-agency modules for managers across all services and workshop sessions with a practice improvement focus. A working group has been formed to develop education training for schools and services who will be providing the Named Person Service. A communication plan for GIRFEC has been developed with timescales planned in line with Children and Young People Act implementation. A communication working group has been formed to review and update the website between January and June 2016.</p> <p>The storage solution for Child's Planning for Education will be the nationally developing wellbeing application, which will be hosted by Education's national information management system (SEEMIS). Contingency planning will be required until the use of the SEEMIS tool is rolled out across all schools.</p>




Due Date	Description	Progress Bar Q1	Progress Bar Q2	Progress Bar Q3	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 policy for deferred and early entry has been reviewed in light of the literature review. The research gathered concurred with the existing research paper offered as part of information for parents/carers so this has not been amended.</p> <p>The Early Years Collaborative Learning Session 8 took place in November with a theme of 'Quality Improvement Through a Child's Journey'. The focus was looking at a child's journey from 0-18 and beyond and how some other authorities have aligned the Early Years Collaborative (EYC) and Raising Attainment for All (RAFA) to ensure effective support at all stages. A local Away Team Meeting was held in November with representatives from each of the workstreams at which early discussions took place regarding how to align the Early Years Collaborative (EYC) and Raising Attainment for All (RAFA) in Clackmannanshire. This will be further discussed at the next Leadership Meeting in January.</p> <p>The Early Years Collaborative Communication Strategy has been finalised and circulated to stakeholders.</p> <p>Meetings have taken place to discuss the re-design of the Early Years 0-3 forum. A further meeting is planned in January. A proposal has been drafted.</p> <p>The Autism Implementation Group has met to agree its action planning processes to support the work of the multi-agency working groups. A key priority for Education is the clear communication about the continuum of support available and the processes for accessing this support for children and young people with autism.</p> <p>A first draft of the Accessibility Strategy has been completed. Areas of improvement have been identified and an action plan developed.</p>

Due Date	Description	Progress Bar Q1	Progress Bar Q2	Progress Bar Q3	Latest Note
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>The Parent and Family Support Strategy and Action Plan has been consulted upon and has now been finalised. A Community Planning Partnership foreword will be added and the strategy will be shared with Elected Members and distributed between January and March 2016.</p> <p>Planning for the final phase of the implementation of 600 hours is underway which will mean that by August 2016, all nurseries will offer parents/carers a flexible model of early learning and childcare.</p> <p>The brief for the Childcare Sufficiency Assessment has been written and will be posted on the public services website in January 2016 to invite companies to tender to carry out the Assessment before the end of April 2016.</p> <p>Nurture developments are a priority in Clackmannanshire and are a key element of the Flourishing Communities aspect of the Attainment Challenge. Following a successful development day, next steps are to support schools in evaluating their progress to date. The collation of data will begin in January following a mapping exercise across educational establishments. Ongoing support in the implementation of How Nurturing Is Our School (HNIOS) has been provided by Educational psychologists.</p> <p>During session 2015-2016 Education are following a timetable of child protection quality assurance activity. The Education Service quality assures all child protection referrals, seeks further information from schools and establishments and provides feedback and improvement actions. The multi-agency quality assurance group jointly reviews a wide range of child protection statistics. A single case audit was carried out by an education officer to support improvements to Education's child protection processes. Education participated with partners to establish new processes to improve the quality and relevance of the information gathered for child protection cases. Initial evaluations have evidenced improvements in the process. All education learning communities were provided with a training opportunity.</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>Roadshows to raise awareness of Building the Ambition have taken place in every Learning Community with almost all early years workforce in attendance. Further staff development opportunities include an Early Years Conference which is planned for February 2016, the theme of which will be Getting it Right for Every Child and will be underpinned by the principles of Building the Ambition.</p> <p>A staff development programme is underway including a range of development opportunities for support staff. Although the possibility of developing a partnership with a college to provide accredited training for support staff is being considered, the potential to develop our locally available skills and knowledge is also under consideration. Working in partnership with Social work, there is a possibility of the majority of essential qualification and training being provided by local accredited trainers.</p>

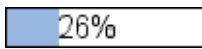
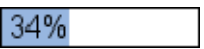
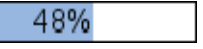
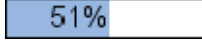
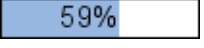
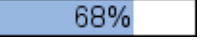
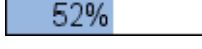
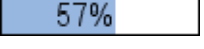
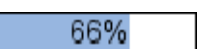
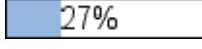
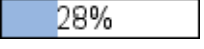
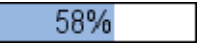
Due Date	Description	Progress Bar Q1	Progress Bar Q2	Progress Bar Q3	Latest Note
30-Jun-2017	To improve the health and well-being of our children, young people and their families and to better support their capacity for resilience				<p>A framework for evaluating mental health in children and young people is in final draft, with plans in place to develop this as one area within a wider set of policy documents in support of schools and establishments.</p> <p>A range of guidance for Early and First Level Relationships and Sexual Health Promotion has been completed and is ready to be signed off and launched following senior management agreement. This pack of documents supports schools and establishments to provide appropriate learning opportunities to all young people in these challenging areas of the curriculum, including those most vulnerable young people and those with additional support needs.</p> <p>A training programme of evidenced based approaches is underway this session. Some input has been provided for Learning Communities identified for FRIENDS training. Seasons for Growth training has been entered on to Vantage Point this year enabling staff to access this training as required. Evaluations are currently ongoing on the roll out of Friends and Seasons to help inform future developments.</p>



















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.

Indicator	Code	Traffic Light	Last Update	Current Target	Current Value	Long Term Trend	Short Term Trend	Latest Note
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 Secondary-Clacks	EDU_S A02-6-C06		Q2 2015/16		86			At the end of Sep 2015 there were 86 LAC Primary pupils recorded on Seemis (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

Indicator	Code	Traffic Light	Last Update	Current Target	Current Value	Long Term Trend	Short Term Trend	Latest Note
								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 Clackmannanshire	EDU_SA14-2-C04		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. 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.


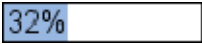

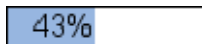

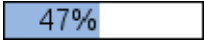
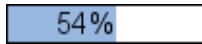
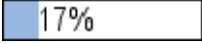

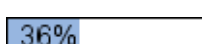

School Improvement


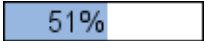
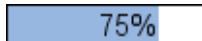
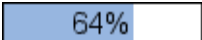
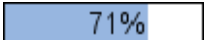
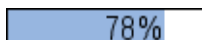
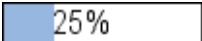
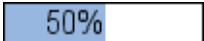


Due Date	Description	Progress Bar Q1	Progress Bar Q2	Progress Bar Q3	Latest Note
30-Jun-2017	To progress the implementation of 'Curriculum for Excellence' (CfE) across all establishments to meet learners' needs and improve their learning outcomes				The development and introduction of a literacy strategy has been a key priority for the ongoing development Curriculum for Excellence. The strategy provides establishments with clear, focused guidance for the development of literacy skills. This strategy is supported by literacy champions in each school. These champions are classroom practitioners who are given additional training in the teaching of literacy which they implement within their own classrooms and share with colleagues throughout the school.
30-Jun-2017	To raise educational achievement and attainment with a key focus on the lowest performing 20% of learners				The Scottish Attainment Challenge is being implemented in Clackmannanshire. A small leadership team has been established to lead and support the Challenge. Focused interventions are being implemented in schools. Professional learning has been provided for all teaching staff with a focus on reading in Year 1. A Management Group has been established to oversee the work of the Challenge. This meets quarterly and the first meeting has been held. In addition, a first quarterly report has been provided to Scottish Government.
30-Jun-2017	To develop academic and vocational learning pathways that support learners into positive post – school destinations				All schools have reviewed their offer of Vocational learning pathways within their Senior Phase. A new programme of Foundation Apprenticeships has been agreed with Forth Valley College. The SCOTS programme has shown early success.
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 is in place and this is available to staff at all levels. A Leadership Group is developing our Leadership Strategy to support teachers from their probationary year through to experienced headteachers. School partnerships continue to grow and develop with almost all establishments now being involved. The programme of professional learning opportunities offered in partnership with Stirling University, Glasgow University and Central Scotland Partnership continues to run and this provides valuable learning opportunities. In addition, links have been established with SCEL, Scotland's College for Educational Leadership with one candidate now participating in the "Into Headship" programme.



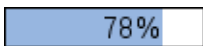
Indicator	Code	Traffic Light	Last Update	Current Target	Current Value	Long Term Trend	Short Term Trend	Latest Note
ES Inspection-5.1 Curriculum Clacks	EDU_SA06-CO1		Q2 2015/16	35%	25%			Of the 12 establishments inspected since Aug 2011 3 have received a rating of 4 or above in 5.1. Improving the curriculum 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-CO2		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-CO5		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-CO6		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-CO7		2014/15	92.8%	93.2%			The figure of 93.2% demonstrates a sustained increase in Clackmannanshire. The 2014/15 figure of 93.2% this year is an increase of 0.4% from last year. The breakdown is as follows (13/14 figures are shown in brackets) Higher Education = 25.7% (29.9%) Further Education = 27%(27.7%) Training = 7.2% (6%) Employment =29.8% (23.9%) Other = 3.6%(5.4%) Not in Employment, Education or Training = 6.8%(7.2%)
Follow-up Positive Leaver Destination Clackmannanshire	EDU_SA14-2-CO8		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)
Avg Tariff Score Leavers - Mid 60% Clackmannanshire	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)
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)
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)
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

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.				Key priorities have identified and will be distilled through each learning community to inform future developments
30-Jun-2017	To improve the life chances and employability of young people at risk and/or facing multiple barriers				Looked after Young People applying for Council Strategic Pipeline opportunities are now guaranteed interviews. Protocol agreed with SDS to share data has been confirmed as being in place from the end of July. Data is analysed and shared on a regular basis. Current work is showing a 77% positive outcome for all young participating in employability programmes.
30-Jun-2017	Support individuals, communities and organisations to build their capacity to meet their identified needs and aspirations				The Community Learning and Development Plan for Education Services Clackmannanshire has been submitted as part of the Scottish analysis of CLD plans. Recruitment materials, developed in order to promote volunteering, are now being used within Clackmannanshire.
30-Jun-2017	Support individuals, communities and organisations to build their capacity to meet their identified needs and				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.

	aspirations				
30-Jun-2017	Build capacity in service delivery through the further integration of Education Services across Stirling and Clackmannanshire				Although there is no longer a requirement to pursue the further integration of the Education Service a number of actions which build capacity within Clackmannanshire have been progressed. These have included working with ASN colleagues within the central team and staff in schools in expanding the use of SEEMiS to support the implementation of the Children and Young People (Scotland) Act. Learning Community profiles have been developed and shared with establishments, pulling together a range of performance data which supports schools in identifying locality needs and adjusting their provision to suit the needs of their communities.
30-Jun-2017	Use all resources efficiently and effectively, including financial, administrative and business support, ICT and staff resources				Close scrutiny of budgets continues to be a high priority for the service. Although recruitment continues to be challenging the service are working to ensure that positions are filled timeously and that absences are managed in line with council policy. Although we recruited a number of permanent supply teachers nationally supply teachers are difficult to source. Officers have fully engaged with a range of stakeholders regarding the proposed budget positions and savings options.
30-Jun-2016	Undertake consultation following the review of the school estate in Clacks				21st Century Learning - Tullibody South, officers from the Education Service continue to engage with officers from corporate services and the wider Tullibody community in supporting the progress if this programme.
30-Jun-2017	Support the development of creativity in all learners				The final of the series of creative conversations took place in June 2015. This was well received by all who attended.

30-Jun-2017	Provide opportunities for learners to improve their health through the provision of high quality physical activities				This term has seen an 11% increase in participant sessions across the local authority against the 14/15 figures from this tem last year to 49,009 from 43,602. There has been an increase in number of activity sessions delivered and a 1% increase in girls' participation for the term. A particular school's progress is at Tillicoutry PS where the participation rate has doubled from 31% to 61% through the increase in their lunchtime activities programme, including a P7 Young Leader led sports programme and linking with Firpark Ski Centre for tubing and skiing
-------------	--	---	---	---	--

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		Q2 2015/16	380	384			Target for period has been exceeded
Adults registered -Clacks	EDU_S A11-C02		Q2 2015/16	120	99			The service is currently reviewing how capacity for delivery can be increased.
YP registered for awards- Clacks	EDU_S A11-C03		Q2 2015/16	150	170			Exceeding target, linking with secondary school programme for pupil volunteering has meant increase in young people signing up for Saltire awards
YP who achieve awards- Clacks	EDU_S A11-C04		Q2 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		Q2 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	5	0			Discussions are underway consider new ways to support the delivery of accredited opportunities via SQA.
CLD satisfaction - Clacks	EDU_S A11-C07		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		Q3 2015/16		0			There were no Education Scotland reports published in Q3.

ES Inspection Primary Clacks	EDU_S A14-C08		Q3 2015/16		0			There were no new inspection reports in Q3. The follow through report on St Mungo's was received and distributed an update on progress is contained within the attached Education, Sport and Leisure Committee performance report.
ES Inspection Secondary Clacks	EDU_S A14-C09		Q3 2015/16		0			There were no Education Scotland reports published in Q3.
ES Inspection – 5.9 across all establishments- Clacks	EDU_S A14-C02		Q3 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 target)	1.08 days (Q2)			There has been an apparent significant reduction in levels of absence amongst teaching staff in the second quarter dropping from 2.1 days to 1.1 days however as quarter 2 covers the summer recess there would be an anticipated reduction at this time.

Education Services Budget v's Outturn
As at October 2015

Appendix 2

	Budget	October	Variance
	15-16	15-16	15-16
	£'000	£'000	£'000
Education Outturn Variance	36,005	35,680	(324)

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.

516 576 **60**

Early Years

The underspend in Early Years is arising from two main areas. 1.) Difficulties in teacher recruitment and retention has resulted in part year vacant posts. 2.) ABC Nursery is also reporting a budget underspend due to part year vacancies and less demand on the relief/cover budget. Early Years charging policy came into effect from Jan 2016. Demand to purchase additional nursery places is difficult to predict but the service is confident that through effective marketing and publicity any potential income is maximised. Free lunch for entitled pre school children came into effect Aug 2015.

3,884 3,822 **(62)**

Primary

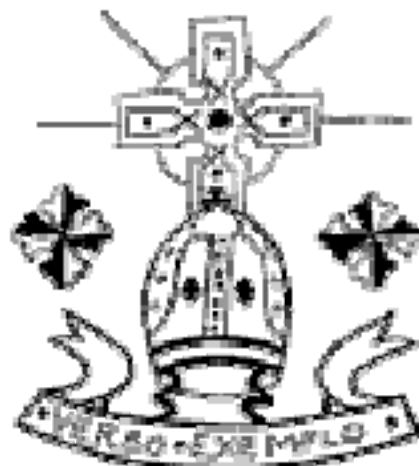
The underspend in Primary sector relates to employee costs and mainly teachers. Teachers budgets have now been realigned to reflect staffing requirements for the new session. There are one off expenditure items which partially offset the teachers underspend e.g. additional property works at Coalsnaughton primary and additional IT purchases to support learning and teaching

12,400 12,240 **(160)**

	Budget 15-16 £'000	October Outturn 15-16 £'000	Variance 15-16 £'000
Secondary			
Similar to the primary sector the secondary underspend relates mainly to teachers. Teacher budgets have been reallocated in line with the scheme DSM and confirmed pupil numbers. However there are vacancies, ongoing subject specific recruitment and supply cover difficulties all contributing to the underspend. Any employee related underspend in devolved schools will be included in the schools carryforward at year end.	12,467	12,303	(164)
ASN			
Several over and compensating underspends. £9K overspend relating to vacant post budgeted at ET6 being covered by seconded teacher from Stirling at PT4 grade. Unbudgeted teacher refresh £12K overspend. Learning Assistants now reporting £15K overspend which is less than 1% of budget. These overspends are partially offset by additional placement income from other local authorities.	5,695	5,706	11
Educational Psychology Service			
There are minor underspends throughout the service.	303	297	(6)
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	88	(6)
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.	154	183	29
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	429	(27)
Adult Services			
Service forecast to be on budget for 2015/16	35	35	1
Education Outturn Variance at October 2015	<u>36,005</u>	<u>35,680</u>	<u>(324)</u>

St. Mungo's R.C. Primary School

Clackmannanshire



Education Scotland Action Plan

October 2015

Introduction

In September 2014, Education Scotland (ES) published a report on standards and quality in St. Mungo's R.C. Primary School following their inspection in June 2014. In this report, Education Scotland found that the school needed additional support and more time to make necessary improvements. Education Scotland stated they would carry out a further inspection within one year of publication of the report.

In September 2015, Education Scotland revisited St. Mungo's R.C. Primary School. In December 2015, Education Scotland published a report of this further inspection and this recognised the progress and improvements the school had made.

Working with the education authority, the school has prepared this action plan to identify how it will continue to drive forward an agenda for improvement. The plan uses the recommendations from the original inspection:

- Review approaches to meeting the social, emotional and learning needs of all children.
- Further develop curriculum and approaches to assessment to raise children's attainment.
- Improve the quality and consistency of children's learning experiences through focused self-evaluation.
- Develop stronger teamwork across the school and its partners to improve learning.

** For session 2015-16, Recommendation 2 will be sub categorised: Curriculum and Raising Attainment.*

** For session 2015-16, Recommendation 4 will be addressed holistically throughout the action plan.*

To develop the action plan, the school has considered carefully the findings and recommendations made by Education Scotland and also undertaken some self-evaluation with staff and pupils to consider strengths and key areas for development. The Headteacher has also consulted with the Parent Council.

The education authority will work with the school to support and monitor progress of this action plan. The education authority will undertake a review in March 2016. Education Scotland have informed the school they will return to carry out a further inspection within one year of publication of the follow-up report. They will then issue another letter to parents on the extent to which the school has improved.

ES Recommendation

Review approaches to meeting the social, emotional and learning needs of all children.

Expected Outcomes

Children will feel safe, happy and nurtured at school.
 Children's social, emotional and learning needs will be identified and supported.
 All children will make good progress in their learning and development.

Key Actions/Tasks	Who	When	Actions Required	Success Criteria
Embed nurturing approaches across the school.	NW JR	Aug - April 2016	<ul style="list-style-type: none"> Engage in professional dialogue and learning with Ed Psych to further develop knowledge and understanding of HNIOS Use HNIOS to self-evaluate current practice Devise, implement and evaluate actions to address development needs highlighted from self-evaluation which will impact on children's school experience Health and Wellbeing programme 'Friends for Life' in P5/6 to be delivered by PSSS and CT 	<ul style="list-style-type: none"> Quality relationships built on trust and respect between staff, children and parents Shared understanding of the 10 nurturing principles across the community Higher self-esteem for pupils and staff Teaching and learning more effective for all Clear policy in place for the use of the 'Sunshine Room' Nurture Policy built on agreed practice and procedures
Further develop staff knowledge and understanding of assessment tools which will identify and support children with high level social and emotional needs.	NW Ed Psych	Sept 2015 – Nov 2015	<ul style="list-style-type: none"> Engage in CLPL to raise awareness of assessment tools – Boxhall, Attachment Screener Work with Ed Psych to incorporate appropriate support within plans for pupils with social and emotional needs Track impact of interventions through SI procedures 	<ul style="list-style-type: none"> Staff have an increased awareness of the tools available to assess children's needs Increased staff competence and confidence in how staff approach and manage children with SEBN Safe and happy children, attaining and achieving
Provide opportunities for staff to engage in CLPL to deepen knowledge and understanding of behaviour approaches and positive discipline.	All staff	Aug - Dec 2015	<ul style="list-style-type: none"> All staff trained in MAPA – day 1 HT and at least one other to complete MAPA - day 2 Ensure all new staff members are aware of Positive Behaviour Policy Monitor implementation of PPBP 	<ul style="list-style-type: none"> All staff will be MAPA trained to Level 1, some staff will be trained to Level 2; staff will have a clear understanding of the underpinning values of Care, Welfare, Safety and Security and how to avoid, decelerate and/or de-escalate crisis situations Children will feel valued and listened to Children will better understand how a situation happened and how to avoid a repeat in the future Children will feel understood by others and be able to find a way to move on from a situation All staff are confident in implementing positive behaviour strategies.
Review how support for children is identified, planned and allocated and what that looks like in practice.	NW MS		<ul style="list-style-type: none"> HT to engage in professional dialogue with other schools around systems for Staged Intervention Devise an overview of procedures within the context of St Mungo's to ensure children's support needs are consistently met CAT session to share overview/procedures with 	<ul style="list-style-type: none"> Clear steps agreed in the identification of children requiring support Clear process agreed to ensure appropriate support by Sfl teacher is targeted, planned and evaluated All children's needs being met

			<ul style="list-style-type: none"> staff Implement and evaluate Staged Intervention procedures 	<ul style="list-style-type: none"> Staged Intervention practice and procedures updated
Develop approaches to evaluating children's plans to ensure children's needs are being met.	NW All Staff	Oct - April 2016	<ul style="list-style-type: none"> HT to familiarise self with new suite of Child's plan HT to engage in CLPL to deepen knowledge and understanding of GIRFEC agenda and framework - Named Person/ Chronologies/ Planning and Assessment Cascade learning with staff – CAT 11/11/15 	<ul style="list-style-type: none"> HT has clear understanding and overview of the revised IAF paperwork/Framework All teaching staff are fully aware of responsibilities in relation to Staged Intervention and Child's Plans Evaluations will impact upon future plans
Implement strategies to reflect the child's voice in planning, assessing and evaluating child's plans.	NW All Staff	Sept - Oct 2015	<ul style="list-style-type: none"> Collaboratively create and agree on procedure for using child's planning sheet. Share planning sheet and purpose with support staff, pupils and parents Ensure children have time to engage in evaluative dialogue with adults on a regular basis. Monitor use and impact of planning sheet through staged intervention school procedures 	<ul style="list-style-type: none"> Pupil opinion recorded in an appropriate and agreed format for sharing during Staged Intervention Review Meetings Actions and decisions taken in respect of children's learning, achievement and attainment fully reflect children's voice
Further develop the confidence and competence of staff to support children with EAL.	NW TN	Sept - Dec 2015	<ul style="list-style-type: none"> EAL teacher to deliver cat session to raise awareness of strategies to support EAL pupils. Implement EAL strategies when planning interventions across curriculum i.e. Writing, Talking and Listening Plan collaboratively with EAL teacher to deliver curriculum 	<ul style="list-style-type: none"> Staff awareness and competence in identifying EAL competencies increased Increased staff awareness and knowledge of key strategies to support children with EAL Clear identification of children whose difficulties extend beyond just EAL Planning/Staged Intervention clearly supports the attainment and achievement of children with EAL
Further develop outside space for play and learning.	JR	Dec 2015 - June 2016	<ul style="list-style-type: none"> Active schools to work with P6 as Young Leaders Active Schools to support children in learning playground games Support children to take responsibility for playground through Citizenship theme of House Group – Playground Charter Working with stakeholders to develop outdoor areas 	<ul style="list-style-type: none"> Children will feel safe and happy when in the playground. Children and staff will use charter in restorative conversations/ discussions of incidents Behaviour incidents will have decreased further

ES Recommendation

Further develop **curriculum** and approaches to assessment to raise children's attainment.

Expected Outcomes

St. Mungo's PS will have a curriculum with a clear rationale, shaped by the shared values of the school and its community. Children will make very good progress through learning pathways in social studies, writing and listening and talking. Staff will begin the development of progression pathways in Science, French, Music and ICT. Teachers will be confident using the progression pathways to plan, deliver and assess quality learning experiences for children.

Key Actions/Tasks	Who	When	Actions Required	Success Criteria
Develop a curriculum rationale.	NW	June - Nov 2015	<ul style="list-style-type: none"> Engage in CLPL to deepen knowledge and understanding of Curriculum Rationale Consult with all stakeholders Devise rationale Devise pictorial representation of rationale Share rationale with stakeholders Continue to use rationale to guide structure and delivery of curriculum 	<ul style="list-style-type: none"> All stakeholders will have contributed thoughts and ideas about the curriculum in St Mungo's The community have ownership and a clear understanding of the learning journey and their role within it The unique context of St Mungo's is clearly reflected Curriculum rationale has both a written explanation and is reflected pictorially
Develop a progression for social studies.	NW All staff	Sept - Feb 2016	<ul style="list-style-type: none"> Engage in professional learning to further develop knowledge and understanding of principles and practices of CfE Collaboratively devise an IDL overview across each level. Devise pathways for delivering social studies across each level Evaluate pathways to ensure coverage and flexibility SMT quality assurance to ensure links across learning 	<ul style="list-style-type: none"> Clear and progressive pathway developed Skills, knowledge, understanding and assessment are built into the pathway/progression Staff knowledge and understanding of each level within CfE will increase, ensuring differentiation in learning and teaching Relevant links made across the curriculum Children involved in planning contexts Children's engagement and motivation increases; raising attainment and achievement Social Studies Policy built on agreed practice
Develop a progression for writing, listening and talking.	JR CD	Nov – Dec 2015	<ul style="list-style-type: none"> Establish current practice in teaching of writing Engage in CLPL to deepen knowledge and understanding of writing progression Engage with Education Scotland progression framework to support planning of writing Monitor planning, teaching and assessment of writing through QA procedures Devise whole school policy for planning and teaching of writing Begin use of Highland Literacy (Talking and Listening) with view to further develop 2016/17 	<ul style="list-style-type: none"> Clear and progressive pathways developed Skills, knowledge, understanding and assessment are built into the pathways/progressions Staff knowledge and understanding of each level within CfE will increase, ensuring differentiation in learning and teaching Children will have further continuity of learning approaches and experiences across the stages and at transition points Staff will regularly moderate within languages to ensure shared and consistent expectations and understandings Languages Policy built on agreed practice
Begin development of progressive pathways for Skills Academy subjects:	FB AC CD RC	Sept - April	<ul style="list-style-type: none"> Identify teachers to deliver subjects within Skills Academy 	<ul style="list-style-type: none"> Clear and progressive pathways begun Skills, knowledge, understanding and assessment

science, 1 + 2, music and ICT		2016	<ul style="list-style-type: none"> Staff to engage in CLPL to develop knowledge and understanding of curriculum area Devise timetable for skills academy Collaboratively devise pathways for identified curriculum areas Moderation of skills academy to agree on standards and delivery 	<p>are built into each progression</p> <ul style="list-style-type: none"> Children's engagement and motivation increases; raising attainment and achievement Children will have further continuity of learning approaches and experiences across the stages and at transition points
Explore a range of opportunities for delivering citizenship aspects of curriculum within the life and ethos of the school.	Class Teachers	Oct – Apr 2016	<ul style="list-style-type: none"> Collaboratively decide on Citizenship themes which can be addressed through House Groups Staff to engage in CLPL to develop knowledge and understanding of curriculum area Devise timetable for House Group Staff to devise a plan for each area 	<ul style="list-style-type: none"> Four key themes to be identified Children experience a variety of opportunities within the wider life of the school Children have greater sense of responsibility Children feel valued

ES Recommendation

Further develop curriculum and approaches to assessment to **raise children's attainment**.

Expected Outcomes

Children will make very good progress on prior levels of attainment in literacy and numeracy.

Key Actions/Tasks	Who	When	Actions Required	Success Criteria
Review and develop forward planning formats and assessment evidence.	NW All staff		<ul style="list-style-type: none"> Staff create an agrees format for forward planning to be used for planning across curricular 	<ul style="list-style-type: none"> Planning formats devised are consistently used across the school

			<ul style="list-style-type: none"> areas Staff engage in CLPL to deepen knowledge and understanding of planning/teaching/assessment cycle Staff engage in moderation of planning using agreed criteria 	<ul style="list-style-type: none"> Staff have a clear understanding of the link between the Learning and Teaching intentions, success criteria, the learning experiences, the intended impact of the learning and the best assessment activity to demonstrate the learning Staff aware of and using different types of assessment evidence Progression in learning clear to see from term to term in forward plans Staff recording/storing assessment information in a manageable way
Develop robust use of assessment, tracking and monitoring.	NW/JR	Oct – April 2016	<ul style="list-style-type: none"> Staff to engage in Attainment Challenge and POLAAR CLPL opportunities Use standardised assessment results to underpin tracking meetings Evaluate impact of tracking dialogue through self-evaluation process Implement new assessment and tracking framework 	<ul style="list-style-type: none"> Staff regularly moderate children’s work to ensure an increased shared understanding and expectation of standards Staff regularly spend time in each other’s classes to increase the collegiate approach and a shared understanding of progression, standards and expectations Staff are confident in interrogating assessment data and identifying next steps in learning and teaching Regular attainment meetings take place that feed into the SfL arrangements for identifying appropriate supports for children in order to increase attainment
Raise attainment in reading.	NW CD	Aug 2015 – June 2016	<ul style="list-style-type: none"> Carry out standardised assessments in reading at P1, P3, P5, P6 and P7 Moderate reading assessments to identify next steps in teaching Deliver Reading Recovery programme to identified children. Engage with Local Authority attainment challenge literacy training Use planning format to further develop sharing of targets with children Use AifL techniques to enhance children’s ability to self and peer assess reading Joint planning with SfL and EAL to ensure cohesive support and targets. Quality Assurance visits focus on reading 	<ul style="list-style-type: none"> Progression of knowledge, skills and understanding used to plan appropriate pace and challenge High quality learning experiences being taught High quality feedback given to children Children more aware of own strengths and areas for development Regular class visits happening between class teachers Quality Assurance visits identify good practice to share and areas where staff development may be necessary Children being regularly tracked and supports identified early Majority children in P7 and most in P4 and P1 will achieve appropriate levels in reading
Raise attainment in writing.	NW	Oct	<ul style="list-style-type: none"> Carry out systematic assessment of writing 	<ul style="list-style-type: none"> Progression of knowledge, skills and understanding

	JR	2015 – June 2016	<p>across the year.</p> <ul style="list-style-type: none"> • Moderate writing assessments to identify next steps in teaching • Plan interventions around peer support for teaching of writing • Use planning format to further develop sharing of targets with children • Use AifL techniques to enhance children’s ability to self and peer assess writing • Joint planning with SfL and EAL to ensure cohesive support and targets. • Quality Assurance visits focus on writing 	<p>used to plan appropriate pace and challenge</p> <ul style="list-style-type: none"> • High quality learning experiences being taught • High quality feedback given to children • Children more aware of own strengths and areas for development • Regular moderation happening between class teachers • Quality Assurance visits identify good practice to share and areas where staff development may be necessary • Children being regularly tracked and supports identified early • Majority children in P7 and most in P4 and P1 will achieve appropriate levels in writing
Raise attainment in numeracy.	NW FB	Sept 2015 – June 2016	<ul style="list-style-type: none"> • Carry out systematic assessment of numeracy • Moderate numeracy assessments to identify next steps in teaching • Deliver Maths Recovery programme to identified children. • Use planning format to further develop sharing of targets with children • Engage with Local Authority numeracy training • Identify member of staff to participate in Numeracy Masters Module – FB • Use AifL techniques to enhance children’s ability to self and peer assess numeracy • Joint planning with SfL and EAL to ensure cohesive support and targets. • Quality Assurance visits focus on numeracy 	<ul style="list-style-type: none"> • Progression of knowledge, skills and understanding used to plan appropriate pace and challenge • High quality learning experiences being taught • Active Learning taking place • Children more aware of own strengths and areas for development • Quality Assurance visits identify good practice to share and areas where staff development may be necessary • Children being regularly tracked and supports identified early • Majority children in P7 and most in P4 and P1 will achieve appropriate levels in numeracy
Develop the use of profiling.	NW All staff	Sept – May 2016	<ul style="list-style-type: none"> • Engage in professional reading and learning around the principles and purpose of profiling • Establish procedures within school to support profiling • Share purpose and procedure for profiling with school community • Moderate pupils’ profiles • Share pupil profiles with parents 	<ul style="list-style-type: none"> • Children will have begun to identify personal targets • Children will be able to identify their latest and best work and explain why it is so • Children developing their use of evaluative language when describing their learning • Staff will be confident in evaluating progress and setting new targets with the children • New profiling format/practice will be developed
Establish effective links with homes in order to support and enhance learning and teaching.	NW Parent Group	Oct – May 2016	<ul style="list-style-type: none"> • Establish purpose of Parent Group • Establish parent group to facilitate engagement • Establish themes with which families would be 	<ul style="list-style-type: none"> • The completion of homework will have increased • Parental volunteers in school will have increased • Sharing the learning events will be well attended

			willing to engage <ul style="list-style-type: none"> • Deliver/provide materials and resources so parents can support children in learning • Plan and deliver Sharing the Learning afternoons to share learning with community • Engage with Parent Council in Gathered Together training to support engagement of Ethnic minorities. 	<ul style="list-style-type: none"> • Parent workshops will be well attended • Parent feedback will be regularly gathered and clearly acted upon • Families feel more confident to support and enhance their child's learning
Further improve quality of learning and teaching consistently across the school	NW All staff		<ul style="list-style-type: none"> • Staff to engage in CLPL focus; pace, challenge, differentiation and active learning • Revisit AfL strategies and techniques • Moderation of planning numeracy and literacy focus on differentiation and active learning 	<ul style="list-style-type: none"> • Quality Assurance format updated • High quality learning experience being taught • Active learning taking place • AfL strategies embedded in classroom practice

ES Recommendation				
Improve the quality and consistency of children's learning experiences through focused self-evaluation.				
Expected Outcomes				
Through rigorous and robust self-evaluation the school community will be more able to recognise and plan for strengths and areas for development in order to improve children's learning experiences.				
Key Actions/Tasks	Who	When	Actions Required	Success Criteria
Continue to consult with all stakeholders.	NW, JR	Oct – June 2016	<ul style="list-style-type: none"> • Share Education Scotland Report with staff – Support Staff • Share Education Scotland Report with parents • Consult with staff as to next steps CAT and Support Staff Meeting • Share planning with Parent body • Monthly (First Tuesday) update of Action Plan on 	<ul style="list-style-type: none"> • Parents, pupils, staff and partners involved in evaluating the work of the school • Impact of consultations/feedback clearly shared/displayed for community to see –“you said...we did” • Community voice encompassed in areas of the action plan to develop, plan and implement

			School Website to inform all of progress	<p>improvements</p> <ul style="list-style-type: none"> • Pupil voice gathered through House Group and Pupil Council • Pupil voice given strong focus and children feel valued as they see how they have contributed to the life and work of the school
Further develop Quality Assurance procedures.	NW, JR	Oct - June 2016	<ul style="list-style-type: none"> • Implement monitoring calendar • Create joint overview tracking pro forma and share with staff • Engage in coaching and mentoring feedback meetings 	<ul style="list-style-type: none"> • School leadership have a robust understanding of the quality of learning and teaching across the school • School leadership provide support and challenge • Quality Assurance procedures include classroom visits, sampling pupil work, pupil dialogue and feedback ensuring impact on learning is a direct result
Develop practice and procedures to encourage and support staff with Learning Visits	JR	Jan – June 2016	<ul style="list-style-type: none"> • Consult staff on format for peer observation • Establish timetable for peer observation • Plan opportunities for staff to engage in peer support through moderation of planning • Ensure opportunities for staff to moderate assessment 	<ul style="list-style-type: none"> • Staff charter developed ensuring staff needs during a peer to peer learning visit are agreed and followed • Staff will be confident in sharing practice and engaging in professional dialogue about their craft • Staff will regularly visit each other’s classrooms • Consistency of experience for children will have developed
HT will engage in CLPL to further develop skills to support all staff, including providing feedback and challenge.	NW	Aug – May 2016	<ul style="list-style-type: none"> • Engage with School Improvement Partnership • Engage with CLPL around Curriculum development and self-evaluation • Work with peer head to support work of Action Plan 	<ul style="list-style-type: none"> • Leadership plan devised and taken forward • School leadership will be more skilled in providing support and challenge to staff

**Sunnyside Primary School
Clackmannanshire**



**Education Scotland Action Plan
2015 – 2016**

Introduction

In May 2015, Education Scotland (ES) published a report on standards and quality in Sunnyside Primary School following their inspection in February 2015.

The inspection found the key strengths of the school:

- Confident, polite and friendly children who are very proud of their school.
- Improvement in children's progress in reading and writing.
- The commitment of staff to improving children's experiences and achievements.

The inspection identified several areas for improvement:

- Continue to improve the curriculum to ensure all children can make suitable progress across all aspects of their learning.
- All staff should be involved in developing robust approaches to evaluating the work of the school to ensure consistently high-quality experiences for all children.
- Continue to develop effective whole-school approaches to meeting children's needs.

Working with the education authority, the school has prepared this action plan to identify how it will address the main points for action outlined in the inspection report. To do this, the school has considered carefully the findings and recommendations made by Education Scotland and the Care Inspectorate and also undertaken some self-evaluation with staff and pupils to consider strengths and key areas for development. The school has also consulted with the Chairperson of the Parent Council.

The education authority will work with the school to support and monitor progress.

Sunnyside Primary School: Education Scotland Follow-Up Action Plan

ES Recommendation Continue to improve the curriculum to ensure all children can make suitable progress across all aspects of their learning.			
Expected Outcomes Staff will have a shared understanding of the curriculum and what planning with children should involve. Children will have access to a bespoke curricular experience and high quality learning. Children will make good progress across all aspects of their learning.			
Key Actions/Tasks	Personnel Responsible	Timescale	Success Criteria
Collate curriculum design of EOs as agreed by staff into class/ stage overview planners.	HF MMcC	August 15	All staff are using clear and comprehensive overviews to plan a curriculum that allows good progress across all aspects of learning. SMT and teachers will discuss pace of progress through overview planners at impact meetings.
Collate class/ stage overview planners into curricular overview from Nursery -P7 for each curricular area.	HF MMcC	Aug 15 – June 16	Learners will experience a broad, balanced and deep curriculum consistently throughout the school. Learners will make good progress across all aspects of their learning from Nursery -7.
Ensure all staff are familiar with and use Significant Aspects of Learning.	HF	August 15	All staff has access to SAOL and use this to plan assessment and curriculum design.
Identify curriculum driver staff for each curricular area to collate skills and understanding information into curriculum pathways.	Drivers and leaders	September 15	Driver staff are clear on remits and focus areas for development within the curriculum. Curriculum pathways will be developed for most areas of the curriculum.
Curriculum drivers to meet as a team to devise action plan for forthcoming session. Identify link schools, CLPL opportunities for staff.	HF	Oct 15	Clear and concise action plan for each area – driven by the rationale.
Consult with staff, children and parents to develop a curriculum rationale.	Management team	Feb 16	A bespoke curriculum rationale for Sunnyside will be shared with the whole school community.
Revise Health and Wellbeing progression to ensure it is central to our curriculum.	SMT	June 15	Pupils' learning in health and wellbeing will follow a clear progression and there will be continuity and coherence from Nursery-P7. The progression will cover learning in class and at a whole school level.

Develop termly planning showing the skills and knowledge for each curricular area within stage overview planners.	Teaching staff	Throughout the year	The development of pupils' knowledge and skills will be carefully planned to ensure progression.
Collate termly planning into school planning format that is grown organically over the year thereby developing Sunnyside curriculum progression.	SMT and Teaching staff	June 16	Curriculum Progression document 2015-16 will provide a record of learner experience. A Curriculum Progression document will be developed for use in Session 2016-17.
Provide opportunities for staff to engage in a range of CLPL to deepen knowledge and understanding of IDL and Health and Wellbeing.	HF HA CF	March 16	A strategic CLPL plan will be in place with clear links to SIP priorities.

Sunnyside Primary School: Education Scotland Follow-Up Action Plan

ES Recommendation Continue to develop effective whole-school approaches to meeting children's needs.			
Expected Outcomes All children will be supported in their learning and development to ensure they make good progress in attainment and achievement. Teachers will be confident in planning, delivering and assessing quality learning experiences for children ensuring all needs are met.			
Key Actions/Tasks	Personnel Responsible	Timescale	Success Criteria
Ensure universal and targeted needs are supported – clear understanding and familiarity with SHANARRI indicators.	All staff	Nov 15	Children's needs will be identified and supported using a clear and consistent planning framework.
Organise comprehensive CLPL to support staff in practical organisation and planning for differentiation.	HF Drivers	Throughout the year	Pupils' needs will be identified and supported appropriately and tasks and activities will be matched to learners' needs. Differentiation will be evident in classes.
Develop systematic process for sharing information of prior attainment and achievement of children – use of existing assessment folder information.	HF MMcC EC	Feb 16	Attainment and achievement information will be shared effectively to ensure learners' needs are met and good progress is made.
Develop assessment overview – clarify what, how, when and why of assessment practice and what evidence will be gathered of progress in learning.	HF	Oct 15	Assessment is consistently used to identify to identify needs, plan next steps and promote achievement. Robust recording system in place to evidence assessment and progress.
Develop use of summative, formative and diagnostic assessment to inform numeracy and mathematics planning, learning and teaching.	All	Oct 15 INCAS Nov 15 PIM and Group reading	Pupils' learning will be assessed and tracked regularly in numeracy and mathematics and teachers will use this to support planning pupils' next steps.
Identify areas of literacy, numeracy and mathematics where targeted support to raise attainment is required.	HF MMc YG EC	Aug 15 – Oct 15	Pupils' needs will be identified and supported appropriately in numeracy and mathematics and literacy. Effective programmes of support will be in place.
Further develop and implement procedures and practices for tracking and monitoring.	SMT	Aug 16	Staff will be able to identify and address learners' needs through dialogue and tracking. Records and procedures for transferring information are operating effectively.
Undertake regular impact meetings – agree and share clear structure - focus on meeting needs and raising attainment.	HF MMcC	Throughout the year 50	Staff consistently reflect and discuss learner's needs and act upon this appropriately. Impact meeting records summarise professional

			dialogue and agreed actions.
Use HNIOS to further develop staff understanding of nurturing school - purpose of The Pod and their responsibility to nurture in their classroom.	All Staff TG	Throughout the year	All stakeholders have a shared understanding of nurture and its principles. Children are valued and nurtured throughout the school.
Develop Promoting Positive Behaviour Policy and Anti Bullying Policy. Collaborate and consult with parents, agencies, staff and children.	SMT	Nov 15	Ensure clear principles and structure for responding to challenging behaviour and low level disruptions. A reduction in behaviour conversations on a weekly basis between teachers, pupils, SMT and parents.
Adopt whole school adopt a Growth Mindset approach – staff, parents and pupils involved.	All staff, pupils and parents	June 16	An increase in resilience throughout the school, improving performance and achievement.
Establish regular support staff meetings (fortnightly) and develop opportunities for support staff to take responsibility for areas of school life.	MMc Support staff	Aug 15 - Oct 15	Support staff will feel more informed of the activities and developments of the school. Support staff will have greater autonomy over areas of the school and will be aware of their roles and responsibilities. Support staff evaluations will demonstrate improved practice.
Devise a support staff training calendar – nurture, cartoon conversations, sensory training	MMcC Support Staff	Dec 15	All staff will have skills to meet learners' needs fully and consistently throughout the school.
Establish professional reading groups as part of collegiate working.	All	Dec15	Teachers will extend their knowledge of teaching methodologies and learning will be enjoyable, engaging, challenging and have pace. Differentiation will be evident in planning and classroom practice.

ES Recommendation

All staff should be involved in developing robust approaches to evaluating the work of the school to ensure consistently high-quality experiences for all children.

Expected Outcomes

Through rigorous and robust self-evaluation the school community will be more able to recognise and plan for strengths and areas for development in order to improve children's learning experiences.

Key Actions/Tasks	Personnel Responsible	Timescale	Success Criteria
Consult with all stakeholders to develop, implement and review aspects of the action plan. Evaluation at all levels – learner, staff, teaching and learning, leadership, school, community.	HF MMc	Sep 15	Parents, pupils, staff and partners will be involved in evaluating the work of the school such as homework survey and Positive Behaviour Policy.
Provide CLPL to develop skills of staff in approaches to self-evaluation.	All	Feb 16	Staff will begin to reflect on own practice and school practice and identify strengths and areas for development. Staff will plan for improvements based on self-evaluation.
Ensure PRD Scheme, Professional Update and Career Long Professional Learning (CLPL) are planned in line with action plan.	All	Oct 15	Staff will identify areas for own professional learning which will improve their practice.
Engage pupils in evaluating the school through house groups, year group reps, Pupil Council and use to inform SIP.	YG HR CF	Aug 16	Pupils will have a strong voice and greater responsibility for contributing to the life and work of the school. Pupils will be able to talk confidently about changes/ actions that have taken place linked to their contributions and ideas.
Further develop Quality Assurance to include classroom visits, sampling pupil work, pupil dialogue and feedback ensuring there is impact on learning.	HF MMc	Throughout the year	School leadership will be aware of the quality of learning and teaching across the school and will provide support and challenge. Staff will have a clear understanding of the focus and practice of quality assurance activities is discussed at impact meetings.
Continue to engage with School Improvement Partnership and Nursery Improvement partnerships to support improvements.	HF	Throughout the year	Improvements in performance throughout the school.

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>



<p>long term and weekly plans.</p> <p>Develop a team approach to planning.</p> <p>Ensure that children are more involved in planning.</p> <p>Staff will ensure that active learning features regularly in planning and that more use is made of the outdoors space, local and wider environment to enhance learning and teaching experiences.</p>		<p>Oct 15 onwards</p>	<p>Planned activities will motivate, challenge and support learners. Activities and resources to support learning will be age and stage appropriate.</p> <p>Clear evidence of learners' involvement in planning through contexts and individual and collaborative working across curricular areas.</p> <p>Relevant and meaningful learning experiences which support and enhance learning within the classroom and nursery.</p>
<p>Devise and implement guidance on Classroom Organisation and Display .</p>	<p>HT</p>	<p>Sept 15</p>	<p>A consistent approach to high quality display across all learning environments and open areas. High quality work will be recognised and celebrated in attractive displays which will motivate and inspire others. The Learning environment will be conducive to high quality learning and teaching.</p>
<p>Make more use of information from InCAS and other assessment by increasing staff's awareness, understanding and use of this information and engaging in dialogue.</p> <p>Administer the Suffolk Reading Test as part of the Clackmannanshire Challenge.</p>	<p>DHT</p>	<p>Oct 15 Ongoing</p>	<p>Staff will make effective use of all assessment data, formative and summative ensuring the needs of all learners are met and next steps to support and improve learning.</p> <p>Raised attainment.</p>
<p>Review Achievement Logs/Learning Journals to ensure they are being used effectively.</p>	<p>DHT Senior EYP</p>	<p>Feb 16 Ongoing</p>	<p>There will be a shared understanding by staff, pupils and parents of the</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>			
Key Actions	Personnel Responsible	Timescale	Impact
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	HT	Oct 15 – Jan 16	Improved pedagogy and clearer understanding of teaching numeracy and the importance of introducing



<p>school and nursery class. This will also be shared with other practitioners in the school.</p>			<p>the 4 operations at early level. 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</p>	<p>HT</p>	<p>Oct 2015</p>	<p>Pupil involvement in decision making and driving forward improvement will be increased.</p>



<p>enterprise, life and work.</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>	<p>HT</p>	<p>November/Dec 2015</p>	<p>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>
<p>Create further opportunities for Pupil leadership and collaborative working through setting up a new House system.</p>	<p>PT</p>	<p>September 2015</p>	<p>Senior pupils will develop leadership skills through their various roles and responsibilities.</p>
<p>Introduce class assemblies, where pupils take the lead role in planning and presenting their assembly.</p>	<p>Pupils</p>	<p>Oct 15 – June 16</p>	<p>Confident pupils, leading and sharing learning. Increased pupil voice.</p>
<p>Training/Resource Needs</p> <p>Literacy Leader to attend Clackmannanshire Challenge Train the Trainer events. Clackmannanshire Attainment Challenge.</p> <p>Numeracy Leader to attend Numeracy Train The Trainer events.</p> <p>2 Teachers to undertake the Masters Supporting Numeracy Module at Strathclyde University</p> <p>Collaborative working in teams.</p> <p>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>			