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**Report to Education Sport & Leisure Committee**

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**Date of Meeting: 28 April 2016**

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

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**Report by: Head of Education**

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**1.0 Purpose**

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

**2.0 Recommendations**

It is recommended that the Education, Sport & Leisure Committee agrees:-

- 2.1 To note the outcome of the Education Scotland Inspection of Coalsnaughton Primary School and Nursery Class.

**3.0 Considerations**

- 3.1 Each year Education Scotland inspects and reports on the quality of education in a sample of pre-school centres, primary schools, secondary schools and other education services, including Community Learning and Development. Coalsnaughton Primary School and Nursery Class was inspected in the week beginning 26 October 2015. The inspection report was published on 19 January 2016.
- 3.2 School inspections focus on how well children and young people are learning and achieving, and how well the school supports their development.
- 3.3 The inspection team evaluates the school's capacity to improve and seeks answers to the following questions:
- How well do children learn and achieve?
  - How well does the school support children to develop and learn?
  - How well does the school improve the quality of its work?

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

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

- Improvements in performance (NPF)
- Learners' experiences (NPF)
- Meeting learning needs (NPF)
- The curriculum
- Improvement through self-evaluation.

3.5 The inspection report was published on 19 January 2016 (Appendix 1). The report takes the form of a letter to parents, which provides a response to the questions highlighted in section 3.3. Appendix 2 provides an overview of the evaluations made.

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

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

- Children who are proud of their school and show care and concern towards each other.
- The leadership of the headteacher in creating the strong, caring ethos across the nursery class and school.
- The work with parents and partners to develop the positive environment for learning across the nursery class and school.

3.8 The following areas for improvement were agreed in discussion with the headteacher and the education authority:

- Improve children's progress and attainment in English and literacy and in numeracy and mathematics.
- Ensure the learning needs of all children are effectively met.
- Develop the curriculum to ensure children build on their knowledge and skills as they progress through the school.
- Ensure approaches to self-evaluation lead to year on year improvement in children's learning and progress.

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

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

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

Improvements in performance	weak
Children’s experiences	satisfactory
Meeting learning needs	satisfactory

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

The curriculum	weak
Improvement through self-evaluation satisfactory	

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

As a result of the inspection findings, Education Scotland highlighted that the school needs additional support and more time to make necessary improvements. Their Area Lead Officer will work with Clackmannanshire Council to build capacity for improvement and to monitor progress. Within a year of publication of the report, Education Scotland will carry out a further inspection and issue another letter to parents on the extent to which the school has improved.

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

Officers have been working with the school to develop a clear and detailed action plan to guide the school’s work throughout 2016 (Appendix 4). Officers will support the school with the implementation of the action plan and will undertake regular quality assurance visits to monitor progress.

An Acting Principal Teacher has been appointed for the remainder of this session and she will act as a model practitioner and also lead areas of school improvement. A Principal Teacher of Support for Learning is now working with the school to provide their 1-day allocation, with an additional half day per month allocation. Also, actions have been taken to secure stability in staffing across all three classes.

The school is involved in the Scottish Attainment Challenge in Clackmannanshire and is benefitting from a range of universal and targeted supports and interventions.

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

The Education Service is satisfied that improvements will be secured.

#### 4.0 Sustainability Implications

4.1 The paper has no sustainability implications.

#### 5.0 Resource Implications

5.1 The paper has no resource implications.

#### 6.0 Exempt Reports

6.1 Is the report exempt? No

#### 7.0 Declarations

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

- (1) Our Priorities (Please double click on the check box )
- |                                                                          |                                     |
|--------------------------------------------------------------------------|-------------------------------------|
| The area has a positive image and attracts people and businesses         | <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 type="checkbox"/>            |
| Substance misuse and its effects are reduced                             | <input type="checkbox"/>            |
| Health is improving and health inequalities are reducing                 | <input type="checkbox"/>            |
| The environment is protected and enhanced for all                        | <input type="checkbox"/>            |
| The Council is effective, efficient and recognised for excellence        | <input type="checkbox"/>            |

(2) Council Policies (Please detail)

Not applicable

#### 8.0 Equalities Impact

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

Yes

#### 9.0 Legality

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

#### 10.0 Appendices

10.1 Appendix 1 – Education Scotland Inspection Findings – Coalsnaughton Primary School and Nursery Class

- 10.2 Appendix 2 – Education Scotland Quality Indicators – Coalsnaughton Primary School and Nursery Class
- 10.3 Appendix 3 – Education Scotland – Questionnaire Analysis – Coalsnaughton Primary School
- 10.4 Appendix 4 – Coalsnaughton Primary School – Action Plan – January – December 2016



**11.0 Background Papers**

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

**Author(s)**

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**Approved by**

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



19 January 2016

Dear Parent/Carer

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

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

**How well do children learn and achieve?**

Children in the nursery enjoy their learning and are developing an awareness of themselves and others as they learn to take turns and share. As a result of improvements to the learning environment, they are now beginning to access their own activities independently. Children respond well when given some responsibility for aspects of their learning, such as organising their snack. We have asked staff to be clearer about what children are expected to learn at particular activities and how they will assess children's progress. At the primary stages, the school ethos is now based on mutual respect and is creating a more positive learning environment for children. We found that children contribute well to the life of the school through a range of groups, for example, the sports committee and the Pupil Council. Children are proud of their 'secret garden' and achieving their Sport Scotland Silver Award. They enjoy the range of sporting opportunities available to them such as skiing lessons and visits to The Peak for climbing. Older children are beginning to develop their leadership skills through, for example, taking on roles as buddies and peer mediators. The school should continue with its plans to develop and implement learning journals to help children better understand and talk about their learning and progress. We have asked the school to improve the quality and consistency of learning and teaching across the school. For example, staff need to involve children more in making better choices about their learning and consistently ask what they are learning from their experiences.

Across the nursery class and primary stages, children respond well to having their achievements celebrated in a range of ways such as through assemblies and the 'star jar'. In the nursery, children are becoming more confident in talking about their own interests and enjoy stories and looking at books. We have asked staff to ensure there is a clearer focus placed on developing all children's early language and literacy. For

example, children need increased opportunities in different areas of the nursery to develop their early writing skills. A few children show interest in numbers. Early numeracy skills now need to be introduced more frequently through play and daily routines. Across the primary stages, children's attainment in literacy and numeracy requires improvement. Staff now need to increase their expectations of what children can achieve so that they are consistently high and ambitious enough to develop children's skills better. Children now need to be taught early literacy skills with greater rigour to ensure the pace of learning is appropriate. The majority of children are able to discuss books they enjoy reading and older children are developing their research skills appropriately. We have asked staff to help children to develop a wider range of reading skills. Across the primary stages there is considerable scope to encourage children to write more frequently and at greater length. In numeracy and mathematics, most children do not yet have a sound enough knowledge of important mathematical concepts and ideas. As a result, they have difficulty applying their learning to solve problems. Across the school, children are gaining confidence in completing written calculations. However, they are not able to talk confidently about their mathematical thinking or answer oral questions quickly. A few older children are beginning to apply their learning in real life contexts, such as their organisation of the stationery shop. Across the nursery class and primary stages, children are learning to appreciate what constitutes a healthy lifestyle. They can talk about keeping themselves safe in a variety of situations and are becoming more confident in discussing their feelings and emotions.

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

In the nursery class and across the primary stages, staff show high levels of care and consideration for children. Relationships between staff and children are positive and staff are aware of individual family circumstances. There is an inclusive ethos where everyone is made to feel welcome and staff are responsive to individual children's emotional needs. The school works well with a range partners to help support children and their families. The chill out zone provides a safe space for children to talk about their feelings with a member of staff. However, there are some important weaknesses in the school's arrangements to meeting children's learning needs across the primary stages. Tasks, activities and resources are not matched well enough to children's learning needs. Teachers need to use assessment evidence better to plan learning experiences which build on children's existing skills and knowledge. Learning plans are in place for the children who require them, but there is not always evidence of these being used effectively enough in helping children to improve. Staff now need to work better together to fully meet the range of children's learning needs in their classes.

Across the nursery class and primary stages, staff are now beginning to develop a common understanding of Curriculum for Excellence. In the nursery class, the curriculum is delivered through play and relevant use is made of the local community to support learning. Staff are beginning to change their planning to respond better to children's interests. They now need to develop their approaches to assessing and recording children's progress through individual learning journals. At the primary stages, teachers have adopted curricular programmes to plan learning which are beginning to ensure a more progressive experience for children over time. In English and literacy and numeracy and mathematics, teachers have worked together to create



new programmes of work to help children build on their previous learning. Positive steps are being made to improve the health and wellbeing curriculum to support the emotional wellbeing and resilience of children. Overall, however, the implementation of Curriculum for Excellence is significantly behind national expectations. In a few curriculum areas, there are not yet programmes of learning in place. As a result, there are significant gaps in children's learning. The school needs to ensure that all children are able to make suitable progress across all curriculum areas and receive the support and challenge to which they are entitled.

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

Coalsnaughton Primary School and Nursery Class have experienced a number of staffing issues in recent years. This has had an impact on the overall progress of improvement and the attainment and achievement of children. At all stages, there are important weaknesses in the quality of children's achievement and attainment over time. Since the appointment of the new headteacher in January 2014, she has worked very hard to develop relationships within the local community. She has gained the support and respect of parents, children and staff. Through partnership with you, she has made significant improvements to the behaviour across the school and has created a caring and supportive ethos. Children now show care and respect towards all staff and each other. Staff value the support and leadership provided by the headteacher and are now working more effectively as a team to make the necessary improvements for your children. The headteacher has a more appropriate range of ways now in place to monitor the work of the school. Much work remains to be done, particularly in the overall quality of children's learning experiences and raising their attainment to ensure the recent positive start is bringing about improvements which can be built upon and sustained. Staff now take part in relevant professional learning activities and these are now more focussed on planned improvements to help improve learning and teaching and delivering the curriculum.

During the previous Care Inspectorate inspection, the school had no requirements and ten recommendations. From these, seven recommendations have been met/or partially addressed. Outstanding issues relating to children's learning journals and audit systems are carried forward in this inspection. As a result of this inspection, there are no requirements and three recommendations.

This inspection found the following key strengths.

- Children who are proud of their school and show care and concern towards each other.
- The leadership of the headteacher in creating the strong, caring ethos across the nursery class and school.
- The work with parents and partners to develop the positive environment for learning across the nursery class and school.

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

- Improve children's progress and attainment in English and literacy and in numeracy and mathematics.

- Ensure the learning needs of all children are effectively met.
- Develop the curriculum to ensure children build on their knowledge and skills as they progress through the school.
- Ensure approaches to self-evaluation lead to year on year improvement in children's learning and progress.

### **What happens at the end of the inspection?**

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. Our Area Lead Officer will work with Clackmannanshire Council to build capacity for improvement, and will maintain contact to monitor progress. We will return to carry out a further inspection within one year of publication of this letter. We will then issue another letter to parents on the extent to which the school has improved.

Louise Turnbull  
HM Inspector

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

[http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/Coal  
snaughtonPrimarySchoolClackmannanshire.asp](http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/Coal%20snaughtonPrimarySchoolClackmannanshire.asp)

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

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

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

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

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

<b>Improvements in performance</b>	<b>weak</b>
<b>Learners' experiences</b>	<b>satisfactory</b>
<b>Meeting learning needs</b>	<b>weak</b>

Nursery class

<b>Improvements in performance</b>	<b>weak</b>
<b>Children's experiences</b>	<b>satisfactory</b>
<b>Meeting learning needs</b>	<b>satisfactory</b>

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

<b>The curriculum</b>	<b>weak</b>
<b>Improvement through self-evaluation</b>	<b>satisfactory</b>

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

<b>Quality of care and support</b>	<b>adequate</b>
<b>Quality of environment</b>	<b>good</b>
<b>Quality of staffing</b>	<b>adequate</b>
<b>Quality of management and leadership</b>	<b>adequate</b>

<sup>1</sup> *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3\\_tcm4-684258.pdf](http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf)

<sup>2</sup> *The Child at the Centre (2), Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, [http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey\\_tcm4-712692.pdf](http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseey_tcm4-712692.pdf)

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

## Nursery class

At the last inspection that was conducted by the Care Inspectorate, there were ten recommendations and no requirements. Seven recommendations have since been addressed. Outstanding issues relating to children's learning journals and audit systems are carried forward in this inspection.

1. Staff need to improve how children and parents are involved in agreeing areas for children's learning within the learning journals. They should be able to demonstrate:

- children's and parents' input into learning plans
- evidence of progress in all aspects of children's development
- clearly identified next steps
- where children's interests are being supported and
- that plans are reviewed at least 6 monthly.

National Care Standards - Early Education and Childcare up to the age of 16:  
Standards 4.4 - Engaging with Children and 5.6 - Quality of Experience.

2. Staff need to further develop how they evaluate the training and learning they undertake. They should be able to more fully demonstrate how they:-

- use their learning to improve their practice
- evaluate the impact on the service.

National Care Standards Early Education and Childcare up to the age of 16:  
Standards 13-Improving the service.

3. Consideration should be given to recording how audits that show how the work of the service and staff are monitored. These could include audit systems for the:

- completion of accident records
- completion of medication forms
- written feedback to staff about information in learning journals and
- completion of curriculum plans.

National Care Standards Early Education and Childcare up to the age of 16:  
Standards 13 - Improving the Service and 14.7 - Well Managed Service.

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

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

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

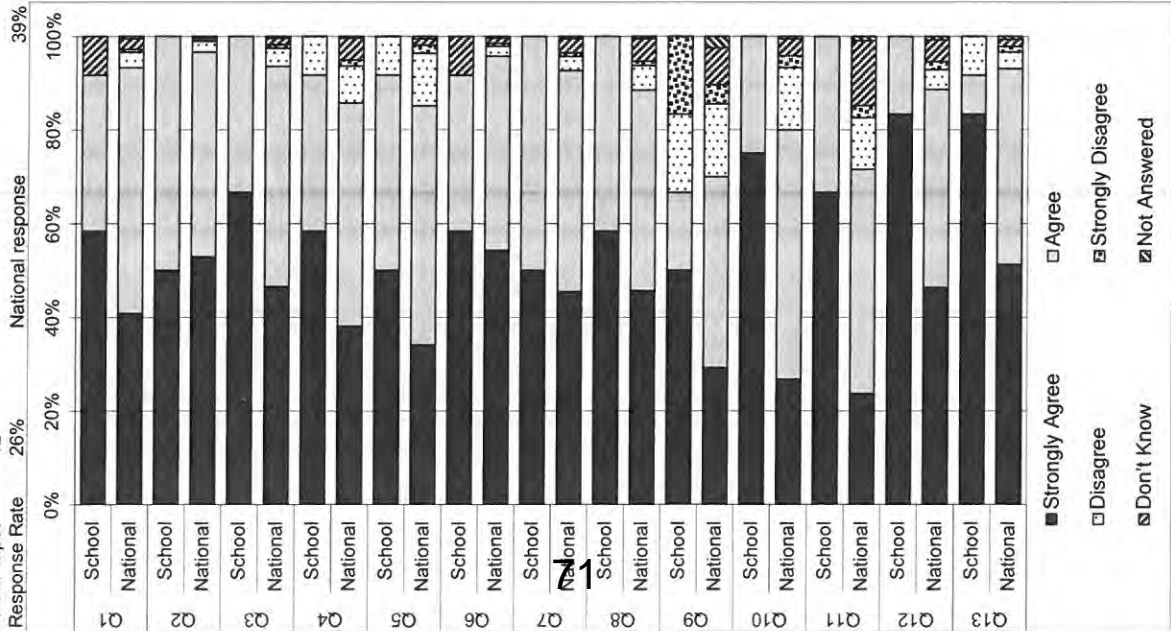
and

<http://www.scswis.com/>

A sample of parents, children and young people, and all members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views informed the inspection process, including the nature of discussions in a number of meetings. Strengths and issues identified were explored by the inspection team, and the findings are included in the inspection report. The following information gives the statistical detail from those that returned questionnaires. **Appendix 3**

### Parent Questionnaire Summary

Centre Name Coalsnaughton Primary School  
 SEED Number 5701023  
 Quest. Issued 46  
 Quest. Input 12  
 Response Rate 26%

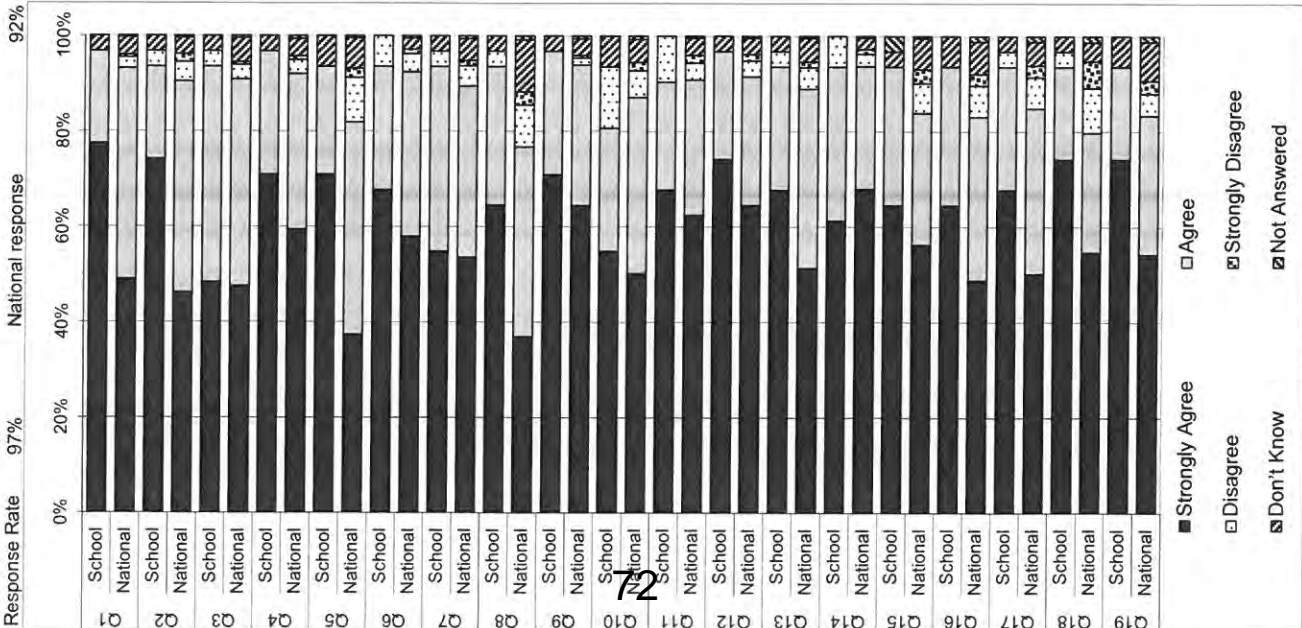


Question	Percentage %				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Answered
Q1	58%	33%	0%	0%	0%
Q2	50%	50%	0%	0%	0%
Q3	67%	33%	0%	0%	0%
Q4	58%	33%	8%	0%	0%
Q5	50%	42%	8%	0%	0%
Q6	58%	33%	0%	8%	0%
Q7	50%	50%	0%	0%	0%
Q8	58%	42%	0%	0%	0%
Q9	50%	17%	17%	0%	0%
Q10	75%	25%	0%	0%	0%
Q11	67%	33%	0%	0%	0%
Q12	83%	17%	0%	0%	0%
Q13	83%	8%	8%	0%	0%

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

# Pupil Questionnaire Summary

Centre Name Coalsnaughton Primary School  
 SEED Number 5701023  
 Quest. Issued 32  
 Quest. Input 31  
 Response Rate 97%



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

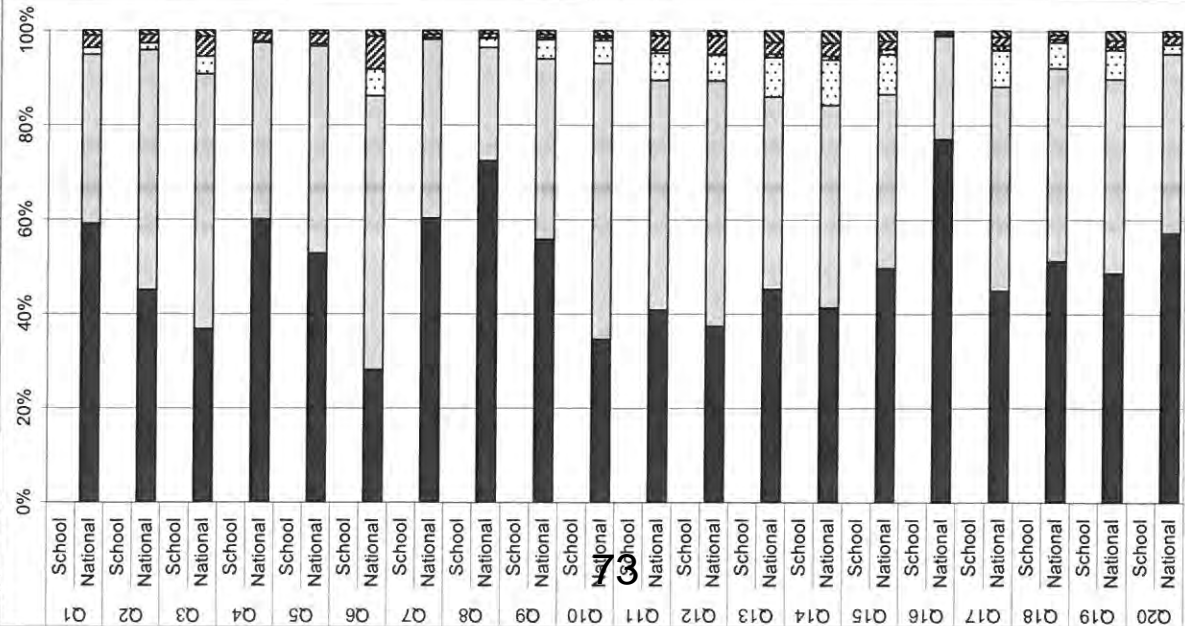
Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Disagree	Strongly Disagree & Agree
Q1	77%	19%	0%	0%	0%	0%	97%	0%
Q2	74%	19%	3%	0%	3%	0%	94%	3%
Q3	48%	45%	3%	0%	3%	0%	94%	3%
Q4	71%	26%	0%	0%	0%	0%	97%	0%
Q5	71%	23%	0%	0%	6%	0%	94%	0%
Q6	68%	26%	6%	0%	0%	0%	94%	6%
Q7	55%	39%	3%	0%	3%	0%	94%	3%
Q8	65%	29%	3%	0%	3%	0%	94%	3%
Q9	71%	26%	0%	0%	3%	0%	97%	0%
Q10	55%	26%	13%	0%	6%	0%	81%	13%
Q11	68%	23%	10%	0%	0%	0%	90%	10%
Q12	74%	23%	0%	0%	3%	0%	97%	0%
Q13	61%	32%	6%	0%	0%	0%	94%	3%
Q14	65%	29%	0%	0%	3%	0%	94%	6%
Q15	65%	29%	0%	0%	3%	0%	94%	0%
Q16	68%	26%	3%	0%	0%	0%	94%	0%
Q17	74%	19%	3%	0%	3%	0%	94%	3%
Q18	74%	19%	0%	6%	0%	0%	94%	0%
Q19	74%	19%	0%	0%	6%	0%	94%	0%



# Teacher Questionnaire Summary

Centre Name Coalsnaughton Primary School  
 SEED Number 5701023  
 Quest. Issued 7  
 Quest. Input 5  
 Response Rate 71% National response 74%

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



Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Disagree	Strongly Disagree & Agree
Q1	0%	0%	0%	0%	0%	0%	0%	0%
Q2	0%	0%	0%	0%	0%	0%	0%	0%
Q3	0%	0%	0%	0%	0%	0%	0%	0%
Q4	0%	0%	0%	0%	0%	0%	0%	0%
Q5	0%	0%	0%	0%	0%	0%	0%	0%
Q6	0%	0%	0%	0%	0%	0%	0%	0%
Q7	0%	0%	0%	0%	0%	0%	0%	0%
Q8	0%	0%	0%	0%	0%	0%	0%	0%
Q9	0%	0%	0%	0%	0%	0%	0%	0%
Q10	0%	0%	0%	0%	0%	0%	0%	0%
Q11	0%	0%	0%	0%	0%	0%	0%	0%
Q12	0%	0%	0%	0%	0%	0%	0%	0%
Q13	0%	0%	0%	0%	0%	0%	0%	0%
Q14	0%	0%	0%	0%	0%	0%	0%	0%
Q15	0%	0%	0%	0%	0%	0%	0%	0%
Q16	0%	0%	0%	0%	0%	0%	0%	0%
Q17	0%	0%	0%	0%	0%	0%	0%	0%
Q18	0%	0%	0%	0%	0%	0%	0%	0%
Q19	0%	0%	0%	0%	0%	0%	0%	0%
Q20	0%	0%	0%	0%	0%	0%	0%	0%

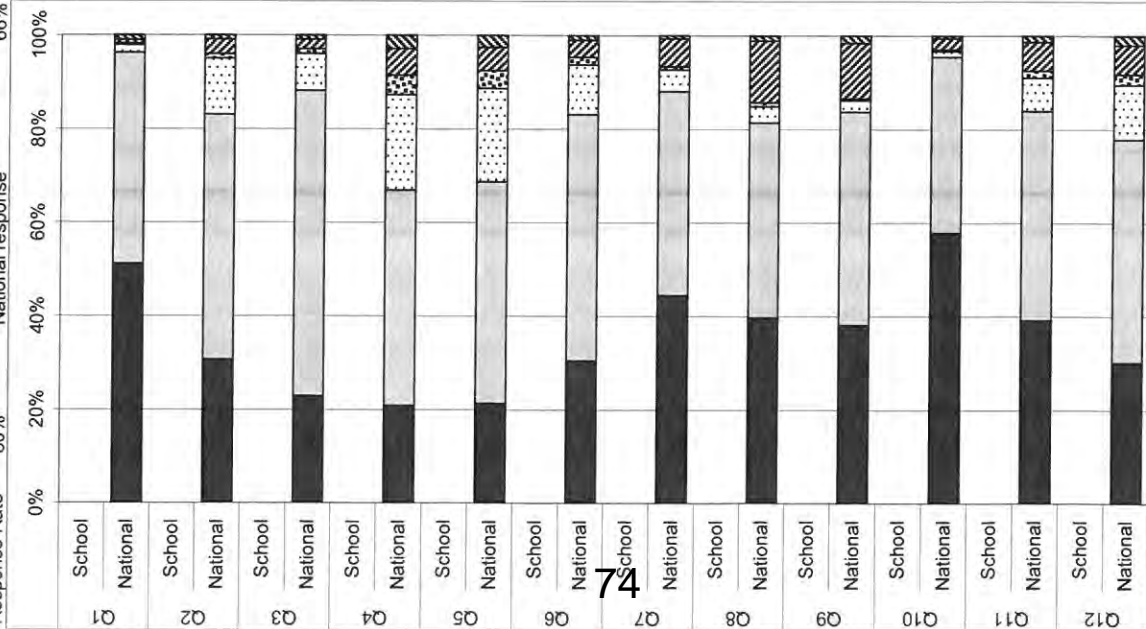
Note: Will not always sum to 100% due to rounding

DISCLOSURE CONTROL APPLIED

# Non-Teaching Questionnaire Summary

Centre Name Coalsnaughton Primary School  
 SEED Number 5701023  
 Quest. Issued 5  
 Quest. Input 4  
 Response Rate 80% National response 66%

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



Question	Percentage %											
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Disagree	Agree & Disagree	Strongly Disagree & Don't Know	Agree & Don't Know	Disagree & Don't Know	Strongly Disagree & Not Answered
Q1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q2	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q3	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q4	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q5	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q6	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q7	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q8	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q9	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q10	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q11	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q12	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Q1 I have access to the information I need to carry out my work.  
 Q2 All staff and pupils respect each other.  
 Q3 Pupils are well behaved.  
 Q4 I am involved in staff discussions about how to achieve school priorities.  
 Q5 I have good opportunities to be involved in making decisions.  
 Q6 Staff communicate effectively with each other.  
 Q7 Staff treat all pupils equally.  
 Q8 Support for pupils with additional support needs is effective.  
 Q9 Parents are fully involved in the school and their children's learning.  
 Q10 I am aware of the school's procedures for protecting children.  
 Q11 Leadership at all levels is effective.  
 Q12 I have good opportunities to take part in training activities.

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



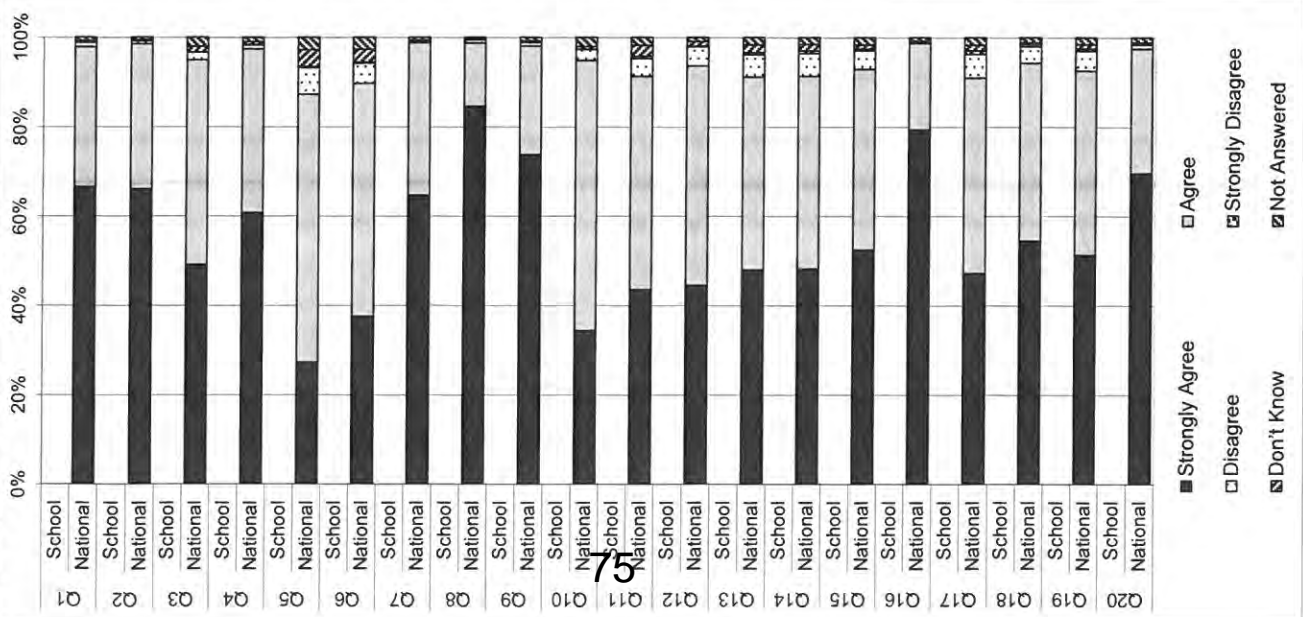
# Nursery Staff Questionnaire Summary

Centre Name Coalsnaughton Primary School  
 SEED Number 5701023

Quest. Issued 3

Quest. Input 2

Response Rate 67% **Fewer than 10 responses received therefore the data has not been published.** National response 62%



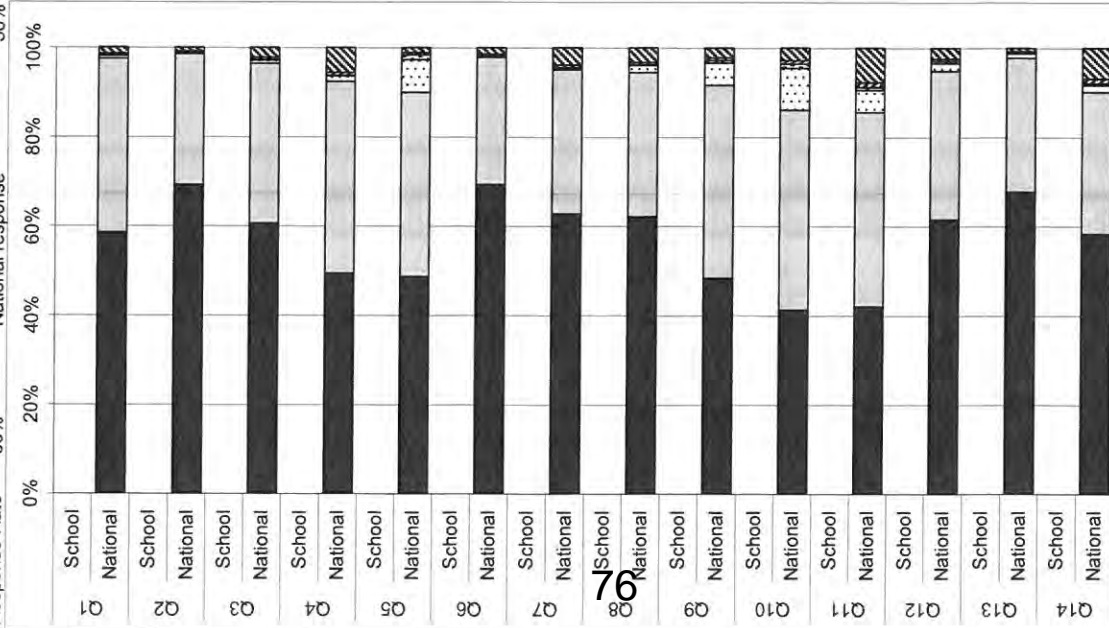
Question	Statement	Percentage %				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Q1	Staff discuss regularly how to improve the achievement of all children.	0%	0%	0%	0%	0%
Q2	Staff provide activities which meet the learning needs of all children.	0%	0%	0%	0%	0%
Q3	Children are involved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

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

# Nursery Parent Questionnaire Summary

Centre Name Coalsnaughton Primary School  
 SEED Number 5701023  
 Quest. Issued 16  
 Quest. Input 8  
 Response Rate 50% 36%

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



Strongly Agree  
 Disagree  
 Don't Know  
 Agree  
 Strongly Disagree  
 Not Answered

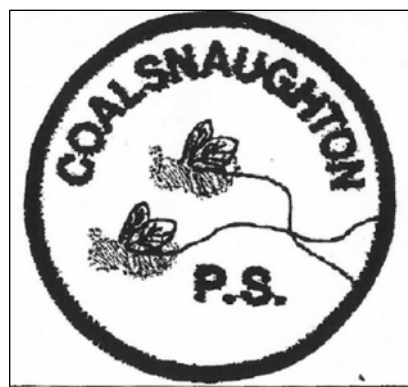
DISCLOSURE CONTROL APPLIED

Question	Percentage %									
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree	Strongly Agree & Strongly Disagree	Disagree & Don't Know
Q1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q2	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q3	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q4	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q5	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q6	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q7	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q8	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q9	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q10	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q11	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q12	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q13	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Q14	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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

# Coalsnaughton Primary School

Clackmannanshire



## Education Scotland Action Plan

January – December 2016

## Introduction

In January 2016, Education Scotland (ES) published a report on standards and quality in Coalsnaughton Primary School following their inspection in October 2015.

The inspection found the key strengths of the school:

- Children who are proud of their school and show care and concern towards each other.
- The leadership of the headteacher in creating the strong, caring ethos across the school and nursery.
- The work with parents and partners to develop the positive environment for learning across the nursery class and school.

The inspection identified several areas for improvement:

- Improve children's progress and attainment in English and literacy and in numeracy and mathematics.
- Ensure the learning needs of all children are effectively met.
- Develop the curriculum to ensure children build on their knowledge and skills through the school.
- Ensure approaches to self-evaluation lead to year on year improvement in children's learning and progress.

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 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. A review will take place in May 2016. Education Scotland have informed the school they will return to carry out a further inspection within one year of the original report. They will then issue another letter to parents on the extent to which the school has improved.

<b>ES Recommendation</b> Improve children's progress and attainment in literacy and English and in numeracy and mathematics.			
<b>Expected Outcomes</b> Pupils will make very good progress from prior levels of attainment in English and literacy and numeracy and mathematics.			
<b>Key Actions/Tasks</b>	<b>Personnel Responsible</b>	<b>Timescale</b>	<b>Success Criteria</b>
Raise attainment in reading. <ul style="list-style-type: none"> <li>• Implement range of assessments in reading to identify attainment and progress.</li> <li>• Develop use of AifL to enhance pupils' ability to self and peer assess reading.</li> <li>• Deliver range of interventions for reading to identified pupils.</li> <li>• Joint planning with SfL and AST to ensure cohesive targets and support.</li> <li>• Staff participate in Attainment Challenge literacy training.</li> </ul>	All CCB	Jan 16 – Oct 16	Pupils are making very good progress from their prior levels of attainment in reading.  Most pupils are attaining levels in reading which are appropriate to their age.
Raise attainment in writing. <ul style="list-style-type: none"> <li>• Assess writing termly using Scottish Criterion scale.</li> <li>• Moderate writing assessments to ensure clear understanding of standards.</li> <li>• Develop use of AifL to enhance pupils' ability to self and peer assess writing.</li> </ul>	All CCB	Mar 16 – Nov 16	Pupils are making very good progress from their prior levels of attainment in writing.  Most pupils are attaining levels in writing which are appropriate to their age.
Raise attainment in numeracy. <ul style="list-style-type: none"> <li>• Implement range of assessments in numeracy &amp; mathematics to identify attainment and progress.</li> <li>• Moderate numeracy assessments to ensure clear understanding of standards.</li> <li>• Deliver maths recovery programme to identified children.</li> <li>• Staff participate in local authority numeracy training.</li> <li>• Joint planning with SfL to ensure cohesive targets and support.</li> </ul>	All CS	Mar 16 – Nov 16	Pupils are making very good progress from their prior levels of attainment in numeracy.  Most pupils are attaining levels in numeracy and mathematics which are appropriate to their age.
Review and develop forward planning formats and assessment approaches. <ul style="list-style-type: none"> <li>• Develop and implement forward and weekly planning format to be used across the curriculum.</li> <li>• Provide professional learning for teachers to deepen knowledge and understanding of planning/ teaching/ assessment cycle.</li> </ul>	CCB CS	Jan 16 – June 16	Staff have a clear understanding of the link between the learning intentions, success criteria, learning experience and the best assessment activity to demonstrate learning.  Staff are making increasing use of significant aspects of learning and progression frameworks.

<p>Promote equity of success and achievement for all children</p> <ul style="list-style-type: none"> <li>• Develop and embed Learning Journals from nursery – P7.</li> <li>• Develop the use of Twitter and refresh school website.</li> <li>• Continue to monitor and support positive attendance rates.</li> <li>• Implement Attainment Challenge PEPAS Programme working with the Sports Committee and Active Schools Team.</li> </ul>	CCB	Nov 15 – Oct 16	<p>Pupils and parents are recognising achievements in and out of school and these are being recorded and celebrated regularly.</p> <p>Attendance levels are improving. Exclusion rates are reducing.</p>
<p><b>Professional Learning/ Resource Needs</b>  Professional Learning – Building the Curriculum (BtC5); AifL; Attainment Challenge literacy training; peer teacher visits, Assessing Progress and Achievement (2015) Education Scotland  PT Support for Learning – Support and guidance  Attainment Challenge Attainment Support Teacher (0.2 FTE); Attainment Challenge PEPAS Programme  HT involvement in School Improvement Partnership</p>			

<b>ES Recommendation</b> Ensure the learning needs of all children are effectively met.			
<b>Expected Outcomes</b> Pupils will feel safe and happy at school ensuring they are supported in their learning and development. Procedures and processes will be in place to identify and support the learning needs of all pupils.			
<b>Key Actions/Tasks</b>	<b>Personnel Responsible</b>	<b>Timescale</b>	<b>Progress</b>
Develop a Meeting Learning Needs' best practice approach focusing on universal support. <ul style="list-style-type: none"> <li>Implement approach consistently across all classes.</li> </ul>	CCB JMc	Nov 15 – June 16	Universal and targeted learning and support is embedded and having a positive impact on pupils' progression with their learning.
Ensure all staff have knowledge and skills to meet the needs of all pupils in all classes. <ul style="list-style-type: none"> <li>Schedule collegiate time for professional dialogue to establish expectations for high quality learning and teaching including embedding AifL strategies.</li> <li>Explore BtC2 to look at appropriate methods of ensuring learning is active, engaging, supportive and challenging.</li> <li>Create a timetable for teaching and support staff to engage in peer visits to see best practice.</li> </ul>	CCB JMc	Feb 16 – Oct 17	Teachers have a shared understanding of what effective learning and teaching looks like.  Pupils are experiencing high quality universal support which focuses on effective learning and teaching.  Tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for all pupils.  Staff are reflecting on their practice and work collaboratively with others to build their capacity to meet the needs of all pupils.
Ensure Staged Intervention procedures are embedded nursery - P7. <ul style="list-style-type: none"> <li>Provide professional learning for all staff on GIRFEC, Staged Intervention and Children's Planning, roles within school.</li> <li>Further involve pupils and parents in planning and evaluating as part of the staged intervention process.</li> <li>Introduce monthly collaborative meeting for class teachers, support staff and support for learning teacher to review and plan meeting the needs of all pupils.</li> </ul>	CCB JMc	Jan 16 – June 16	All staff are make effective use of the staged intervention framework to ensure pupils' needs are met.  Pupils requiring additional support have high quality individualised plans.  Pupils and their parents are involved in decisions about how their needs will be met.
Develop staff knowledge and understanding of assessment tools to identify and support children with learning needs. <ul style="list-style-type: none"> <li>Provide professional learning to raise awareness of assessment tools – Boxhall, Attachment Screener, SWST, Miscue Analysis of</li> </ul>	CCB JMc	Jan 16 – Oct 16	Pupils' learning needs are identified through robust assessment information, including specialist input where required.

<p>running reading records.</p> <ul style="list-style-type: none"> <li>Track impact of interventions through SI procedures.</li> </ul>			Well planned interventions are leading to positive outcomes for pupils with additional support needs, including those affected by financial hardship.
<p>Further develop the positive and supportive ethos within the school to meet the needs of each and every child.</p> <ul style="list-style-type: none"> <li>Transform learning environments from nursery – P7.</li> <li>Update Promoting Positive Behaviour approaches.</li> <li>Embed pupils' involvement in life and work of school within school groups.</li> </ul>	All	Nov 15 – June 16	<p>There is an inclusive ethos across the school which contributes to minimising the impact of potential barriers to learning.</p> <p>Pupils are active participants and have a strong voice in the life and work of the school.</p>
<p>Explore and develop approaches which promote children's independent learning skills and ownership of learning.</p> <ul style="list-style-type: none"> <li>Pupils will set targets in literacy and numeracy regularly and these will be shared with home.</li> <li>Pupils will be given planned opportunities to follow their own interests in line with the principle of personalisation and choice through contexts for learning.</li> </ul>	All	Jan 16 – Dec 16	<p>Children are more independent in their learning and more able to discuss and identify next steps in their learning.</p> <p>Pupils are developing their leadership and team skills through working in groups.</p> <p>Pupils are increasingly motivated and engaged in their learning.</p>
<p><b>Professional Learning/ Resource Needs</b>  Professional Learning – Building the Curriculum 2 (BtC2); GIRFEC; Children's Plans; peer teacher visits  PT Support for Learning – Consultation &amp; collaboration with class teachers &amp; support staff; Drop In Sessions  HT involvement in School Improvement Partnership</p>			



<b>ES Recommendation</b> Develop the curriculum to ensure children build on their knowledge and skills through the school.			
<b>Expected Outcomes</b> Pupils will experience a relevant, coherent and progressive curriculum which develops their skills for learning, life and work. Teachers will be confident in planning, delivering and assessing quality learning experiences for pupils' in all curricular areas.			
<b>Key Actions/Tasks</b>	<b>Personnel Responsible</b>	<b>Timescale</b>	<b>Progress</b>
Develop a curriculum rationale. <ul style="list-style-type: none"> <li>• Undertake consultation with pupils/ staff/ parents and the wider school community.</li> <li>• Devise and produce a visual and a written curriculum rationale.</li> <li>• Share rationale with all stakeholders.</li> <li>• Use the rationale to create a curriculum that reflects our local context.</li> </ul>	CCB	Oct 15 – Jan 16	The curriculum has a clear rationale shaped by the shared values of the school and its community.  Pupils, staff, parents and the school community understand what the school is aiming to achieve through its curriculum.
Design a curricular framework. <ul style="list-style-type: none"> <li>• Develop a 3-year strategic IDL curriculum overview which sets out whole school and class foci for learning.</li> <li>• Produce social studies pathways and planners.</li> </ul>	CCB All	Dec 15 – Feb 16	There is a strategic overview which reflects the curriculum rationale and takes account of the views of all stakeholders.  IDL contexts for learning will be mostly taught through literacy and will focus on a significant aspect of learning.
Develop and implement a clear and progressive framework for reading. <ul style="list-style-type: none"> <li>• Produce a learning pathway.</li> <li>• Refine planners and teacher guidance for teaching of reading.</li> <li>• Schedule of assessments in reading to ensure progression is developed across whole school.</li> <li>• Assess and moderate reading evidence termly.</li> </ul>	CCB	April 16 – Sept 16	Pupils' learning in reading follows a clear progression and builds on prior learning.  Pupils' are developing a range of reading skills & read a wider range of texts, including novel studies.  Pupils read for enjoyment and learning activities are active and engaging.
Develop and implement a clear and progressive framework for writing. <ul style="list-style-type: none"> <li>• Produce a learning pathway.</li> <li>• Refine planners and teacher guidance for teaching writing.</li> <li>• Assess and moderate writing termly using the Scottish Criterion Scale.</li> </ul>	CCB	April 16 – Nov 16	There is a whole school approach to the teaching of writing that ensures coherence and progression.  Pupils write for a variety of purposes and across all areas of the curriculum.

<p>Develop and implement a clear and progressive framework for spelling, handwriting and knowledge about language.</p> <ul style="list-style-type: none"> <li>• Develop a spelling progression and guideline for nursery - P7.</li> <li>• Provide professional learning on effective learning and teaching of spelling.</li> <li>• Ensure a consistent approach to the teaching of phonics</li> <li>• Develop teachers' knowledge and understanding about progression in grammar skills</li> <li>• Develop guidance for handwriting nursery – P7.</li> </ul>	CCB	Feb 16 - Sept 16	<p>Pupils are developing a range of spelling strategies and are able to use these within literacy and across their learning.</p> <p>Pupils are developing a cursive handwriting style that is accurate and legible.</p>
<p>Develop a clear progressive framework for listening and talking.</p> <ul style="list-style-type: none"> <li>• Produce a learning pathway</li> <li>• Develop guidance for talking and listening.</li> </ul>	CCB	Sept 16 – Nov 16	<p>Pupils' are develop confidence in talking and listening across their learning.</p> <p>Pupils are able to apply their listening and talking skills in a variety contexts</p>
<p>Review and refresh programme and pathways for numeracy and mathematics.</p> <ul style="list-style-type: none"> <li>• Use planners that for early to second level numeracy that build on prior learning and develop a progression of skills.</li> <li>• Develop learning pathway for mental maths nursery - P7.</li> <li>• Implement active maths and mental agility approaches to teaching mental maths skills.</li> <li>• Produce a guideline for numeracy and mathematics including approaches to assessment.</li> </ul>	CS	Feb 16 – Apr 16	<p>Pupils are developing quick recall of mental maths skills and are beginning to apply these across their learning and in real life contexts.</p> <p>Pupils are beginning to transfer knowledge and skills and apply these to problem-solving situations.</p> <p>Teachers have extended their knowledge of teaching methodologies and learning is more enjoyable, engaging, challenging and has pace.</p> <p>Pupils' learning is assessed and tracked regularly and teachers use this to support planning pupils' next steps.</p>
<p>Develop and implement a clear and progressive framework for health &amp; wellbeing.</p> <ul style="list-style-type: none"> <li>• Develop and implement learning pathways for health and wellbeing from nursery - P7.</li> <li>• Identify and build an overview of health &amp; wellbeing development across the school.</li> </ul>	CCB IW	Aug 16 – Dec 16	<p>Pupils' learning in health and wellbeing follows a clear progression and there is continuity and coherence from P1-P7. The progression covers learning in class and at a whole school level.</p>
<p>Develop a teaching and learning file to inform planning, learning and teaching and assessment.</p> <ul style="list-style-type: none"> <li>• Set up a file to be accessed electronically and provide paper copies.</li> </ul>	CCB CS	Ongoing	<p>Teachers are able to access clear guidance and documentation for all areas of the curriculum.</p>

**Professional Learning/ Resource Needs**

Professional Learning – Big Maths; phonics/ spelling; reading strategies; FLAME training; Attainment Challenge literacy; Education Scotland website; peer visits, visits to other schools

Clackmannanshire Numeracy and Mathematics Pack; Big Maths

Training and support from Curriculum Development Officer – Literacy & Numeracy & Social Studies

Attainment Challenge Literacy Leader and Hub Leader

Training and support from ES - Numeracy

<b>ES Recommendation</b> Ensure approaches to self-evaluation lead to year on year improvement in children’s learning and progress.			
<b>Expected Outcomes</b> Through rigorous and robust self-evaluation the school will be able to recognise its strengths and areas for improvement. The school will carefully plan and regularly monitor its progress to ensure continuous improvements in children’s learning and attainment.			
<b>Key Actions/Tasks</b>	<b>Personnel Responsible</b>	<b>Timescale</b>	<b>Progress</b>
Consult with all stakeholders to develop, implement and review aspects of the action plan. <ul style="list-style-type: none"> <li>Engage teaching and support staff, pupils, parents, partners in development and review of action plan.</li> </ul>	CCB CS	Dec 15 – Dec 16	Parents, pupils, staff and partners will be involved in evaluating the work of the school.  Impact of consultations and feedback is clearly shared and displayed for school community to see – ‘You said...We did’.
Develop skills of staff in approaches to self-evaluation and reflection on practice. <ul style="list-style-type: none"> <li>Establish programme of peer teacher visits within school partnerships</li> <li>Ensure opportunities for staff to moderate assessments.</li> </ul>	All	April 16– Dec 16	Staff are increasingly reflecting on own practice and school practice and identifying strengths and areas for development.
Embed PRD Scheme, Professional Update and Career Long Professional Learning (CLPL). <ul style="list-style-type: none"> <li>Implement calendar of PRD with all teaching and support staff.</li> <li>Collegiate sessions to include, as standing items, staff feedback on PL undertaken and report on initiatives implemented in class.</li> </ul>	All	April 16 – Oct 16	Staff identify areas for own professional learning which will improve their practice.  Staff are confident in sharing practice and in participating in dialogue about their craft.  Staff learn together and have built their capacity for improvement as a team.
Further develop Quality Assurance. <ul style="list-style-type: none"> <li>Review current Quality Assurance Calendar - develop classroom visits, learning walks, sampling pupil work, pupil dialogue and feedback ensuring there is impact on learning.</li> <li>SMT to participate in coaching and mentoring training</li> </ul>	CCB	Jan 16 – Sept 16	School leadership is aware of the quality of learning and teaching across the school and provides support and challenge.  Pupils will experience improved quality and consistency of learning experiences.

<p>Further develop and implement procedures and practices for tracking and monitoring.</p> <ul style="list-style-type: none"> <li>• Develop tool for tracking and monitoring for use by all staff as part of Attainment Challenge.</li> <li>• Appropriate interventions and impact discussed at tracking meetings.</li> </ul>	CCB	Jan 16 – Nov 16	<p>School leadership is better equipped to benchmark practice of school.</p> <p>Staff will be able to identify and address learners' needs through dialogue and tracking.</p>
<p>Engagement in School Improvement Partnership to further develop skills in self-evaluation for self-improvement.</p>	CCB	Ongoing	<p>Approaches to self-evaluation for self-improvement are more effective and have a greater impact on learning</p>
<p><b>Professional Learning/ Resource Needs</b>  Professional Learning – GTC Website/resources; HGIOS4  HT involvement in School Improvement Partnership</p>			



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

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**Date of Meeting: 28 April 2016**

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**Subject: Introduction of Parent & Family Support Strategy**

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**Report by: Head of Education**

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**1.0 Purpose**

- 1.1 The purpose of this paper is to inform Committee of the adoption and implementation of the Clackmannanshire Council Parent and Family Support Strategy. The Strategy represents the commitment of agencies working in Clackmannanshire to value and support parents and families. The Strategy is to support children and young people from pre-birth to age 18, has a timeframe of 2015-2018 and includes an action plan. The Strategy and action plan were approved by the Children and Young People Strategic Partnership Group on 27 October 2015. The Strategy is part of Clackmannanshire Council's commitment to Getting it Right for Every Child.

**2.0 Recommendations**

It is recommended that the Education, Sport & Leisure Committee agrees:-

- 2.1. To note and comment on the Clackmannanshire Council Parent and Family Support Strategy.

**3.0 Considerations**

- 3.1. The Scottish Government's national outcomes include commitments focussed on improving the life chances for children, young people and families at risk in order to ensure that children have the best start in life and are ready to succeed.
- 3.2 There is a strong national agenda on parenting and providing the right support when required in order to 'give the children and young people of Scotland the best start in life' (National Parenting Strategy, 2012).
- 3.3 In line with the national agenda and the National Parenting Strategy, we recognise that every effort should be placed on supporting parents, who have the greatest influence on a child's development and health and wellbeing. There is strong research evidence to support this.

- 3.4 A Parent and Family Support Steering Group with representation from Education, Health, Social Services and the Third Sector was created to develop the Strategy and to monitor the actions detailed in the action plan.
- 3.5 The Clackmannanshire Council Parent and Family Support Strategy outlines Clackmannanshire Council's commitment to 'making a positive difference to children and young people through parenting' in order for them to have the best start in life (National Parenting Strategy, 2012). This commitment is reflected in Clackmannanshire Council's Single Outcome Agreement (2013) and in the Corporate Parenting Strategy (2013).
- 3.6 The Clackmannanshire Council Parent and Family Support Strategy sets out the national and local context for parenting and outlines the vision, values and aims that all agencies and organisations will work towards, to improve the outcomes for children and young people, particularly those who are most vulnerable. This will be done by improving on the quality of universal services whilst developing evidence based targeted supports to help build parenting capacity for all.
- 3.7 There are a number of examples of good quality parenting supports and initiatives taking place across Clackmannanshire. These include "Psychology of Parenting" groups and "Incredible Years" groups which have been taking place across the County. Evaluations of these groups have demonstrated a good uptake from families, and improvement in children's behaviour. Many parents/carers have reported that they have made changes in the way they manage their own and their children's behaviour. "Mellow Dads" groups have taken place in Alloa Family Centre. The success rate has been 100%. The Mellow Programme has been nationally and internationally acclaimed and is an approach which will continue to be developed. Building on this good practice, the Clackmannanshire Council Parent and Family Support Strategy aims to promote improved collaborative working with all agencies and organisations to ensure there is a consistent and co-ordinated approach to planning and supports in order to provide a more effective service delivery to parents and families.
- 3.8 The National Improvement Framework was finalised in January 2016. The vision of the Framework is;
- 3.8.1 Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- 3.8.2 Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

The Clackmannanshire Council Parent and Family Strategy supports one of the key drivers of the Framework, which is Parental Engagement. The Framework states that 'Parental and family engagement is a key factor in helping all children achieve the highest standards whilst reducing inequity and closing the attainment gap'.



- 3.9 Within the Clackmannanshire Council Parent and Family Support Strategy, the principles of GIRFEC are embedded, with a focus on ensuring that parents and their children feel safe, healthy, active, nurtured, achieving, respected, responsible and included.
- 3.10 The local context within Clackmannanshire was vital in shaping the Clackmannanshire Council Parent and Family Support Strategy, with key factors helping to determine how we target support where it is required. The Integrated Children's Services Plan (2015) outlines the following:
- 3.10.1 26% of children living in the Clackmannanshire area are living in poverty with 14 of Clackmannanshire's data zones falling in the 15% most deprived areas in Scotland.
  - 3.10.2 There are concentrations of very young mothers in areas of deprivation.
  - 3.10.3 The teenage pregnancy rate per 1000 relevant female population is 6.3 for under 16 years olds and 42.3 for under 18 year olds compared with a national rate of 6.1 and 31.3 respectively.
  - 3.10.4 An estimated 20% of children in Primary 1 are overweight with a child obesity rate of 9.7% (Scottish average 9.8%).
  - 3.10.5 Clackmannanshire has the 6<sup>th</sup> lowest rate of breastfeeding in Scotland.
  - 3.10.6 The most common factor giving rise to additional support needs in schools is social, emotional and behavioural needs and language and communication.
  - 3.10.7 8% of 15 year olds are regular smokers (comparable to the national figures).
  - 3.10.8 20% of 15 year olds report drinking which is 1% higher than the Scottish figure.
- 3.11 Based on the aims of the National Parenting Strategy, the local context and consultation with parents, carers and practitioners, the Clackmannanshire Council Parent and Family Support Strategy aims to deliver the following key outcomes:
- 3.11.1 Ensure that all parents have equal access to clear information and advice for all stages of parenting;
  - 3.11.2 Partner agencies will work collaboratively to offer informed and evidence based supports to help build parenting capacity for all;
  - 3.11.3 Improve opportunities for all parents to access out of school activities and early learning and childcare;

3.11.4 Improve on the availability of targeted supports for parents and families who require additional support, with a focus on early intervention and prevention.

3.12 A framework for intervention is proposed, which specifies 4 levels of support, ranging from what is available universally to more intensive support. It is key for partners across Clackmannanshire to have shared definitions around levels of need for parents and families. In addition, a clear framework of delivery will act as a positive driver towards increasingly using the strength of universal services to prevent issues from escalating through earlier identification and intervention; making use of universal services to better meet the needs of vulnerable children and families. The 4 levels of support are:

#### **3.12.1 Universal**

Universal support is for all parents and carers requiring information, advice and guidance on general parenting and family support issues. This may be accessed within universal services, such as those delivered through Health, Education, Libraries or Housing, or by other means, such as the Family Information Service website, or national campaigns like 'Play, Talk, Read' and 'Play@Home'. This support should enable parents to access clear, concise information on everything from pregnancy to the teenage years and beyond.

#### **3.12.2 Enhanced**

Enhanced support is designed to provide extra support when a specific need has been identified. The aim is to prevent more serious problems arising and therefore the need for more targeted or intensive support in the future. This should enable access to quality information, advice, resources or support around the identified concerns.

#### **3.12.3 Targeted**

Targeted support is for parents and families experiencing additional short or long-term barriers affecting their capability to be wholly effective. This will often involve access to more tailored or individualised support, co-ordinated through GIRFEC and based on identification, assessment and understanding of the barriers affecting wellbeing. These barriers may include developmental and behavioural concerns, domestic violence, disability, mental health, bereavement, unemployment and housing issues.

#### **3.12.4 Specialist**

Specialist support is for parents and families with identified support needs requiring high levels of support and supervision to carry out aspects of their parenting role resulting in services taking all or part responsibility for the care of a child or children. This may include formal measures such as Statutory Supervision Orders and Protection Plans.

- 3.13 The action plan supports the framework and is organised under each of the aims of the Strategy. The plan is organised over a 3 year period:

Short term actions will be completed by June 2016

Medium term actions will be completed by June 2017

Long term actions refer to a timeframe of June 2018 or beyond.

- 3.14 The action plan will be overseen, monitored and updated by the Parent and Family Support Steering Group. This group reports into the Children and Young Person's Strategic Partnership Group primarily via the Early Years reporting group but, at times, may also report via other groups.

- 3.15 The Clackmannanshire Council Parent and Family Support Strategy and action plan will run until 2018, with a review set for 2017/18.

### **3.16 Summary**

- 3.16 The Clackmannanshire Council Parent and Family Support Strategy recognises the challenges that parents face and aims to build parenting capacity to improve the life chances of all children and young people. Within communities, parents and other community members can influence and deliver services for local families and as such the Strategy will support work in Clackmannanshire to strengthen community engagement and community capacity building.

## **4.0 Sustainability Implications**

- 4.1 None

## **5.0 Resource Implications**

### **5.1 Financial Details**

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

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

### **5.4 Staffing**

There are no additional staffing implications.

## 6.0 Exempt Reports

6.1 Is this report exempt?

Yes  (please detail the reasons for exemption below) No

## 7.0 Declarations

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

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

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

(2) **Council Policies** (Please detail)

## 8.0 Equalities Impact

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

Yes  No

## 9.0 Legality

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

## 10.0 Appendices

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

10.1.1 Clackmannanshire Council Parent and Family Support Strategy

## 11.0 Background Papers

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


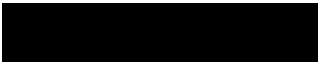
Yes  (please list the documents below) No

Curriculum for Excellence (2004)  
 Scottish Schools (Parental involvement) Act (2006)  
 Better Health, Better Care (2007)  
 The Early Years Framework (2008)  
 Getting it Right for Every Child (2008)  
 Commission on the Future Delivery of Public Services (2011)  
 National Parenting Strategy (2012)  
 The Early Years Collaborative (2012)  
 Raising Attainment (2012)  
 Supporting Young People's Health and Wellbeing (2013)  
 Children and Young People (Scotland) Act 2014

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### Approved by

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David Leng	Head of Education	
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Clackmannanshire Council Education Service

# Parent and Family Support Strategy

2016



Getting it right for children and young people





# Parent and Family Support Strategy

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# Parent and Family Support Strategy

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## Foreword

Clackmannanshire Alliance are committed to a set of core values, and we are working together to:

- Put children and young people at the centre of our thinking and action
- Listen to children, young people and families and involve them in decisions that affect their lives
- Ensure that children, young people and families are supported to secure outcomes for themselves

The Parenting and Family Support Strategy is a crucial aspect of our approach to early intervention and prevention because we know that effective parenting is the key influence in positive outcomes for our children and young people.

The Parenting and Family Support Strategy recognises the importance of appropriate engagement and support for all families, and that different families have different needs at different times. We aim to support a framework of universal services which will respond to local need while addressing the needs of those families who require a more targeted approach.

The Strategy will be supported by a detailed set of actions and will be delivered by a range of Community Planning Partners including Clackmannanshire Council, NHS Forth Valley, Police Scotland, Scottish Children's Reporter and the Clackmannanshire Voluntary Enterprise.

By bringing together universal services including health, education, social work and working with the voluntary sector we want to provide support which can make a difference to parents and carers who need a little information and support or to those with long term needs, from pre-birth through to adulthood.

# Parent and Family Support Strategy

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## Introduction

This strategy outlines Clackmannanshire's commitment to '*making a positive difference to children and young people through parenting*' in order for them to have the best start in life (*National Parenting Strategy, 2012*). This commitment is reflected in both Stirling and Clackmannanshire's *Single Outcome Agreements* (2013) and in their shared *Corporate Parenting Strategy* (2013). A Parenting Co-ordinator was appointed by Stirling and Clackmannanshire to help take forward the Parent and Family Support Strategy.

This strategy sets out the national and local context for parenting and outlines the vision, values and aims that all agencies and organisations will work towards, to improve the outcomes for children and young people, particularly those who are most vulnerable. This will be done by improving on the quality of universal services whilst developing evidence based targeted supports to help build parenting capacity for all.

Across Clackmannanshire there are a number of examples of good quality parenting supports and initiatives taking place. Building on good practice, this strategy aims to promote improved collaborative working with all agencies and organisations to ensure there is a consistent and co-ordinated approach to planning and supports, in order to provide a more effective service delivery to parents and families.

Within this strategy the principles of GIRFEC are embedded, with a focus on ensuring that parents and their children feel safe, healthy, active, nurtured, achieving, respected, responsible and included.

## Definition

Throughout this strategy the term parent will be used to include mothers, fathers, families, carers, and other adults, such as a corporate parent, with a responsibility for caring for a child.

## Timeframe

This strategy will run until 2018, with a review set for 2017/18.

# Parent and Family Support Strategy

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## Who is the Strategy for?

This strategy is for all staff in partner agencies and organisations that work in Clackmannanshire and provide services to children, young people, parents and families living in these areas.

## Why do we need this Strategy?

In line with the *National Parenting Strategy* (2012), we recognise that every effort should be placed on supporting parents, who have the greatest influence on a child's development, health and wellbeing.

*'Parents are the single biggest influence on a child's life: caregiver, role model, teacher and guide all rolled into one'* (Aileen Campbell, Minister for Children and Young People, *National Parenting Strategy*, 2012).

This strategy recognises the challenges that parents face and aims to build parenting capacity to improve the life chances of all children and young people.

It is based on evidence, which emphasises the need to provide support for all parents when they need it. Children achieve the best outcomes later in life when they grow up in a nurturing and stimulating environment, surrounded by familiar adults. Good parenting and the quality of the parent-child relationship promotes social competence and protects against factors such as poor academic achievement, criminal behaviours, depression and anxiety (O'Connor *et al*, 2007).

A wide range of parenting skills are associated with good emotional, social, behavioural and health outcomes for children (e.g. parental warmth, low parent-child conflict, involvement of parent and child in shared activities, clear rules at home). For example, the *Growing up in Scotland* (2011) longitudinal study outlined that *'children experiencing a high level of mother-child activities and rules at home were more likely to exhibit healthy behaviours than those who took part in few activities or had few rules at home'*. Likewise, a *'father's interest in his child's education'* has been linked with better educational attainment (Flouri *et al*, 2002; Hango, 2007). In addition, studies have demonstrated that the home environment, where interactions between carer and child are particularly important, has as much impact on a child's language development as school (Wood *et al*, 2006).

This strategy also recognises the wider issues that can impact on a parent's ability to provide a nurturing, loving and stimulating environment for their child. National and local evidence confirms the negative influence that a range of external social and economic issues can have on children, parents and families; Issues related to substance misuse, mental health, poverty, housing, relationships, and community safety. For example, there is increasing evidence that the association between social disadvantage and language persists well into a child's schooling (*All Party Parliamentary Group on Speech & Language Difficulties*, 2003). However, parents who receive appropriate and timely support play a major role in mitigating against these language difficulties.

## Parent and Family Support Strategy

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Just as all parents need support in meeting their child's needs and aspirations, so too do the parents of looked after children.

We know that looked after children and young people are more likely to experience poorer life outcomes (*Scottish Executive Social Research, 2007*). It is key, therefore, that this Strategy supports developments outlined in Stirling and Clackmannanshire's Corporate Parenting Strategy (2013), where a key focus is on improving outcomes for all children who are looked after.

# Parent and Family Support Strategy

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## National and Local Context

### National Context

There is a strong national agenda on parenting and providing the right support when required in order to *'give the children and young people of Scotland the best start in life'* (National Parenting Strategy, 2012). Below are some of the national drivers which influenced this strategy:-

- Curriculum for Excellence (2004)
- Scottish Schools (Parental involvement) Act (2006)
- Better Health, Better Care (2007)
- The Early Years Framework (2008)
- Getting it Right for Every Child (2008)
- Commission on the Future Delivery of Public Services (2011)
- National Parenting Strategy (2012)
- The Early Years Collaborative (2012)
- Raising Attainment (2012)
- Supporting Young's People's Health and Wellbeing (2013)
- Children and Young People (Scotland) Act 2014

### Local Context

The local context within Clackmannanshire has been vital in shaping this strategy, with key factors helping to determine how we target support where it is required. The *Integrated Children's Services Plan* (2015) outlines the following:

#### Clackmannanshire Council Area:

- 26% of children living in the Clackmannanshire area are living in poverty with 14 of Clackmannanshire's data zones falling in the 15% most deprived areas in Scotland
- There are concentrations of very young mothers in areas of deprivation
- The teenage pregnancy rate per 1000 relevant female population is 6.3 for under 16 years olds and 42.3 for under 18 year olds compared with a national rate of 6.1 and 31.3 respectively
- An estimated 20% of children in Primary 1 are overweight with a child obesity rate of 9.7% (Scottish average 9.8%)
- Clackmannanshire has the 6<sup>th</sup> lowest rate of breastfeeding in Scotland

- The most common factor giving rise to additional support needs in schools is social, emotional and behavioural needs and language and communication
- 8% of 15 year olds are regular smokers (comparable to the national figures)
- 20% of 15 year olds report drinking in the week prior to survey, which is 1% higher than the Scottish figure
- In 2013, Clackmannanshire had the highest rate of children on the child protection register at 5.4 per 100 children against a Scottish average of 2.9.

# Parent and Family Support Strategy

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## Vision, Values and Aims

Stirling and Clackmannanshire's Integrated Children's Service Plan (2015-2018) vision and values are key to this strategy:

### Vision

Our vision for all children and young people across Clackmannanshire is to work together with them, their families and communities to nurture, respect and be ambitious for their future. We will collaborate as partners to improve the wellbeing of all children and young people and support them to achieve positive outcomes.

### Values

Partners are committed to a set of core values and we will work together to ensure that:

- we will put children and young people at the centre of our thinking and action
- we will listen to children, young people and families and involve them in decisions that affect their lives
- children, young people and families will be supported to secure outcomes for themselves.

### Aims

Our aims are based on the National Parenting Strategy's key issues, which contribute to our overall vision:

- to ensure that all parents have equal access to clear information and advice for all stages of parenting
- partner agencies will work collaboratively to offer informed and evidence based supports to help build parenting capacity for all
- improve opportunities for *all* parents to access out of school activities and early learning and childcare
- improve on the availability of targeted supports for parents and families who require additional support, with a focus on early intervention and prevention.



# Parent and Family Support Strategy

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## Views of Parents and Families

Our vision for all children and young people across Clackmannanshire is to work together with them, their families and communities to nurture, respect and be ambitious for their future. We will collaborate as partners to improve the wellbeing of all children and young people and support them to achieve positive outcomes.

Parents views were sought to help inform this strategy. They told us why the role of being a parent was so important:

*“Parents spend more time with their children than anyone else and it is up to us to help them develop into kind, hard working adults.”*

*“I think both parents ... Grandparents, Aunties, cousins and extended family and friends all have a role to play in helping children & young people feel loved and secure.”*

*“To be a role model in all aspects especially ... being kind, gentle and respectful. To be there through the peaks and troughs of life.”*

*“To teach my kids self-respect, to raise them to know right from wrong” “Spending time with my children”*

*“As a parent you know and understand your child the best and will always love and care for them the deepest always having their best interests to heart.”*



*that they can make their dreams come true.”*

*“Being there for your kids; Making sure they are healthy, safe and clean.”*

*“To nurture them.”                      “To respect them.”  
“Make sure they go to school.”*

*“Having fun”                      “Playing WITH my child”  
“Safety, routines, discipline and love”*

*“Being a role model for my children so that they can grow into polite well-mannered adults with the inspiration to be creative and travel ... can't is not a word as anything is possible! ... I want my children to believe*

# Parent and Family Support Strategy

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Parents also let us know how we could help to support them:

*"We don't want to feel judged when we ask for help, we want support in an environment where we are not judged"*

*"I want to be heard without fear of my children being taken away from me"*

*"When asking for help, for services not to view this as a sign of not coping"*

*"A lot of parents are scared to admit that they are struggling ... I think that there needs to be somewhere to go to talk confidentially without that fear being there ... in order for a parent to open up it has to be informal ... and listen!"*

*"Getting the right support at the right time helps us and our children feel happier"*

*"More help to keep peer support going"*



*"Being recognised as being their teacher"*

*"Parents that feel more included are more effective and healthier parents for ourselves and our children"*

*"The Triple P parenting class is a fantastic opportunity."*

*"More for older children"*

*"Some communities have great additional supports, but not all of them. I've even thought about moving house to get closer to the supportive service I trust"*

## Parent and Family Support Strategy

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*“More i nclusive c ommunities. More s upport to ne w parents through better communication. This would support parental mental health better”*

*“Safe communities. I worry about my children’s safety”*

*“More t hings f or us to do w ith our c hildren i n t he community to build better relationships with our kids. This is so important because when they get older, they learn better how to respond to others”*

*“Better i nformation abou t what i s goi ng on”      “ More whole family activities”*

*“More help with older child’s challenging behaviour”*

*“A one stop shop where parents can access advice and practical help”*

*“Easier access to support in communities without having to shout for it or without becoming ill before they come to you”*

Parent’s views have formed the basis of this strategy, helping us to identify what is important to them and their children, and the support that may be needed in family life. This strategy sets out how we believe we can best support these views. They have informed and influenced our approach to supporting parents and families, as well as our key aims going forward.

# Parent and Family Support Strategy

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## Corporate Parenting

The Parent and Family Support Strategy supports the key aims of the Corporate Parenting Strategy.

The following is taken from Stirling and Clackmannanshire's Corporate Parenting Strategy (2013-2018, pp 5-6) outlining our key duties for looked after children.

### 1.1 Looked After Children and Young People

The Children and Young People (Scotland) Act (2014) states that corporate parenting applies to:

- every child who is looked after by a local authority, and
- every young person who:
  - (i) is under the age of 26, and
  - (ii) was, but is no longer looked after by a local authority.

The term looked after includes those children and young people who are living at home with birth parent(s) and/or other family members and who are subject to a supervision requirement made by a Children's hearing. It also refers to those children who are accommodated away from home, living with foster or kinship carers, in residential homes, residential schools or secure units.

### 1.2 Corporate Parenting

Corporate Parenting means "the formal and local partnerships needed between all local authority departments and services, and associated agencies, who are responsible for working together to meet the needs of looked after children and young people, and care leavers".

Corporate Parenting is not merely a responsibility, but it is an opportunity to turn around and improve the life chances and outcomes for all of the looked after children in Stirling and Clackmannanshire. It is an opportunity to make being in care a positive experience, one that gives young people, the care, stability, and safety that every child deserves.

# Parent and Family Support Strategy

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## 1.3 Corporate Parents

The Children and Young People (Scotland) Act (2014) places a duty of corporate parenting locally on:

- Stirling Council
- Clackmannanshire Council
- NHS Forth Valley
- Skills Development Scotland
- Police Scotland
- Scottish Fire and Rescue Service
- Forth Valley College
- Children's Reporter
- Stirling University

The Act states that this duty means that Corporate Parents must:

- be alert to matters which might adversely affect the wellbeing of looked after children and young people
- assess the needs of looked after children and young people for their services and support
- help looked after children and young people to make use of their services and support
- promote the interests of looked after children and young people
- seek to provide looked after children and young people with opportunities to participate in activities designed to promote their wellbeing, and help young people to access them.

As Corporate Parents, Clackmannanshire Council, and its' partners will aim to provide the opportunity for every child and young person in our care to achieve the best possible outcomes. The extent of involvement and intervention from agencies will vary depending upon the particular circumstances and needs of each child and young person.

However, as good Corporate Parents we will all:

- respect and nurture our looked after children and young people
- be ambitious for our looked after children and young people
- ensure that our looked after children and young people can access play, sporting, leisure and cultural activities
- promote the health needs of our looked after children and young people
- promote the social inclusion of our looked after children and young people.



# Parent and Family Support Strategy

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## Intervention Framework for Parent and Family Support

We propose to use a framework for intervention which specifies 4 levels of support, ranging from what is available universally to more intensive support.

We know it is key for partners across Clackmannanshire to have shared definitions around levels of need for parents and families. Likewise, when working to address these needs effectively, it is key that partners work through an agreed framework because even minor differences in interpreting levels of intervention can impact on service planning and delivery.

In addition, a clear framework of delivery will act as a positive driver towards increasingly using the strength of universal services to prevent issues from escalating through earlier identification and intervention; making use of universal services to better meet the needs of vulnerable children and families.

### **Level 4: Intensive Support:**

Parents and Families with identified support needs requiring high levels of support and supervision to carry out aspects of their parenting role resulting in services taking all or part responsibility for the care of a child or children. This may include formal measures such as Statutory Supervision Orders and Protection Plans.

### **Level 3: Targeted Support:**

For parents and families experiencing additional short or long-term barriers affecting their capability to be wholly effective. This will often involve access to more tailored or individualised support, co-ordinated through GIRFEC and based on identification, assessment and understanding of the barriers affecting wellbeing. These barriers may include developmental and behavioural concerns, domestic violence, disability, mental health, bereavement, unemployment and housing issues.

### **Level 2: Enhanced Support:**

Enhanced support is designed to provide extra support when a specific need has been identified. The aim is to prevent more serious problems arising and therefore the need for more targeted or intensive support in the future. This should be co-ordinated through GIRFEC processes, and enable access to quality information, advice, resources or support around the identified concerns.

### **Level 1: Universal Support:**

Universal support is for all parents and carers requiring information, advice and guidance on general parenting and family support issues. This may be accessed within universal services, such as those delivered through Health, Education, Libraries or Housing, or by other means, such as the Family Information Service website, or national campaigns like 'Play, Talk, Read' and 'Play@Home' This support should enable parents to access clear, concise information on everything from pregnancy to the teenage years and beyond.

# Parent and Family Support Strategy

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## Action Plan

This strategy provides an action plan which outlines our key aims and the actions required to improve service delivery and respond to the local needs of parents and families. It also includes a timeframe as follows:

- Short term actions will be completed by June 2016
- Medium term actions will be completed by June 2017
- Long term actions refer to a timeframe of June 2018 or beyond.

**Aim 1: To ensure that all parents have equal access to clear information and advice for all stages of parenting**

Activity: we will	Output	Timeframe
Map and recommend improvements on how parents currently access information and advice looking to ensure that information and its delivery are tailored to the needs of different groups.	Mapping document and recommendations	Short term
In conjunction with related work being carried out within partner services, draft a 2015/16 Parent and Families Communications Plan, which will: <ul style="list-style-type: none"> <li>• develop a set of evidence-informed key messages for parents and families;</li> <li>• outline and timetable the key methods of communication for parents and families;</li> <li>• ensure our workforce are enabled to deliver key messages to parents and families in an appropriate and accessible manner;</li> <li>• evaluate the effectiveness of the plan.</li> </ul>	Draft 2015/16 Communications Plan	Short term
Ensure that future communication planning is linked to the Childcare Sufficiency Assessment.	Childcare Sufficiency Assessment	Short and Medium term

## Parent and Family Support Strategy

**Aim 2: Partner agencies will work collaboratively to offer informed and evidence based supports to help build parenting capacity for all**

Activity: we will	Output	Timeframe
Develop a structure, systems and processes to ensure the parenting and family support agenda is owned and guided strategically, and actions are implemented operationally across the CPP.	Parent and Family Support steering group in place, reporting to the Early Years sub-group of the Children and Young People's strategic partnership	Short term Complete
Map parent and family support provision across Stirling to help identify gaps in services and/or locations.	Mapping document	Short term
Develop and agree a menu of evidence-based services and supports across the Intervention Framework for parents and families of children 0 – 18 years of age.	Draft 'Intervention Framework – Services and Supports'	Short term
Ensure our workforce are equipped with the knowledge and skills to effectively engage with parents, families and communities, delivering services and supports across the Intervention Framework with quality and fidelity.	Integrate the 'Intervention Framework – Services and Supports' into workforce development and commissioning plans across partner agencies	Short term
Develop core skill set required by the universal workforce to improve early identification and support for parents and families.	Programme of staff development in parent and family support core skills feeding into workforce development plans across partner agencies	Medium term
Utilise the Parent and Family Support Strategy as a tool to challenge and influence partners across the CPP to review their support for parents and families against the aims and principles set out within the strategy.	Timetable of partner services responding to the Parent and Family Support Strategy by producing Action Plans	Short term
	Implementation of timetable and Monitoring of Action Plans	Medium to Long term
Develop a Performance/Improvement Framework through which progress towards the four strategic aims can be tracked and measured.	Performance/Improvement Framework	Medium term



## Parent and Family Support Strategy

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**Aim 3: Improve opportunities for all parents to access early learning, child care and out of school care**

Activity: we will	Output	Timeframe
Conduct Parental Childcare needs survey to inform early learning, childcare and out of school care service delivery.	Childcare Survey 2015 complete	Short term Complete
Complete a Childcare Sufficiency Assessment which will: <ul style="list-style-type: none"> <li>map early learning and childcare across Clackmannanshire to help identify gaps in services and/or locations;</li> <li>map out of school care across Clackmannanshire to help identify gaps in services and/or locations;</li> <li>map childminders across Clackmannanshire to help identify gaps in services and/or locations.</li> </ul>	Childcare Sufficiency Assessment	Short term
Develop a Play Strategy to promote the positive ways of playing with children and young people, highlighting to parents the benefits of outdoor play and ensuring that more opportunities exist to do so.	Play Strategy	Short term
Provide information and advice for parents and groups/organisations on what early learning, childcare and out of school care is available, how to access it and what supports are in place (e.g. childcare vouchers systems)	Draft 2015/16 Communications Plan	Short term
Provide guidance and support to individuals or communities interested in setting up out of school care.	Protocol document	Short term

## Parent and Family Support Strategy

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**Aim 4: Improve on the availability of targeted supports for parents and families who require additional support, with a focus on early intervention and prevention.**

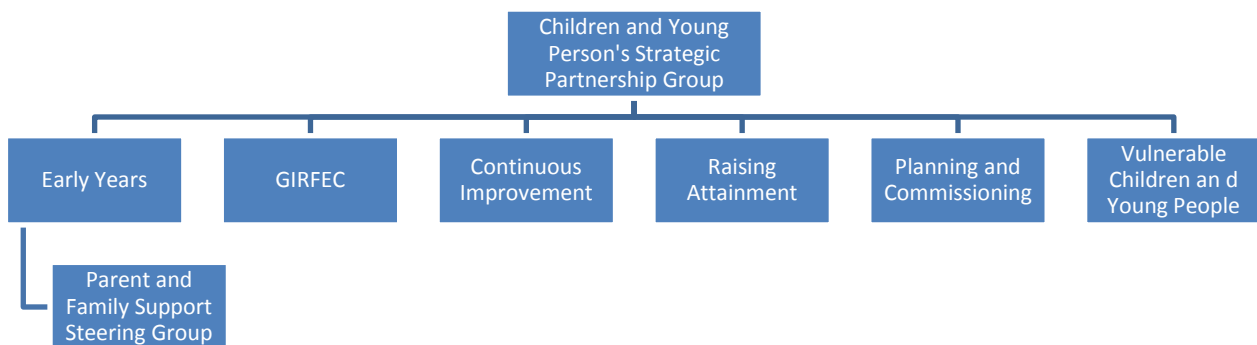
*[Note: This may be temporal support or thematic, and recognises the challenges faced by the full range of parents/carers (e.g. kinship carers, teenage parents, lone parents, parents of disabled children, or CYP affected by a parent in prison).]*

Activity: we will	Output	Timeframe
Kinship carers - review current support offered, including information and advice (e.g. access to financial support), respite care services (in particular for grandparents), and back up support.	Review and Recommendations complete	Short term
Fathers - review our current support for fathers to ensure our services are 'father friendly' and that our workforce are best able to engage with them – tying in with 2016 Year of the Dad.	Review and Recommendations complete	Short term
Foster Carers – review current support offered.	Review and Recommendations complete	Short term
In addition to universal support for parents and families, priority groups will be identified as a key focus for attention. These will be identified through local analysis and will complement those set out within the National Parenting Strategy.	Further priority groups identified	Short term
Improve outcomes for parents and families by taking into consideration the wider issues that impact on a parent's ability to provide a nurturing, loving and stimulating environment for their child. For example, alcohol, drugs, mental health, smoking, child poverty, housing, welfare reform, relationships and sexual health, community safety, reducing reoffending, carers and young carers and adult services.	Support activity within the Integrated Children's Services Plan  Contribute to setting priorities for the next Integrated Children's Service Plan	Medium term

# Parent and Family Support Strategy

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## Reporting and Monitoring



As the diagram demonstrates, this strategy and action plan will be overseen, monitored and updated by the Parent and Family Support steering group. This group reports into the Children and Young Person's Strategic Partnership Group primarily via the Early Years reporting group but, at times, may also report via other groups\*.

*[\*Note: Within the CPP structure, responsibility for planning, oversight, delivery and evaluation of the Integrated Children's Service Plan sits with the Children and Young Person's Strategic Partnership Group (C&YPSPG). This strategic group is supported in its task by 6 reporting groups: Vulnerable Children and Young People; Early Years; GIRFEC; I CSP/Continuous Improvement; Raising Attainment; Planning and Commissioning. The reporting groups will provide progress reports to each C&YPSPG meeting.]*

# Parent and Family Support Strategy

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## References

All Party Parliamentary Group on Speech and Language Difficulties (2013) *The links between speech, language and communication needs and social disadvantage*.

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## Appendix 1: Single Outcome Agreement Priorities

The actions outlined in the implementation framework should contribute to the Single Outcome Agreement Priorities outlined below:

### Clackmannanshire's Priority Outcomes (2013-2023):

- Improved outcomes in children's early years.
- Improved support for disadvantaged and vulnerable families and individuals.
- Reduced risk factors that lead to health and other inequalities.
- Improved opportunities for learning, training and work.

# Parent and Family Support Strategy

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## Appendix 2: Useful Weblinks

### National Drivers

Other key policies and sources of information and guidance which contextualise the information presented here include the following:

#### **National Parenting Strategy**

<http://www.scotland.gov.uk/Publications/2012/10/4789>

#### **Children and Young People (Scotland) Bill**

[www.scottish.parliament.uk/parliamentarybusiness/CurrentCommittees/63073.aspx](http://www.scottish.parliament.uk/parliamentarybusiness/CurrentCommittees/63073.aspx)

#### **Parentzone**

[www.educationscotland.gov.uk/parentzone/learningathome/index.asp](http://www.educationscotland.gov.uk/parentzone/learningathome/index.asp)

#### **Education Scotland**

[www.educationscotland.gov.uk/](http://www.educationscotland.gov.uk/)

#### **Scottish Family Information Service**

[www.scottishfamilies.gov.uk](http://www.scottishfamilies.gov.uk)

#### **United Nations Convention on the Rights of the Child**

Available from: [www.unicef.org/crc/](http://www.unicef.org/crc/)

The UN Convention on the Rights of the Child is an international human rights treaty which grants all children and young people a comprehensive set of rights. The Convention comprises 54 articles that cover different aspects of childhood, rights and freedoms. All children and young people up to the age of 18 years are entitled to all rights in the Convention. Some groups of children and young people, for example those living away from home, and young disabled people, have additional rights. The UNCRC was ratified by the UK Government on 16 December 1991.

#### **The Scottish Government (2011) A New Look at Hall 4 The Early Years Good Health for Every Child**

Available from: [www.scotland.gov.uk/Publications/2011/01/11133654/0](http://www.scotland.gov.uk/Publications/2011/01/11133654/0)

This guidance sets out the way forward for the successful delivery of Health for All Children (Hall 4) in the early years. The Health for All Children document, (also known as 'Hall 4'), offers guidance to support the implementation of the recommendations of the Royal College of Paediatrics & Child Health's fourth review of routine child health checks, screening and surveillance activity. The review examined the evidence for existing child health surveillance and screening activity, including the purpose, content and timing of interventions. It also took into account the impact of social, economic and environmental factors on children's health.

#### **The Scottish Government (2008) *The Early Years Framework***

Available from: <http://www.scotland.gov.uk/Publications/2009/01/13095148/0>

The Early Years Framework defines early years as pre-birth to 8 years old in recognition of the importance of pregnancy in influencing health, social, emotional and cognitive outcomes for children and families.

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The Framework, which is based on principles of early intervention and the tailored delivery of services, outlines the steps that the Scottish Government, local partners, and practitioners in early years services need to take to maximise positive opportunities for children so that they get the best start in life.

The Early Years Collaborative (EYC) is an outcomes-focused, multi-agency quality improvement programme that will deliver nationally on the vision and priorities of the Early Years Taskforce and bring focus and clarity to agreed objectives, outputs and outcomes. The ambition of the Early Years Collaborative is to make Scotland the best place in the world to grow up in by improving outcomes, and reducing inequalities, for all babies, children, mothers, fathers and families across Scotland to ensure that all children have the best start in life and are ready to succeed.

([www.eycollaborative.co.uk/about-the-collaborative](http://www.eycollaborative.co.uk/about-the-collaborative))

## **‘Getting it right for every child’ (GIRFEC, 2008)**

Available from: [www.scotland.gov.uk/Topics/People/Young-People/childrenservices/girfec](http://www.scotland.gov.uk/Topics/People/Young-People/childrenservices/girfec)

‘Getting it right for every child’ is the national cross-cutting programme which outlines an approach to working with children and families in Scotland. Based on individual need, the wellbeing of the child is placed at the centre of the approach, which establishes the principle of giving all children and young people the best possible start in life as a priority for all services. GIRFEC builds upon the universal services of health and education and sets out a national programme of transformational change to ensure that each child is:

• **Safe** • **Healthy** • **Active** • **Nurtured** • **Achieving** • **Respected** • **Responsible** • **Included**

These principles inform or influence choices and action across a wide range of roles and contexts.

As a national approach to meeting the needs of all children and young people, GIRFEC is the vehicle to deliver the other key national action plans and frameworks in the early years.

## **The Scottish Government (2011) A Refreshed Framework for Maternity Care in Scotland**

Available from: [www.scotland.gov.uk/Publications/2011/02/11122123/0](http://www.scotland.gov.uk/Publications/2011/02/11122123/0)

The refreshed framework is designed to address all care from conception, throughout pregnancy and during the postnatal phase. The term ‘maternity care’ in this document is intended to refer to any NHS service that provides maternity care to women and their babies, including care provided by midwives, obstetricians, general practitioners, anaesthetists, paediatricians, neonatologists, public health nurses, pharmacists, optometrists, dentists and allied health professionals.

## **The Scottish Government (2011) Improving Maternal and Infant Nutrition A Framework for Action**

Available from: <http://scotland.gov.uk/Publications/2011/01/13095228/0>

The framework for action is designed to be taken by NHS Boards, local authorities and others to improve the nutrition of pregnant women, babies and young children in Scotland.

## **The Scottish Government (2011) Reducing Antenatal Health Inequalities**

Available from: [www.scotland.gov.uk/Publications/2011/01/13095621/0](http://www.scotland.gov.uk/Publications/2011/01/13095621/0)

This guidance was designed to provide details of the specific actions needed to strengthen antenatal healthcare at NHS Board and national level.

## **The Scottish Government (2013) Play Strategy for Scotland and Action Plan**

Available from: [www.scotland.gov.uk/Publications/2013/06/5675](http://www.scotland.gov.uk/Publications/2013/06/5675) and [www.scotland.gov.uk/Publications/2013/10/9424](http://www.scotland.gov.uk/Publications/2013/10/9424)

The Scottish Government’s Play Strategy sets out an aspiration to improve the play experiences of all children and young people, including those with disabilities or from

disadvantaged backgrounds in Scotland. The Strategy was followed by an action plan that supports the Play Strategy by setting out what actions need to be taken, in the domains of home; nursery and school; community; and positive support for play to realise this vision for play.

### **The Scottish Government (2013) Supporting Young People's Health & Wellbeing A Summary of Scottish Government Policy**

Available from: [www.scotland.gov.uk/Publications/2013/04/4112](http://www.scotland.gov.uk/Publications/2013/04/4112)

This document was prepared for the Youth Health Improvement and Health Inequalities Strategic Leads Group. It sets out the key government policies that aim to support young people's health and wellbeing.

### **The Scottish Government (2011) Commission on the Future Delivery of Public Services**

Available from: [www.scotland.gov.uk/Publications/2011/06/27154527/0](http://www.scotland.gov.uk/Publications/2011/06/27154527/0)

The Commission on the Future Delivery of Public Services, (The Scottish Government, June 2011), sets out in detail what it sees as the scale of the challenge facing public services in Scotland. This document emphasises the following:

- a decisive shift towards prevention
- greater integration of services, better partnership, collaboration and 63
- effective local delivery
- greater investment in the people who deliver services
- a focus on improving performance through greater transparency, innovation and digital technology
- assets-based approaches.

### **Growing Up in Scotland (GUS) Study**

Growing Up in Scotland is a longitudinal research study which began in 2005. GUS follows a cohort of 8000 Scottish children and their families, and focuses on a range of outcomes, from birth through to their teenage years. A series of reports that outline the findings of the research to date have been produced by GUS. These include topics such as maternal mental health and children's social, emotional and behavioural characteristics. The GUS reports are available from: [www.crfr.ac.uk/gus/](http://www.crfr.ac.uk/gus/)

### **Parenting Across Scotland**

Available from: [www.parentingacrossscotland.org/](http://www.parentingacrossscotland.org/)

Parenting across Scotland is a partnership of charities that offers support to children and families in Scotland through their information service and partners' helplines.

## **Local Drivers**

### **Clackmannanshire Single Outcomes Agreement**

<http://www.clackweb.org.uk/document/2327.pdf>

### **Corporate Parenting Strategy**

<http://minutes.stirling.gov.uk/pdfs/educationcommittee/Reports/ED20140306Item07CorporateParentingStrategy.pdf>



## Parent and Family Support Strategy

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# Parent and Family Support Strategy 2016

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**Clackmannanshire  
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**SCOTTISH  
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