

CLACKMANNANSHIRE COUNCIL

Report to Scrutiny Committee

Date: 18 August 2016

Subject: Clackmannanshire Council Education Service Standards and Quality Report for Session 2014-2015

Report by: Chief Education Officer

1.0 Purpose

- 1.1 The purpose of this report is to inform elected members of the proposed contents of the Education Department's annual Standards and Quality Report for school session 2014-2015 prior to its publication in June 2016.
- 1.2 The Standards and Quality report is attached in Appendix 1.

2.0 Recommendations

It is recommended that the Scrutiny Committee agrees:-

- 2.1 To note the Standards and Quality Report

3.0 Considerations

- 3.1 Under the terms of the 'Standards in Scotland's Schools etc. Act 2000', education authorities are obliged to produce and publish a 'Standards and Quality Report' on an annual basis. This Report details how the authority has sought and achieved improvements within their provision.
- 3.2 Also on an annual basis, the Education Service identifies priorities that reflect the following national and local policy imperatives: the Scottish Government's priorities for education; the National Outcomes for Education; Clackmannanshire Council's Single Outcome Agreement; and Clackmannanshire Council Priorities. The Standards and Quality Report includes an update on how the Service has taken forward these priorities during the previous academic session.
- 3.3 Through its delivery of services, the Education Service has a reasonable duty to produce a positive impact on key stakeholders. These stakeholders are: pupils; young people receiving services from its Youth Service section; parents; staff; and the wider community. The Service has organised the 'Standards and Quality Report' to describe the impact that it has brought about or helped to bring about, during 2014-2015.

- 3.4 The Education Service, through its establishments and services, undertakes self-evaluation of its approaches and actions. This self-evaluation helps to inform the Standards and Quality Report. The outcomes of the self-evaluation, as reported in the Report, will feed into future priorities for the Service priorities that will be determined in June 2016.
- 3.5 The Report is structured in line with the Education Service Priorities outlined within the Education Service Strategic Plan 2014-2017 covering critical areas for the Education Service, as follows:
- Children, young people and families
 - School improvement
 - Learning communities, performance and resources
- 3.6 The report, included as Appendix 1, highlights the achievements of the Service during academic session 2014 / 2015. It articulates the good and very good practice achieved by establishments and services and identifies areas for further work and development. In addition, the report offers a public record of some of the activities which were undertaken during the last school session and their impact on stakeholders; however, it is not a total account of all Service activity.

Of particular note within session 2014 / 2015 are the following achievements of the Service:

- Improvements in positive destinations for school leavers
- Successful implementation of 600 hours Early Education and Childcare.
- Successful implementation of new Highers within SQA.
- Effective working with other agencies in preparation for the full implementation of the Children and Young People's Bill.

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 this report exempt? Yes (please detail the reasons for exemption below) No
N/A

7.0 Declarations

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

(1) **Council Policies** (Please detail)

The paper contributes towards achieving the following Council priority outcomes:

- that communities in Clackmannanshire are more inclusive and cohesive;
- that people in Clackmannanshire are better skilled, trained and ready for learning and employment;
- that vulnerable people and families in Clackmannanshire are supported;
- that health is improving in Clackmannanshire.

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

10.0 Appendices

10.1 Appendix 1: Clackmannanshire Council Education Service Standards and Quality Report 2014-2015.

11.0 Background Papers

11.1 Stirling and Clackmannanshire Education Service Strategic Plan 2014-2017

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Stirling and Clackmannanshire Education Service
Standards and Quality Report
(Clackmannanshire)



Improving Life through Learning

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Section One

Children, Young People and Families

Early Years Collaborative (EYC)

In the course of session 2014-2015 the Early Years Team focused on the four Strategic Priorities linked to a number of Strategic Actions as identified in the Stirling and Clackmannanshire Education Service Strategic Plan for 2014 – 2017.

These included actions:

- To improve early and effective support and intervention for all children, young people and families through well developed multi agency partnerships
- To provide effective support and intervention for parents, families and communities so that children and young people are safe, nurtured and achieve positive outcomes.

A key operational action to deliver this support and intervention included continuing to lead and develop the local and national Early Years Collaborative.

EYC is defined as *'the world's first multi agency bottom up quality improvement programme to support the transformation of Early Years. Launched in 2012 it involves all 32 Community Planning Partnerships and a wide range of National Partners. Its focus is on strengthening and building on services using improvement methodology, enabling local practitioners to test, measure, implement and scale up new ways of working to improve outcomes for children and families.'* (The Scottish Government)

EYC Structure and Strategic Priorities

A joint Stirling and Clackmannanshire EYC Leadership Group was duly established with multi-agency representation. It is chaired and championed by the Director of Children, Young People and Education.

This Leadership Group which has representation from Health, Education, Social Work and the Third Sector meets regularly with the aim of reducing inequalities for all babies, children, mothers, fathers and families across Stirling and Clackmannanshire to ensure that all children have the best start in life and are ready to succeed.

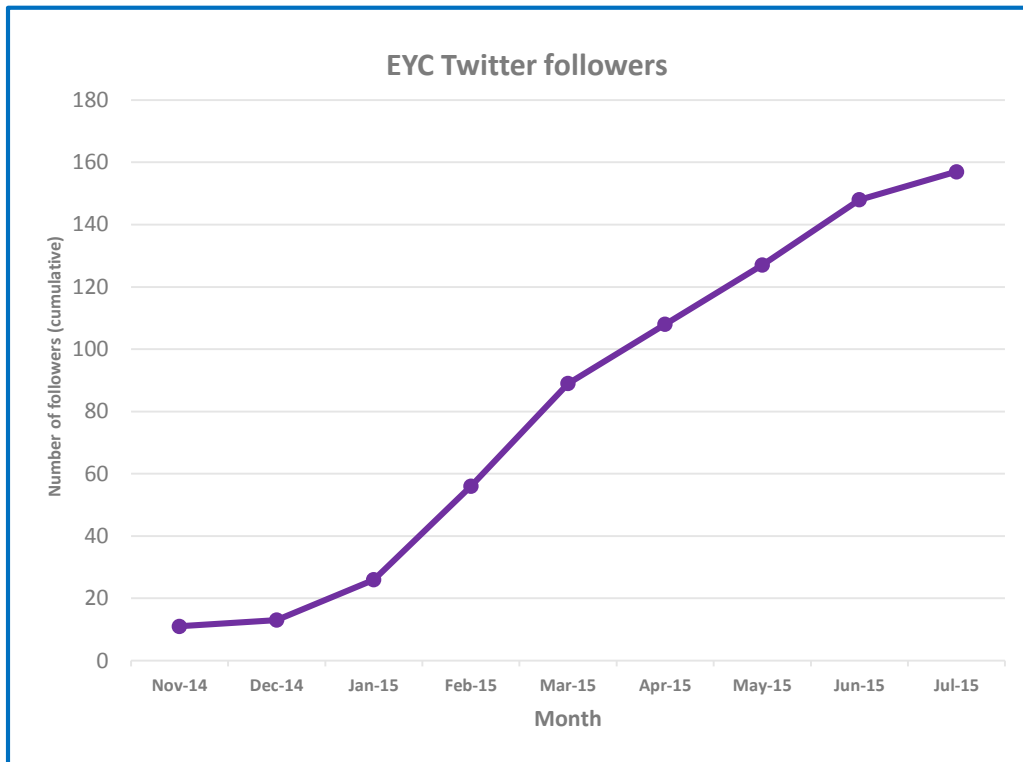
EYC Staff Development

A full time EYC Programme Manager was appointed in November 2014 to support the roll out of the programme across the shared service. Since November 2014 work has been ongoing to engage practitioners from all agencies in the EYC and to train and support practitioners to undertake tests of change and/or improvement projects using the Model for Improvement. A full training calendar with basic and intermediate workshops for practitioners was established in February 2015 and in the period to end July 2015 three introduction workshops were held. Of the 25 practitioners trained in Clackmannanshire over this period all reported increased knowledge and confidence in using the model for improvement.

Effective Communication

Communication platforms were set up. These included EYC pages on the Clackmannanshire Council website and a twitter account. The first Stirling and Clackmannanshire Council (SCC) EYC newsletter was distributed in February 2015 to raise local practitioner awareness. This resulted in a very significant increase in the number of practitioners signing up for training.

Information about the EYC Twitter page in the February newsletter led to an increase in twitter followers.



EYC Stretch Aims

EYC's ambition is to make Scotland the best place in the world to grow up. This nationally held ambition is shared locally. In order to achieve the ambition there are 4 stretch aims to separate the EYC into manageable chunks in order that partners can collaborate around particular aims.

The Stretch Aims are:

Workstream 1 - Pre-conception to 1 year

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

Workstream 2 - 1 year to 30 months

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

Workstream 3 - 30 months to start of Primary School

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

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

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

The four "Workstream" groups all with multi-agency representation were established in October 2014. Representatives from these groups and the Leadership Group attended the EYC National Conference in March 2015.

The groups used local data such as standardised test results, 27-30 month child health review, child protection statistics and priorities set out in the Integrated Children's Services Plan to identify key local priority change themes that would be the focus work of the EYC across the shared service.

Identified Key Change Themes

- Literacy
- Nurture and Attachment
- Family Support and Parenting

Tests/Improvement Projects undertaken in Clackmannanshire

- Literacy – 8
- Nurture and Attachment – 2
- Family Support and Parenting – 6
- Other - 2

Tests/Projects undertaken in Forth Valley

- Nurture and Attachment – 3
- Transfer of Information – 2

Test of Change Exemplar: Sauchie Nursery Family Library Project

Sauchie Nursery improved children's literacy and increased parental engagement through a test of change entitled 'Family Library Project'.

The aim of the project was to increase family participation in developing literacy for a group of children over a five-week period.

Nursery staff invited parents to a library engagement session where children were tasked with choosing a book to take home each



week to read with their parents/carers.



All families engaged in the project and each child documented their thoughts on the book they had read. Children were also given the opportunity to bring their favourite nursery rhymes to enjoy and share in nursery. Children engaged fully with this and continued to enjoy reciting the full rhyme many weeks after the project ended.

Participation in this project encouraged children to learn in depth about authors and illustrators in a very engaging way. Many of the children then illustrated their own books. Feedback from parents and staff was very positive:

“It was good to focus on the author/illustrator and discussion took place before starting to read the book.”

“Some children are now showing an interest in the author and enquiring about this information before a book is read.”



One parent commented on the fact that it was like homework. This generated discussion about homework being a positive experience.

“When the focus was on the illustrator, the children were more involved in recording their responses.”

The general agreement was that five weeks was a good length for the project and it could perhaps be repeated twice in the year before the children go to school. It was also suggested that younger children be included in the project, perhaps with a focus on learning nursery rhymes.



Impact

- A number of Improving Literacy in Early Years projects have been undertaken across Clackmannanshire. These have focused on raising awareness of families of the value of sharing storybooks, reciting rhymes, reading bedtime stories and improved access to libraries.
- An enrolment project at Sauchie Nursery ensured that eligible families were able to register children for nursery.
- In the period January-August 2015 - 90% of pregnant women across the Stirling and Clackmannanshire area booked their first antenatal appointments by 12 weeks gestation. This exceeded the national target of 85%.
- In the period January-August 2015 - 84% of pregnant women across the Stirling and Clackmannanshire area booked their first antenatal appointments by 10 weeks gestation.

Next Steps

- Establish clear links between the work of EYC and Raising Attainment for All (RAfA) programme.
- Audit/survey all education establishments to ascertain knowledge of EYC and use of improvement methodology.
- Further engage front-line practitioners from all services.
- Build capacity and capability in quality improvement.
- Refine process of data sharing and use of local data to better inform service delivery.
- Identify bundles of interventions for each of our change themes to ensure that all improvement work is purposeful and ensures sustained improvement.
- Streamline communication to ensure key messages are circulated to all services.

Flexible Early Learning and Childcare (ELCC)

During session 2014-2015 all three and four year old children and entitled two year olds were offered 600 hours of ELCC. These hours were offered in local authority nursery classes, one nursery school and one standalone nursery.

The increase in hours meant a change to start and finish time for children with families having the option of additional time at either the start or end of a session. Increased hours were also offered in our partner nurseries.

Flexible ELCC Hours

In the course of the session plans were put in place to provide more flexibility within nursery classes and a move away from the traditional five mornings or five afternoon pattern of attendance. Parents and carers were given the option of for example two full days (6 hours 20 minutes) and one part day (3 hours 10 minutes) per week. Strathdevon and Sunnyside nursery classes were identified as early adopters of flexible provision.

By way of example: flexible hours started in April 2015 at Strathdevon Nursery class. Parents and carers had previously been invited to an open evening and were subsequently asked to state their preferences for nursery days and sessions. All requests for specific days were duly accommodated.

Staff at Strathdevon advise that feedback from parents has been positive: flexible provision has allowed one parent to go back to work part time, while another has started a university course. Parents have also commented that children are more independent and that staying all day goes some way to preparing them for full days at transition to Primary 1.

We aim to have flexible provision in all nurseries by August 2016.

ELCC Hours for entitled two year olds

Offers of 600 hours free early learning and childcare were made to eligible two year olds with the first two year olds starting at Banchory nursery class in October 2014.

This provision was subsequently rolled out to other nursery classes across the authority.

Nursery staff have been very positive about the changes in provision which have refocused attention on organisational details for trips, outings, parties etc.

Children have adapted well and readily settled to being in nursery for full days. The social experience of sharing lunch time has been enjoyed by all.

Free school meals will be offered to all entitled two year olds from January 2016.

Implementation of 600 Hours

Scottish Government required that all three and four year olds and entitled two year olds be offered 600 hours ELCC by August 2014. This was achieved as follows:

April 2014	<ul style="list-style-type: none"> • Pilot of 600 hours in Menstrie Nursery Class for three and four year olds
August 2014	<ul style="list-style-type: none"> • All nursery establishments including partner providers offered 600 hours ELCC • Provision for two year olds offered in Clackmannan and Banchory Nursery Classes • Additional spaces for two year olds offered in ABC Nursery • Spaces for Looked After and Accommodated Children (LAAC) offered in Alloa Family Centre
January 2015	<ul style="list-style-type: none"> • Tillicoultry Nursery Class was extended to accommodate two year olds
April 2015	<ul style="list-style-type: none"> • Strathdevon and Sunnyside Nursery Classes pilot flexible provision offering parents the option of two and a half days of nursery rather than five morning or five afternoon sessions

Welcoming Two Year Olds to Nursery

Banchory Primary School Nursery Entitled Twos

Allison Littlejohns, acting headteacher, talks about the benefits she has found to the whole school community in having two-year-olds join the school's nursery class.

We are proud to say that our nursery class was the first in Clackmannanshire to open its doors to two-year-olds. In many ways we were an obvious choice. We looked on it as a chance to grow a bigger community around the school and for more children and families to feel at home at Banchory. We are in no doubt that the addition of two year olds to our setting has been a positive change. We have found that children are benefiting from their interactions with older and younger peers. The addition of two year olds has energised all of us. Our new team members have really challenged what we do and how we do it.



Sharon McGregor, Senior Early Years Worker, talks about the impact on her practice and that of her colleagues of having children aged two to five in the nursery class.

Having worked with younger children earlier in my career, I have seen for myself the many benefits of engaging with children and their families from the earliest opportunity. Our setting has long been regarded as a strength of the school, so we were starting from a position of confidence to welcome two year olds. We did not want to be complacent and we knew that our environment would need to be altered. One decision taken early on was that we did not want to split the nursery into separate areas for older and younger children, despite having enough space. Most of our previous experience had been with two year olds in playrooms separate from those of older children. We certainly felt this was a good time to challenge some of those traditions.



We had been 'twinned' with Wellgreen Nursery in Stirling where a great deal of work had been undertaken to create a free-flow learning environment for two to five year olds. Through working with colleagues from Wellgreen we had renewed confidence to be guided by children and to plan for their capabilities. We were confident we knew our children well. As a team we constantly evaluated the impact of what we were doing. We paid particular attention to the story area and to our outdoor space, making them suitable for children of all ages.

It is important to us to have a vibrant community of two year olds. We have been proactive in promoting the fact that we now make provision for them and have found our Health Visitor colleagues and partners from the local third sector group to be most helpful and supportive in helping spread the word. Parents and carers have actively engaged in introducing new families to our nursery. The strong community networks around our school mean that good news travels quickly.

Parent and Family Support

In the course of session 2014 – 2015 a Parent and Family Support Strategy was compiled by a multi-agency steering group to outline Clackmannanshire's commitment to delivery of the National Parenting Strategy. *'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).

The Parent and Family Support Strategy is evidence based and emphasises the need to provide support for all parents when they need it. It is well recognised that children achieve the best outcomes later in life when they grow up in a nurturing and stimulating environment, surrounded by familiar adults.

The strategy fully endorses the principles of Getting It Right for Every Child (GIRFEC) and sets out the national and local context for parenting and family support. It outlines the vision, values and aims that multi agencies will work towards to improve outcomes for children and young people, particularly those who are most vulnerable by building on the current examples of good practice across Clackmannanshire.

Psychology of Parenting Project (PoPP)

PoPP is one such example of effective support. Stirling and Clackmannanshire Community Planning Partnerships and NHS Forth Valley in conjunction with NHS Education Scotland deliver evidence based parenting programmes to a targeted population through PoPP. Directed towards parents of the 10% of three-five year olds who display atypical and persistent high levels of challenging behaviour (aggression, non-compliance and poor temper control) it provides access to two, evidence-based parenting programmes - Incredible Years and Triple P. Funding received through PoPP was aimed at initiating long-term capacity-building and ensuring that local areas were able to embed and deliver these programmes.

Analysis carried out between January 2014 and March 2015 demonstrated that the percentage of children with improved behaviour was nationally comparable, with 43% moving from 'high risk' to 'normal range'. Evidence suggests that PoPP groups contribute to positive outcomes when parents attend consistently.

From a sample of 61 families across Stirling and Clackmannanshire 54 (89%) returned post group questionnaires. 100% said they would recommend the group to a friend, 98% said their relationship with their child had improved and 96% said their family life had benefited.

Additional Support Needs

In addition to the work on Early Years, the Children, Young People and Families Team had four major areas for improvement in Session 2014 – 2015 pertaining to children with Additional Support Needs (ASN):

- Implementation of Children and Young People (Scotland) Bill
- Building capacity in responding to ASN
- Developing health and well-being
- Further development of specialist schools and provisions.

Implementation of Children and Young People (Scotland) Bill

Following the initial joint inspection of Children's Services, Governance arrangements for GIRFEC and Child Protection were reviewed and structures were developed to provide a reporting structure for these key areas of implementation and practice.

- A GIRFEC strategic group was established and plans put in place to develop appropriate membership and sub-groups to take forward this area of work.

The Child Protection Committee was restructured following initial inspection of Services for Children and Young People; five key groups were identified and reporting processes were aligned.

In 2014 – 2015 the Children and Young People (Scotland) Bill became an Act. The changes outlined in the Act will come into force in Scotland over the next two to three years. It contains several changes to how children and young people in Scotland will be cared for. Sections 4, 5 and 18 of the Act were focussed on GIRFEC elements – The Named Person Service, The Child's Plan and Wellbeing designed to support children and young people and to help identify any problems at an early stage, rather than waiting until a child or young person reaches crisis point. This legislation led to a key area of work for the Children Young People and Families team in partnership with other agencies and organisations. The CYP Act and the findings of the joint inspection of services for children and young people were key drivers to increase the pace of transformational change. Work was focussed on development of practice within Education and also across partnerships in support of children and young people.

Children's Summit

Getting It Right for Every Child was a main feature for the Children's Summit held in April 2015, which enabled children and young people to contribute to the strategic development. Children from all primary schools explored their communities with reference to Scotland's wellbeing indicators: safe, healthy, achieving, nurture, active, respected, responsible and included. The pupils had a valuable opportunity to share their thoughts and consider their own roles within improving our communities.

Comments from the young people involved were recorded:

Alloa Learning Community

'The school is very big and safe.'

'My friends all live close to me.'

Alva Learning Community

'There are lots of friendly people here.'

'I have lots of friends and schools are good.'

Lornshill Learning Community

'There are lots of parks you can play in with your friends.'

'There is lovely scenery, it's a big space and most people are nice.'

Building Capacity in Responding to ASN

In Clackmannanshire the Learning Community ASN process continued this session with increased partnership from Educational Psychology and SEBN colleagues. With increased partnership to the ASN support service, learning communities used the process to support their improvement planning in meeting learners' needs. As a result a range of learning groups and opportunities have been formed within learning communities. Groups focusing on social skills, life skills and music therapy have led to increased confidence, friendships and inclusion for young people who were isolated to a degree within their mainstream setting. A range of feedback also illustrated improved language skills and willingness to try new things. The focus on needs within one learning community also led to an increased and targeted package of support for a group of learners in one setting.

The Service has continued to prioritise professional learning and post-graduate qualifications for specialist staff supporting schools and establishments.

High quality training for this key group of staff underpins the programme of internal staff development provided for all staff, in supporting learners with a wide range of additional support needs. As a result, this rolling programme which ensures the provision of additional support when needed in line with the Education (Additional Support for Learning) (Scotland) Act, will continue to be prioritised.

Education staff worked in partnership to develop the local Autism Strategy and in light of the priorities in this area, a staff development opportunity was provided.

Stirling and Clackmannanshire worked with Scottish Autism to provide three development sessions for professionals, parents and carers. The final session of the three was delivered in October 2014.

The sessions covered Skills for Independent Living, Developing Personal Coping Skills and Strategies and Relationships and Sexual Health. Over 90% of participants rated the sessions as good or excellent. One participant said, the sessions had 'developed my understanding of how I can support the people I work with but also how to understand the issues from a young person's point of view.'

During the session work to establish a local ASD Strategy was completed with wide involvement from education in the associated mapping, consultation and working groups. The resulting ASD Strategy is a ten year plan for Stirling and Clackmannanshire 2015 - 2025. A multi-agency Steering Group was established to progress the development of the strategy and local plan. Six local goals and sixteen key priorities were identified through consultation and engagement.

The ASD Strategy has led to full involvement from a wide range of partners, parents and young people in a focussed area of development. The dialogue created as a result is an example of participation which will lead to ongoing improvements and changes of the next ten year period. Consultation events were well attended and lively and Ideas and plans to improve the experiences of people of all ages with Autism were discussed.

Following a successful funding bid, partnership work continued with NHS Forth Valley colleagues to plan and develop a range of improvement activities, processes and resources to support Augmentative and Alternative Communication (AAC) users and achieved the recommendations and associated actions contained in 'A Right to Speak', Scottish Government 2012.

The AAC development has provided all schools with an Information and development pack to support practice. Staff development sessions for class teachers and support staff have been improved in the light of the work of this group. Education staff said, *"We found the resource pack to be very useful. The course has been helpful in making me think about every aspect of communication."*

Developing Health and Wellbeing

Relationship and Sexual Health Partnership (RHSP) Curriculum Framework was completed and a training and support programme developed. A further programme for additional support needs provides support in differentiated approaches to delivering these aspects of the curriculum.

Updated guidance documents have begun to be used to support schools in their work in relation to a variety of areas of Health and Wellbeing, including substance misuse, self-harm and managing sexualised behaviour. Training and support programmes were developed to support developing confidence and practice.

Education worked within a multi-agency Child Sexual Exploitation (CSE) group to develop a risk assessment toolkit and evaluate existing good practice and areas for development.

Flu Vaccination Programme delivered in all Primary Schools.

Further Development of Specialist Schools and Provisions

Most children with additional support needs will be educated in their local mainstream schools, which are able to cater for an increasingly wide range of needs. Generally, the school will be in the 'catchment area' set by your education authority. Special schools and provisions provide for children with particular needs such as autism, severe or complex needs, social and emotional needs.

Support for Children with SEBN

Clackmannanshire Schools Support Service continues to invest in the continued improvement of learning and teaching with a particular focus on raising levels of attainment in literacy. Both the primary and secondary bases have put a strategy in place to improve reading ages and to reduce the equity gap by targeted interventions and creating literacy rich learning environments. All pupils have improved their reading age by a minimum of six months at primary level. This initiative has been lead by identified literacy leaders.

Most pupils who attend CSSS are from deciles 1 and 2 and we strive as a staff to afford our young people the same opportunities as their mainstream peers. We have engaged with parents and families to improve attendance. Attendance at primary level is above the national average at 94 %. Exclusion figures remain very low.

Raising attainment and wider achievement continue to be the drivers for success for our young people and throughout this academic session CSSS has continued to take steps to ensure all our learners receive high quality experiences in learning and teaching and are provided with increased opportunities to attain a wide range of qualifications. This year has seen the full integration of accredited RMPS in our curriculum with pupils given the opportunity to complete the ASDAN Belief and Values short course and progress on to a National 3 qualification, which 11 pupils were able to attain. In a record year for full ASDAN courses pupils have attained 11 awards this session either at Bronze, Silver or Gold. This year also saw the first cohort to sit National 5 English at our school after increased attainment in various National levels in English, Maths and Administration.

Our pupils have also been able to succeed in a number of other areas. The school received its third Eco-Schools Award this session as well as individual pupils attaining John Muir Discovery Awards for the second consecutive year. This academic year saw the introduction of the Saltire Award for voluntary service with one pupil being awarded a certificate for 200 hours of voluntary work. Our learners have also picked up a Dynamic Youth Award and one special individual represents the local authority as a Young Ambassador for Additional Support Needs at the Scottish Government. Finally a group from our school have worked collaboratively with staff from the National Portrait Gallery in Edinburgh where their work was showcased as part of an ongoing exhibition.

ASD Provision

ASD provisions are continuing to grow and develop. Alva Primary ASD provision made itself at home in Alva Primary and its supportive parent group raised funds to enable development of a safe outdoor play and learning area. The staff teams also work closely in partnership within the schools, parents and partner agencies are heavily involved in the local autism strategy work in their determination to develop innovative and inclusive learning environments.

Staged Intervention Data – 2014 / 2015

Clackmannanshire Council tracks and monitors its cohorts of children with ASN in order to effectively plan for future improvements.

The following tables outline the data around levels of staged intervention and top five factors giving rise to Additional Support Needs.

Staged Intervention Levels

	Stage 2	Stage 3	Stage 4	Total
12/13	473	467	57	997
13/14	827	477	132	1436
14/15	814	430	141	1385

Top 5 Factors giving rise to Additional Support Needs (Stages 2 – 4)

	ASD	SEBN	Language & Speech	Learning Disability	Dyslexia
12/13	47	324	165	177	120
13/14	79	458	246	201	181
14/15	76	436	233	177	141

Educational Psychology Service

In the course of session 2014-2015 the Educational Psychology Service (EPS) focused on a number of Strategic Actions as identified in the Stirling and Clackmannanshire Education Service Strategic Plan for 2014 – 2017.



- To improve early and effective support and intervention for all children, young people and families through well-developed multiagency partnerships.
- To strengthen the capacity of the workforce in building resilience and improving learning outcomes of children and young people with Additional Support Needs (ASN).
- To provide effective support and intervention for parents, families and communities so that children and young people are safe, nurtured and achieve positive outcomes.
- To provide staff development training opportunities to support the building of capacity in meeting the needs of children and young people and in raising attainment.

Early Years Collaborative

EPS continued to support development of the Early Years Collaborative (EYC) with two Educational Psychologists chairing key work stream groups. The agreed national ambition for EYC 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, families and carers across Scotland to ensure that all children have the best start in life and are ready to succeed.



The two focus groups were:

- Work stream 3 (30 months - start of primary school): the objective being to ensure that by the end of 2017 90% of all children within each Community Planning Partnership (CPP) reach all of the expected developmental milestones at the time they are eligible to start primary school.
- Work stream 4 (Primary 1 to end Primary 4): the objective being to ensure that by 2021 90% of all children in each CPP area reach all of the expected developmental milestones and learning outcomes by the end of their Primary 4 year.

These groups were established at the start of academic session 2014-2015 and operated regularly throughout the year. The focus was on training and supported development of skills in the use of improvement methodology for multi-agency professionals (education, allied health professionals, third sector providers) in order to support sustained improvements in the outcomes for children.

One participant reported: *"I did not have any knowledge of improvement methodology before attending the group however I feel that my understanding has grown tenfold since this point and is still developing."*

Another participant commented: *“this project has led to our pre-school children showing increased progression and depth in number processes and has increased staff confidence and knowledge in observing, recording and providing next steps in this area.”*

Training and Support

EPS continued to deliver high quality training and support in evidence based programmes. Specific examples included “Friends for Life” and “Seasons for Growth”. Training in both programmes was delivered to education staff and partner agencies.



Friends for Life - this programme targets childhood anxiety and depression through the use of cognitive behavioural principles with the aim of building emotional resilience to reduce a child’s anxiety. The focus of the training is tailored to suit the specific needs of younger children, older children, teenagers or adults as appropriate. To date 197 professionals have been trained in Friends across Stirling and Clackmannanshire. 90% of participants rated the training as useful.

Feedback from two participating schools highlighted a decrease in anxiety for participants in the group after Friends intervention of 9.82% in primary and 11.41% in secondary. Further collation of evaluation data is planned.



Seasons for Growth - an educational programme designed to promote the social and emotional wellbeing of children who have experienced significant loss and change in their lives. The programme contributes to improved health, wellbeing and resilience in children and young people.

Feedback from staff was extremely positive. Additional training was provided for parents as part of the Seasons for Growth initiative. Response from children and parents was very favourable: *“It helps me concentrate and control my anger and be more confident”* (11yr old girl) and *“I leave here today knowing that everything will get better.”*

A parent commented: *“I feel it was a worthwhile programme for my child as I have seen considerable changes in her behaviour and a vast improvement in our relationship. Thank you.”*

Next Steps

In relation to EYC EPS will:

- continue to support the development of professionals’ skills in improvement methodology, devising projects, running tests of change and reporting on improvements
- explore how to increase attendance of multi-agency partners
- review the function of workstream leads in contributing to more strategic planning
- support educational establishments to implement improvement methodology.

In relation to Training and Support EPS will:

- continue to implement and evaluate the effectiveness of the Seasons for Growth training programmes
- develop adult seminar and adult programmes for parents and staff to continue to build capacity for those who work more directly with children and young people who experience loss and change
- continue Friends training with a focus on delivering to each Learning Community
- gather evaluation data from establishments to evidence impact and outcomes.

Transitions

A draft transitions policy was prepared for all education establishment staff. The policy guidelines reflect key aims within Stirling and Clackmannanshire's Single Outcome Agreements (2013-2023), Stirling and Clackmannanshire's Corporate Parenting Strategy (2013-2018), Education Service's Strategic Action Plan (2014-2017) and the Integrated Children's Service Plan (2015-2018).

A key priority is to continue to improve the number of positive post school destinations for our most vulnerable young people by supporting and developing our young workforce through positive transitions. The main focus of the policy is to ensure appropriate support for children and young people who:

- have a Coordinated Support Plan
- are in a specialist provision or day/residential provision
- have additional support needs arising from an identified disability
- are otherwise at risk of not making a successful transition

Next Steps

Further consultation on this policy will be undertaken next academic session to reflect GIRFEC statutory guidance. Thereafter the agreed policy will be launched to all education establishments.

Nurture



EPS have had a key role in the development of a nurture strategy. This included auditing all education establishments and supporting delivery of training on Nurture, Attachment and Self-Evaluation to Senior Managers and staff in education.

The audit issued to all education establishments provided a useful baseline in terms of how to develop a nurture strategy, with the main aim of supporting establishments in using nurturing approaches. 87% of the respondents to the audit reported that their staff already had a sound knowledge of nurture. 59% reported that nurture was a priority to take forward with their schools. 73% reported that further training for staff was required whilst 67% wanted to look at self-evaluation of current practice in nurture using 'How Nurturing is our School' (HNIOS).

As a result Senior Managers across Stirling and Clackmannanshire received training in February 2015. The focus was nurture, attachment and HNIOS. Training was well received. Each establishment compiled a forward plan, outlining specific actions to be taken forward. EPS initiated the drafting of a nurture strategy in collaboration with a working group of education staff. Further training on nurture, attachment and trauma was delivered to education establishments over the session in line with individual establishment's improvement priorities.

Next Steps

These include:

- establishment of a Nurture Steering Group to finalise the nurture strategy
- liaison with Education Scotland regarding nurturing approaches in secondary schools
- evaluation of current nurturing practice in establishments
- mapping of current practice across establishments.

Staff Development

EPS delivered a number of staff development training opportunities to support the building of capacity in meeting the needs of children and young people and in raising attainment. Training was delivered to education establishments as well as to third sector organisations such as Barnardo's and to partner agencies including social work and speech and language therapy.

A range of training was delivered in topics such as:

- Mindfulness (for staff and parents)
- Incredible Years School Readiness Programme
- Sensory Processing
- Self-Regulation
- Self-Harming Behaviour
- Working Memory
- Mindsets
- Nurture and Attachment
- Child Protection

Feedback from participants was extremely positive:

Incredible Years School Readiness Programme – *“I will change the way I read to my child ... I will comment on the letters, numbers and relate to the book with my child”.*

Nurture and Attachment – *“Children in my class are more ready to discuss behaviour instead of losing control”.*

Next Steps

EPS will continue to ensure that training programmes contribute effectively to the key priorities identified by our stakeholders. Detailed analyses of evaluative feedback will inform future practice.

Workforce Development

Workforce Development 2014/15

In February 2015, two Early Years Training and Improvement Officers were appointed to drive forwards Workforce Development in Early Years across Stirling and Clackmannanshire.

This has led to the development of a calendar and pathways of staff development opportunities agreed and set for session 2015/16. The content of these training opportunities will include the launch of national documents Building the Ambition, Setting the Table and staff development in the use of Glow.

Close partnership working with Forth Valley College has enabled the earliest engagement with our future workforce, including support for the recruitment and interview process, and awareness raising of Building the Ambition. Training opportunities have been devised for supply staff and those newly appointed to the authority.

Support has been offered to settings who are expanding to include entitled 2 year olds and moving towards a longer learning day for 3 and 4 year olds.

Social media sites have been set up to support the networking and collaboration of Early Years staff on both Facebook and Twitter.

Both local authority and partner nurseries have been provided with quality assurance and pre-inspection support.

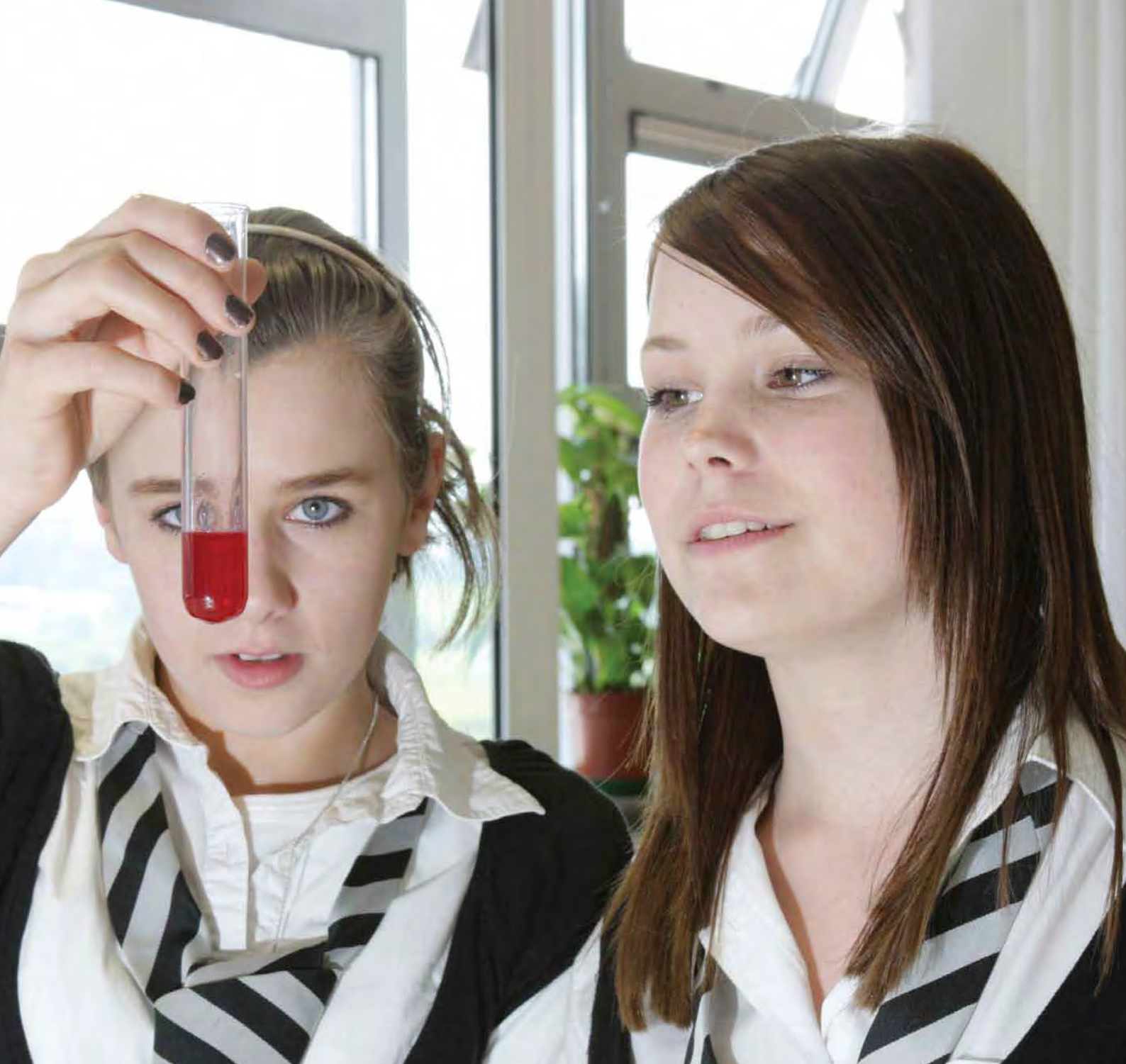
Next Steps - Workforce Development 2015/16

2015/16 will see the roll out the first year in a 3 year cycle of workforce development. These training opportunities will include support for national initiatives including the launch of national documents Building the Ambition and Setting the Table, and training and development in the use of Glow. Twelve CLPL training events have been developed in response to local training needs and will be delivered on multiple dates for supply staff, practitioners and managers in both rural and central locations.

A pilot of the first Foundation Early Years Modern Apprenticeship in Scotland will place 12 senior phase secondary school pupils in our Early Years settings as they work towards a level 2 qualification in Early Learning and Childcare. Senior practitioners and centre staff will support the NC and HNC courses in Early Learning and Childcare.

Continued development of Early Years Forums will provide opportunities for networking and professional dialogue along with presentations linking with the 3 key change themes for the Early Years Collaborative - Family Support and Parenting, Literacy and Nurture and Attachment.

An Early Years Conference supported by Education Scotland and Educational Psychology colleagues will provide additional training and networking opportunities for 400 Early Years practitioners and partner agencies.



Section Two

School Improvement and Curriculum

School Improvement

In the course of session 2014-2015 the School Improvement Team focused on a number of Strategic Actions as identified in the Stirling and Clackmannanshire Education Service Strategic Plan for 2014 – 2017.

- To progress the implementation of Curriculum for Excellence (CfE) across all establishments to meet learners' needs and improve their learning outcomes.
- To raise educational achievement and attainment, with a key focus on the lowest performing 20% of learners.
- To improve opportunities for career-long professional learning to raise attainment and provide opportunities for local innovation to build capacity for improvement through developing a self-improving school system.

Raising Attainment

The School Improvement team led the development of a Raising Attainment Strategy to outline the vision, priorities and expectations of the Education Service in relation to raising attainment and achievement. The aim was to support all learners, with a particular focus on improving the outcomes of those from the most disadvantaged backgrounds. The strategy builds on the success of schools and other educational settings in raising attainment and achievement and is ambitious for the future. The strategy was shared with all educational establishments and a more detailed action plan will be drawn up in session 2015-2016.

As part of our Raising Attainment Strategy, the Education Service introduced collaborative school partnership working in session 2014-2015. Twenty-seven primary schools and three secondary schools formed ten partnerships across the Education Service. In trios, schools began to work together with a clear focus on school improvement across all schools within the partnership. In primary schools each school undertook a self-evaluation of their school curriculum and then shared this with partnership schools. During school visits, partnership head teachers validated the self-evaluation through discussion, observation and review of evidence. This led to improvements in curriculum such as the development of curriculum rationale and learning pathways. An evaluation of the primary partnership programme was undertaken in May 2015. This indicated that headteachers found School Improvement Partnerships to be effective, with a positive impact on schools. Schools had used partnerships to:

- support self-evaluation leading to improvement
- share and learn with open accountability
- develop purposeful relationships and networks across schools.

A headteacher commented "*School Improvement Partnerships are an excellent approach to school improvement, to raising attainment and to making a lasting impact*".

The programme will be extended in session 2015-2016.

Continuous Improvement

The Education Service also introduced a new approach to providing guidance, support and challenge to secure the continuous improvement of all schools and establishments. This new approach is proportionate as some schools demonstrate a strong capacity for improvement whilst others will derive benefit from a higher level of support and challenge. Identified schools began to receive targeted support, challenge and interventions to build their capacity for improvement. Although this approach is in the early stages of implementation positive outcomes were achieved and this methodology will be developed further in session 2015-2016.

Education Scotland Inspections

During session 2014-2015 Education Scotland published two inspections on Clackmannanshire schools: St. Mungo's R.C. Primary and Sunnyside Primary and nursery class.

Overall the reports were disappointing and although there were a number of key strengths identified these were outweighed by the number of areas for improvement.

The inspection found the following key strengths within St Mungo's.

- Children are beginning to take pride in their achievements.
- Involvement of parents and children in securing improvements to the outdoor learning space.
- The promising start made by the headteacher to involving parents, pupils and staff in improving the school.

Working with staff Clackmannanshire Council agreed they would support the school to continue to improve the following areas:

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

The inspection found the following key strengths within Sunnyside:

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

Working with staff Clackmannanshire Council agreed they would support the school to continue to improve the following areas:

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

Scottish Attainment Challenge

The Scottish Attainment Challenge, funded by the Attainment Scotland Fund, was launched by Scottish Government in 2015. The Scottish Attainment Challenge (SAC) focuses on improving literacy, numeracy and health and wellbeing in primary schools and seeks to address the poverty attainment gap. Clackmannanshire was one of seven authorities initially selected to be part of SAC.

Within Clackmannanshire, an improvement plan was developed and this will be implemented in the course of session 2015-2016. There will be a clear focus on reading in the first year of the Challenge in Clackmannanshire and the impact on children's attainment will be monitored closely. Schools will receive additional funding, resources and support as a *result* of the Attainment Challenge in Clackmannanshire. A headteacher said, *"The Attainment Challenge will provide schools with a really exciting opportunity to collaborate across Clackmannanshire and beyond, to reduce the equity gap and improve outcomes for all of our children. Additional funding and resources will help us to best meet the needs of our learners and their families. This is a time of partnership working, innovation and excitement for all schools in Clackmannanshire"*.

Next Steps

To continue to support school improvement the team will:

- Devise a raising attainment action plan to improve outcomes for all learners.
- Continue to develop collaborative school partnership working across all sectors to increase capacity for improvement and raise attainment.
- Develop and pilot a programme of validated self-evaluation to support and develop the capacity within schools to evaluate and improve their practice.
- Continue to develop an approach to focused intervention and support for schools which is proportionate and effective.

To continue to support school improvement the team will:

- Raise awareness and support schools in the effective use of 'How Good Is Our School 4?' to ensure school improvement is underpinned by high quality self-evaluation.
- Review and update guidance on school improvement planning and standards and quality reporting.
- Develop a process to assist schools in preparation for inspection to ensure external evaluation is thought through, prepared for and considered an integral aspect of continuous improvement.
- Develop and implement a leadership strategy which provides a clear framework at all levels.
- Commence the Scottish Attainment Challenge in Clackmannanshire to raise attainment for all children and to address the poverty attainment gap.

Curriculum

In the course of session 2014-2015 the Curriculum Team focused on the four strategic priorities identified in the Stirling and Clackmannanshire Education Service Strategic Plan for 2014 – 2017. From these a strategic plan was identified and outlined key strategic actions that included:

- To progress the implementation of Curriculum for Excellence across all establishments to meet learners' needs and improve their learning outcomes.

Literacy

Raising attainment in literacy continued to be a National Priority. Locally session 2014-2015 saw some major developments in learning, teaching and collaboration in Literacy and assessment across the shared service.

Every school and establishment from nursery to secondary school appointed a named Literacy Leader who was invited to attend regular network meetings held across the shared service. This is a powerful forum for dissemination of national and local guidance and information. It also provides a platform for sharing excellent practice and facilitating collaboration. It provided opportunities for professional discussion around current issues, developments and research. A popular element of the network meetings was the 'Spotlight on...' section where teachers shared literacy innovations from their school and community.



Leading Literacy Network 3-18

Every school and establishment from nursery to secondary school appointed a named Literacy Leader who was invited to attend regular network meetings held across the shared service. This is a powerful forum for dissemination of national and local guidance and information. It also provides a platform for sharing excellent practice and facilitating collaboration. It provided opportunities for professional discussion around current issues, developments and research. A popular element of the network meetings was the 'Spotlight on...' section where teachers shared literacy innovations from their school and community.

A group comprising representatives from Early Learning, Primary and Secondary, Educational Psychology, Adult Learning and Additional Support Needs was established to develop a Literacy Strategy and curriculum framework due to be published and ready for consultation in December 2015. Plans are in place for all Primary 1 teachers to receive professional learning in early interventions in Literacy to ensure our children have the best start to their literacy journey and receive the support they need.

Literacy - Assessment and Reporting

Career Long Professional Learning (CLPL) training sessions on effective approaches to assessment have been well received. The sessions focused on sharing personalised learning intentions, self and peer assessment and quality questioning. Collaborative activities focused on gathering evidence of learning to facilitate forming good assessment decisions.

Additional events aimed at heads of establishments to enable professional dialogue around the purposes of monitoring and tracking were very well attended.



Early literacy in action

A toolkit designed to support school staff in tracking learners' progress and achievement was created and published. A working group was set up to consider approaches to reporting and profiling to determine how best to report on the achievements and successes of children and young people as well as to identify, advise and inform on next steps.

A group comprising early learning colleagues and primary and secondary teachers met in December 2014 and again in May 2015 to share and moderate standards of achievement in Literacy and Numeracy.



Our learner's journey 3-18

Numeracy

In the course of session 2014-2015 the Curriculum Team also continued to focus on developing Numeracy as part of the key Strategic Actions identified in the Stirling and Clackmannanshire Education Service Strategic Plan for 2014 – 2017:

- To progress the implementation of Curriculum for Excellence across all establishments to meet learners' needs and improve their learning outcomes.



Raising attainment in Numeracy and Mathematics continued to be a National Priority. Session 2014-2015 saw the launch of Numeracy Hub Champions in every local authority across Scotland. In Stirling and Clackmannanshire the continuing development of Numeracy and Mathematics prioritised a range of rewarding and valuable events and initiatives including:

- the launch of a Numeracy Progression Framework to map learning and signpost next steps. This covers all stages from nursery to secondary school
- the development of partnership working, including ASN, Adult Learning and Strathclyde University
- the strengthening of Numeracy Networks to provide platforms for sharing best practice and disseminating up-to-date information from Education Scotland
- the development and delivery of Career Long Professional Learning (CLPL) sessions to build capacity and confidence in teaching numeracy
- the creation of a Numeracy GLOW page to enable all practitioners to access latest training and resources, video clips, professional reading etc.



Numeracy website on GLOW

Session 2014-2015 was an extremely rewarding time in the support and development of learning and teaching in Numeracy and Mathematics. The team organised eight different CLPL sessions for practitioners across all three learning communities in Clackmannanshire. These covered areas as diverse as 'How to develop early number sense' to 'Supporting able mathematicians.'

It has been extremely encouraging to note that the number of practitioners attending these sessions across the shared service exceeded 800. Feedback from attendees was very positive and has been instrumental in informing future developments.

Class teachers commented:

'I will be taking a more active approach to numeracy, rather than textbook.'

'The entire workshop was both informative and engaging.'

'It is always useful to network with other teachers. The discussion sessions allowed this.'

Outdoor Learning

Over the course of session 2014-2015 schools and establishments across the shared Education service have increasingly engaged with delivering the curriculum outdoors. Many schools and establishments provide regular and progressive opportunities for children and young people to engage in outdoor learning. Increasing numbers have used the John Muir Award as a means of acknowledging this engagement, showing appreciation and care for local environments. Across Clackmannanshire a total of 51 awards were presented to pupils from participating schools.

Development of outdoor learning has been supported by CLPL sessions for teachers and partnership working with the local authority Ranger Services and Loch Lomond and Trossachs National Park. The park also provided support for Geography fieldwork and a Junior Ranger programme.

A bespoke CLPL programme was delivered by Scottish Natural Heritage for those schools in the immediate vicinity of Kippenrait Glen. Pupils from five schools explored this Site of Special Scientific Interest (SSSI) with a specific focus on developing scientific inquiry skills and practical techniques.

Social Influencing

This NHS supported project was progressed in one Clackmannanshire Academy and two Stirling High Schools. The approach uses positive peer influence to reduce multiple risk behaviours among S2 and S3 pupils. Initial surveys were carried out identifying misperceptions i.e. exaggerated beliefs about peer behaviours. Interventions in the form of targeted PSE lessons were then delivered over a six-month period. Follow-up surveys reported significant reduction in the use of tobacco, alcohol, cannabis and new psychoactive substances.

Food Education

Many schools across Clackmannanshire continued to use food as a context for learning in the areas of science, technology and health and wellbeing. Partnerships with food providers, both local and national, chefs and the catering services of both local authorities facilitated enterprise opportunities. These initiatives served to highlight to young people the range of employment opportunities in the food and drinks industry.

Schools are increasingly cultivating their own food plants in school grounds and neighbouring allotments. Harvested vegetables are brought back to school where they are incorporated into school meals or used in food preparation classes. Much of this has been made possible by Education Scotland 'Food for Life' funding which promotes not only healthy eating but potential employment opportunities and business engagement.

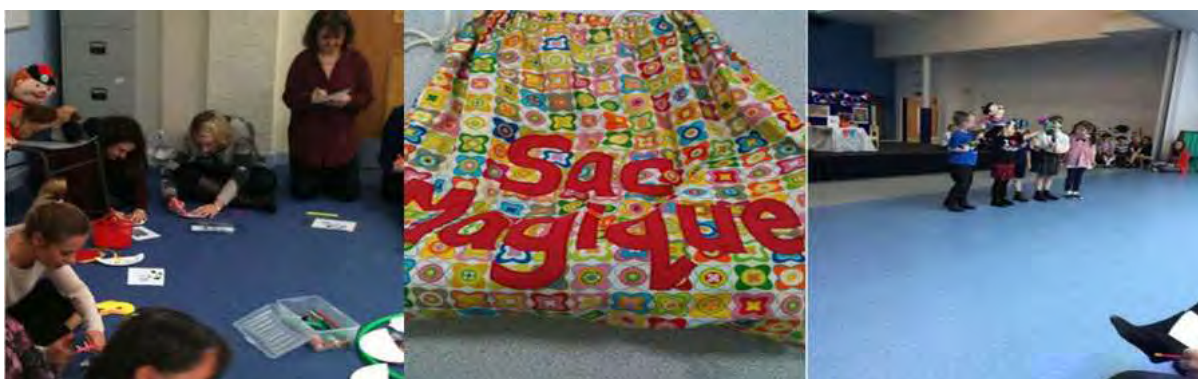
Science Technology Engineering and Mathematics (STEM)

The establishment of a Primary STEM teacher network group in session 2014-2015 was successful in promoting teacher confidence and afforded the opportunity for engagement with partners from industry. Through working with the Scottish Council for Development and Industry the number of Young Engineering and Science Clubs increased within Stirling and Clackmannanshire.

Language Learning in Scotland: A 1+2 Approach

Over the course of session 2014-2015 the Curriculum Team also continued to focus on developing the 1+2 Approach to Language Learning as part of the key Strategic Actions identified in the Stirling and Clackmannanshire Education Service Strategic Plan for 2014 – 2017.

- To progress the implementation of Curriculum for Excellence across all establishments to meet learners' needs and improve their learning outcomes.



Giving our children and young people linguistic power

Scottish Government Policy directs that every child should have the opportunity to learn a modern language from Primary 1 onwards and a second modern language from Primary 5 onwards. This policy should be fully implemented across the country by 2020. Accordingly all primary schools are now required to plan to build capacity to prepare teachers for teaching two languages in addition to English. Following guidance from Education Scotland the Curriculum Team worked with Prof Do Coyle, Head of Education and Chair of Innovation, University of Aberdeen; the French Institute, Edinburgh; the Spanish Consulate, Edinburgh and the Goethe Institute, Edinburgh to introduce a model of international best practice for learning and teaching of World Languages in the context of Raising Attainment for All.

This school session saw the ongoing development of an innovative, interdisciplinary Foreign Language Across the Medium of Education (“FLAME”) approach to learning and teaching of languages from Primary 1 in Stirling and Clackmannanshire. Primary school practitioners engaged in more than 3000 hours of CLPL to upskill in readiness for the roll-out of language learning for Primary 1 children from the commencement of session 2015-2016. Our training model was shared with Falkirk Council to ensure quality and consistency in language learning across neighbouring authorities.

The agreed FLAME training programme was accepted as an accredited part of The University of Stirling’s BA/BSc (Honours) Primary Education undergraduate programme with effect from session 2015-2016.

A six-school pilot programme across the Education service began its 1+2 journey in January 2015 with learners in Primary 1 classes. Our youngest learners explored French language linked to contexts for learning as varied as ‘Life in the Jungle’ ‘People Who Help Us’ and ‘Pirates’. Primary Practitioners were supported in delivery of the pilot programme with resources developed and shared with the use of technology through Glow, Edmodo and Pinterest.

Gaelic Education

An integral part of the 1+2 Approach to Language Learning model in Clackmannanshire is the provision for Gaelic Education. In session 2014-2015, Clackmannanshire Council developed a Gaelic Language Plan.

Gaelic Medium Education continues to be successfully delivered in Riverside Primary School and Wallace High School for pupils across the shared service. Parent and Toddler Gaelic groups are available across Clackmannanshire for pre-school children and community provision extends to Adult Learning with a weekly Gaelic Language Group.

Raising Attainment for All (RAfA)

Over the course of session 2014-2015 the Curriculum Team also continued to focus on developing and actioning the National Raising Attainment for All Programme as part of the key Strategic Actions identified in the Stirling and Clackmannanshire Education Service Strategic Plan for 2014 – 2017.

- To raise educational achievement and attainment, with a key focus on the lowest performing 20% of learners.

The Raising Attainment for All Programme was launched in June 2014 to support consistent improvement in attainment and achievement. The programme adopted the Model for Improvement methodology, based on the three-Step Improvement Framework for Scotland's Public Services. Twenty four Local Authorities across Scotland including Stirling and Clackmannanshire have been implementing this improvement methodology.

The RAfA programme is being delivered in schools and authorities as part of a 'collaborative'. Schools have identified areas for action and are supported by professional Improvement Advisors to help them identify clear aims, measures and change ideas which will support the iterative testing of new ways of working to improve performance. Marie-Claire Stallard has been appointed Improvement Advisor for Stirling and Clackmannanshire.

A RAfA learning session held in February 2015 and attended by headteachers and staff from Lornhill and Bannockburn clusters, illustrated improvement projects from around the country. In addition a variety of workshops were held to increase participants' understanding of the Model for Improvement. This resulted in a number of schools using the model to effect improvement in their own establishments.

The Model for Improvement provides the method and structure for testing a change and is a simple yet powerful tool for accelerating improvement.



Section Three

Learning Communities, Performance and Resources



Youth Services and Adult Learning (YS & AL)

In the course of session 2014-15 Youth Services and Adult Learning focused on a number of Strategic Actions as identified in the Stirling and Clackmannanshire Education Service Strategic Plan for 2014 – 2017.

- To enable access to quality community learning and development opportunities for targeted young people and adults.
- To improve the life chances and employability of young people at risk and/or facing multiple barriers.
- To improve the life chances and employability of adults at risk and/or facing multiple barriers.
- To support individuals, communities and organisations to build their capacity to meet their identified needs and aspirations.

Adult Learning

English as a Second or Other Language (ESOL) Job Club

Clackmannanshire's Adult Learning service engaged in and developed close partnership work with Job Centre Plus that resulted in the establishment of a new job club to support adults - whose first language is not English - looking for work. Participants received support with job search, CV writing and interview techniques whilst at the same time developing their English language skills.

English as a Second or Other Language (ESOL) Certification

Early in the session 25 Clackmannanshire ESOL learners received certificates in recognition of their attainment and progression in English language learning. Some of these participants progressed to Forth Valley College; others were managing to sustain employment more easily and reported improved communication with employers. Some have found it easier to support their children at home with homework and to communicate with the school/nursery.

Adult Literacy Progression

Four local adult literacy learners progressed to 'Moving Forward' - a small bespoke course run by Forth Valley College. This course seeks to help those who have suffered from mental health issues. The focus was collaborative working between the participants.

Work undertaken included: local studies, basic literacy/numeracy skills and project ideas suggested by learners. Learners have the option to take appropriate qualifications. The course acts as a good introduction to college for those who may wish to continue to further study.

Positive and effective transition work provided by the adult literacy specialist in partnership with college staff resulted in good retention rates. Transition included an introduction to college life, a tour of the facilities as well as the opportunity to meet and discuss the programme with course tutors.

Participants report improvements in self-esteem and confidence and development of relationships with other participants that has impacted positively on their wellbeing.

Gaelic Learning Weekend

In June 2014 local Gaelic learners in Tillicoultry reinforced their Gaelic language acquisition through participation in a joint Gaelic Learning weekend with learners from Stirling. A total of 28 participants learned about Gaelic grammar, spelling and place names. They also shared opportunities to practice Gaelic language skills through conversation.

Youth Services

Youth Services continued to deliver a range of excellent programmes in the local community and in schools. The work of Youth Services contributes to Clackmannanshire outcomes and priority areas by increasing youth citizenship, promoting healthy lifestyles and developing employability skills. These programmes help young people work towards accredited awards, such as Duke of Edinburgh, Dynamic Youth and Saltire Awards. A Mobile Youth Space, part of the Outreach Programme, also engaged young people in project work. This operated across Clackmannanshire in Alloa, Sauchie and Hillfoots.

Other initiatives included the Detached Programmes, which prioritise young people considered to be vulnerable or at risk, and a youth volunteer programme.

Youth Services Schools Programme contributes to Curriculum for Excellence. Programmes are developed and delivered in partnership with schools, NHS, British Heart Foundation and Young Scot to achieve active engagement and motivation and to help develop the four capacities. In addition to helping the development of life and work skills, these programmes enable learners to work in groups and individually. They encourage problem solving and communication.

Youth Service staff are very effective in supporting vulnerable young people. This was recognised in the recent joint inspection on services for children and young people:

“Young people are very positive about the assistance they receive from Youth Services and how this helps them to deal with a range of risky situations.”

Youth Music Initiative

After consultation with head teachers in the course of 2015, the Youth Music Initiative for Clackmannanshire was redeveloped for a planned launch in August 2015. The programme will provide a range of free musical opportunities for children and young people from 0-17 in nurseries and in schools. It will create opportunities for children and young people to experience music irrespective of their background, experience and financial position.

The programme will include opportunities for children to experience Scots Song, Music Technology, Samba, Kodaly and Song Writing/Band Development. Two programmes will focus on supporting class teachers to develop confidence in delivering music based learning in early years and primary. All schools will have access to at least two of the programmes in the course of session 2015-2016.

Children in Clackmannanshire participated in the Tolbooth Traditional Music Workshops and the Stirling and Clackmannanshire Youth Jazz Ensemble. These opportunities have been available for the past four years and have enabled young musicians from Clackmannanshire and Stirling to learn, play and perform together.

Forth Valley Creative Learning (FVCL)

Development of the Forth Valley Creative Learning partnership between Clackmannanshire, Stirling and Falkirk Education Services continued over the course of session 2014-2015.

The partnership offers professional development, talks and class based programmes:

- Creative Conversations focused on Creative Thinking and Transformational Change.
- Creative Classrooms took an action based research focus exploring the effect of creative practice on engagement and attainment of pupils.

Practitioners worked with three schools across Forth Valley including Menstrie Primary School in Clackmannanshire. In response, a report 'Raising Attainment through Pupil Engagement' was written by PhD Research Student Matthew Sowerby and Creative Practitioner Paul Gorman. A wider partnership was established with Perth and Kinross and West Lothian Creative Learning Networks to offer a more extensive range of programmes for session 2015-2016 and beyond.

FVCL supported and helped promote a successful Creative Industries Summer School in July 2015. This initiative was aimed at senior pupils in secondary schools who showed skill or interest in creative industries subject(s) but were uncertain of the employment direction they would take on leaving school.

Creative Learning Strategy

Preliminary meetings were held in 2015 with representatives from Forth Valley College, Stirling University and Cultural and Heritage Organisations. The objective was to discuss the development of a joint creative learning strategy. The aims of the strategy are to support and promote creative learning and partnership working and to aid innovation. This initiative will be further explored under the guidance of Paul Collard, from Creativity, Culture and Education, who will lead a development day in August 2015. Representatives from all interested organisations will be invited to participate.

Overall Performance

Adult Learning	Target	Total
Number of Adults in the service	160	106
Number of Adults registered for awards	15	12
Number of Adults who achieved awards	10	6
Youth Services	Target	Total
Number of Young People in the service	400	680
Number of awards registered for by young people	200	250
Number of awards completed by young people	100	291

Future Developments

- Improve sharing of data across CLD partners to ensure a more co-ordinated approach to targeting work, sharing priorities and planning and improving services.
- Improve joint self evaluation across schools and CLD providers to support and develop performance.
- Improve arrangements for planning and delivery of CLD across learning communities.
- Deliver a range of literacies and core skills provision, including health literacy, supporting digital and financial inclusion.
- ESOL provision.
- Family learning provision.
- Employability support for adults and young people at Stages 1 and 2 of the Strategic Employability Pipeline.
- Opportunities for individuals to accredit their learning.
- Ensure that individuals have opportunities to progress to other learning, training, volunteering and/or employment.
- Develop and support learner voice to positively impact on strategy and programme design.
- Assist communities to develop and deliver local community plans.
- Support the capacity of communities to influence and shape the design of local community based services.
- Work with and support communities to make the most of collective assets and resources including opportunities for investment and regeneration.
- Identify and develop workforce up-skilling priorities across partners.

- Deliver on-going support to CLD workforce within Clackmannanshire Council area to realise the vision set out in the CLD Action Plan.
- Deliver a range of CPD opportunities to ensure that CLD workforce demonstrate values, knowledge, skills and attitudes and apply these in practice.
- Deliver opportunities for CLD workforce to network, share resources and deliver and undertake joint training.

Sports Development

In the course of session 2014-2015 the Sports Development Team focused on a key Strategic Action as identified in the Stirling and Clackmannanshire Education Service Strategic Plan for 2014 – 2017:

- To provide opportunities for learners to improve their health through the provision of high quality physical activities

Physical Education, Physical Activity and Sport (PEPAS)

Over the course of the session meetings were held to develop and implement a 3-18 strategy for PEPAS across the shared service. A steering group was formed to identify the vision and aims. This group continues to meet to plan and prepare.

Physical Education (PE)

All primary schools in Clackmannanshire met the Scottish Government (SG) requirement to provide 120 minutes of quality PE weekly per pupil. PE specialist teachers plan and facilitate learning through CfE experiences and outcomes and Significant Aspects of Learning (SAL). Class teachers are becoming more familiar with planning and facilitating learning using outcomes and experiences and SAL.

The time aspect required by SG to provide 120 minutes of quality PE weekly per pupil in S1, S2 and S3 was met in session 2014-2015. Support around SAL in PE in secondary schools continues to be provided through the PE Network group.

All three secondary schools continue to provide regular and varied PEPAS opportunities for pupils in the senior phase - S4, S5 and S6.

Pre-School Physical Activity

The sports team continues to support nursery colleagues in seeking to raise awareness of parents and carers of the importance of physical activity for pre-school children. Active Start noticeboards are displayed in some nursery settings inviting parents to participate in Active Start sessions. These will continue to be rolled out across the service. 30,960 children participated in Active Start over a 40 week period - includes extra buy ins and 2 year olds.

One Nursery noted more parents walking children to nursery rather than using buggies.

ASN Physical Activity

The team offered a range of sports and physical activities for ASN pupils. These included:

- New cycling provision at Lochies School and Alva and Alloa Extended ASN Schools.
- Introduction of a summer holiday programme for children with ASN.

Extra Curricular Activities

Whilst more activities took place in each primary school there was a slight drop in the number of distinct participants taking part in extra curricular activity.

Secondary schools saw an increase in the number of pupils taking part in extra curricular activity during session 2014-2015. Close analysis of data has allowed the team to target schools and year groups with lower participation rates.

School Sports Award

All schools created their own School Sport Committees to drive this initiative. Lornshill Academy and Menstrie Primary School achieved Gold Awards in June 2015. Additional achievements included 18 Silver Awards and 1 Bronze Award.

Staff Development and Support

CLPL twilight sessions were offered across the session. These were well received and planning was put in place to continue these in future sessions.

Mentoring visits to class teachers delivering PE took place in Deerpark PS and Fishcross PS. Positive discussions addressed pedagogy, different teaching ideas and management of issues faced in the gym. Future visits to Alva PS, Strathdevon PS and Banchory PS are planned.

Active Start and Start to Play training sessions for nursery staff, coaches and volunteers proved successful. These resulted in more early years workers delivering activity sessions linked to CfE Health and Wellbeing outcomes.

Successful Funding Bids

A number of establishments were successful in securing funding through Education Scotland Core PE Grants. These included:

- Lornshill and Alloa Learning Communities who increased IT resources for the gym. Nominated class teachers worked closely with PE specialists to develop capacity in PE, to link learning between PE specialist and class teacher and develop pupils' ability to self and peer assess.
- Menstrie Primary School funding of £3000 will be utilised to develop capacity to deliver quality PE through Orienteering across the whole school.
- Primary and Secondary Pupil Support succeeded in gaining £3000 each to develop cycling within their respective PE curricula. Staff training and equipment orders will now be progressed.
- £3000 was secured to ensure primary and secondary PE specialists and some class teachers are trained in Bilateral Integration. A one day Bilateral Integration Course was held for primary class teachers, learning support teachers and teaching assistants across Stirling and Clackmannanshire.

Lochies EASN School plan to utilise their funding to facilitate training related to Bilateral Integration. Training was extremely well received and resulted in positive changes to practice.

- A successful fund bid will allow development of capacity to deliver dance across the broad general education (BGE). Alloa Academy, Lornhill Academy and Alva Academy have been involved in various elements. Specialists in different dance genres received technical and choreographic input which was well received and resulted in positive evaluations. Pupils' confidence and behaviour improved. Plans are in place to sustain this work.
- An application for Phase 2 of the national PE initiative was also successful allowing for the appointment of a PE Manager. Additional funding will be utilised to purchase equipment, deliver training and enhance the knowledge and skills of staff, pupils and families. Sportscotland and Education Scotland agreed the action planning and used the Clackmannanshire model as an example of good practice.
- St Bernadette's PS was successful in its bid to the Attainment Fund to develop teacher capacity through a Growth Mindset and PE project. To date two collegiate sessions have been delivered around Growth Mindset and PE. Staff from St Bernadette's and staff from Lornhill Learning Community attended a CLPL session focussing on Better Movers and Thinkers and Growth Mindset.



Active Schools

Links between all schools and 60 local community sports clubs were established and consolidated across the session. New clubs were partnered with schools to expand the range of opportunities available. These included CR Cats, wee County Harriers and Alloa Ballet Company. Active School Partner Club written agreements were introduced to provide details of working relationships between school/Active Schools and clubs.

Numerous highlights across the course of session 2014-2015 included:

- creation of an annual competitions calendar that demonstrated clear pathways from local to regional and national competitions across most sports and included *inter alia* events run by Active Schools
- the number of local competitions increased from 11 in session 2013-2014 to 22 in session 2014-2015
- 50% increase in regional competitions
- increased participation in existing competitions since session 2013-2014
- the introduction of a new competition integrating three racquet sports (Tri-Racquets)
- introduction of new competitions e.g. tennis and open badminton
- formation of sub-committees to lead the organisation of specific events including county athletics championships and new dance competitions
- improved communication between heads of department and officers in forward planning and support for events. This included staff support for pupils, access to school facilities to host events and deployment of Sports Leaders as officials.

Sports Leaders

Progress included:

- more qualified sports leaders assisting at extra curricular clubs and events
- pupils from all three secondary schools accessed the October Coaching week
- progression of leadership in dance from Level 1 course at Easter
- introduction of the first Dance Leader Level 2 course commencing July 2015.

Coaching Academy October 2014

This highly successful event held during the October school holiday provided:

- 15 nationally accredited sports courses focused on upskilling senior pupils
- 980 hours of sports delivery
- 145 attendees
- 52% of the candidates who attended were young people.

Contributors and participants commented favourably on events and activities:

"This is an excellent idea to have a compressed week of coach education. It gives the local pupils and coaches the opportunity to quickly gain many qualifications over a short period of time. I have really enjoyed delivering to the enthusiastic and interested audience."
Safeguarding and Protecting Children workshop tutor

A senior pupil attendee at UKCC Level 1 Basketball course commented *"The tutor was great ... I liked that I was shown exactly what to do and how to say things"*.



School Travel Plans (STP)

The Sustrans framework for School Travel Planning was shared with all Clackmannanshire headteachers. STPs should take cognisance of local community set ups. All schools are required to complete STPs by June 2016.

Performance

Working with colleagues across the Education Service, the Performance Team are responsible for the analysis and reporting of a range of data to ensure internal and external accountabilities. By establishing clear actions and measures of improvement, the Education Service has a structured process for identifying activities which will lead to improvement. These actions were clearly set out within the Education Service Strategic Plan 2014 – 2017.

Improvement in performance within the Service is tracked through Council Committee structures. The Education Service reports to a range of Council Committees – including:

Stirling	Education Committee Health and Safety Resources and Audit Social Care and Health
Clacks	Education, Sport and Leisure Resources and Audit Finance

In August 2014 the Scottish Government launched a new benchmarking tool linked to Curriculum for Excellence. Known as Insight, this system measures the attainment of young people in their Senior Phase (S4 – S6). The national measures cover four main areas:

- Increasing post-school participation
- Literacy and numeracy
- Improving attainment for all
- Attainment versus deprivation

Attainment is compared against national and virtual comparator (VC) figures.

In the past one of Clackmannanshire's secondary schools presented young people for SQA qualifications in S3.

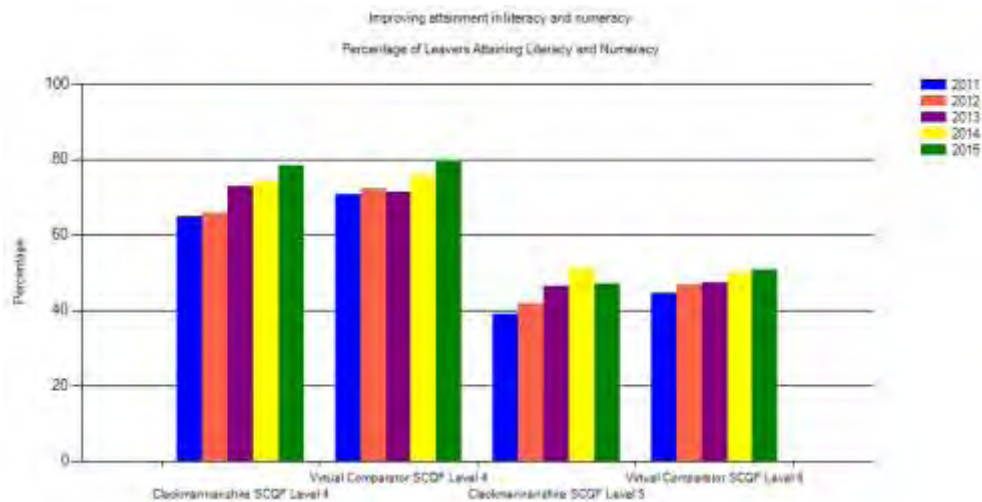
Attainment in S3 is not included in these figures and therefore there is slight under reporting of leavers' attainment.

Insight National Leavers Based Measures 2014/2015

(Total Leavers = 510; S4 = 78, S5 = 135, S6 = 297)

Literacy & Numeracy: The percentage of leavers attaining Literacy & Numeracy @ Level 4 has continued its five year increasing trend and is now at its highest level. The percentage of leavers attaining Literacy & Numeracy @ Level 5 has dropped this year to its second highest level. Increases are evident in both S4 and S5 leaver data this year, particularly at Level 4. However, regardless of any increases, results for both Level 4 & 5 Literacy and Numeracy measures are below VC and have been for four out of the last five years.

Literacy and Numeracy figures for Clackmannanshire will still be affected to some extent by Alva S5 & S6 Leavers who sat SG English and Maths in S3 that is not reported on in Insight.



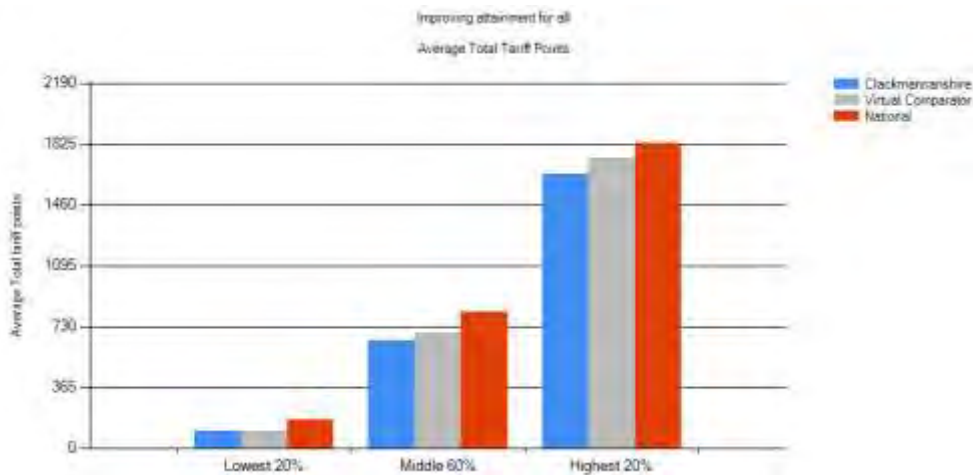
Literacy & Numeracy of Leavers: Percentage achieving Level 4 and Level 5

Level 4 Lit & Num	2011	2012	2013	2014	2015
Clacks LA	64.8%	65.8%	72.9%	73.9%	78.4%
Virt Comp	70.5%	72.1%	71.1%	75.7%	79.4%
National	74.9%	76.7%	77.9%	81.2%	85.8%

Level 5 Lit & Num	2011	2012	2013	2014	2015
Clacks LA	39.0%	41.8%	46.2%	51.0%	46.9%
Virt Comp	44.6%	46.8%	47.2%	49.7%	50.6%
National	49.3%	52.2%	52.5%	55.3%	58.6%

Attainment for All 20/60/20: Attainment for all three measures have increased this year to their highest level. Increases in the attainment of the lowest 20% are most noticeable and results for this measure are now in line with VC for the first time. Although there have been increases in the attainment of middle 60% and highest 20%, their figures are still lower than VC and have been for the last five years.

Attainment in these measures will also be affected by early presentation for Alva S5 and S6 leavers which is not counted by Insight. The new Complementary Tariff measure helps to remove the effect of amongst other things early presentation and on this new measure the attainment of Clackmannanshire's highest attaining 20% is more in line with VC.



**Improving Attainment for All:
Tariff Points of Leavers**

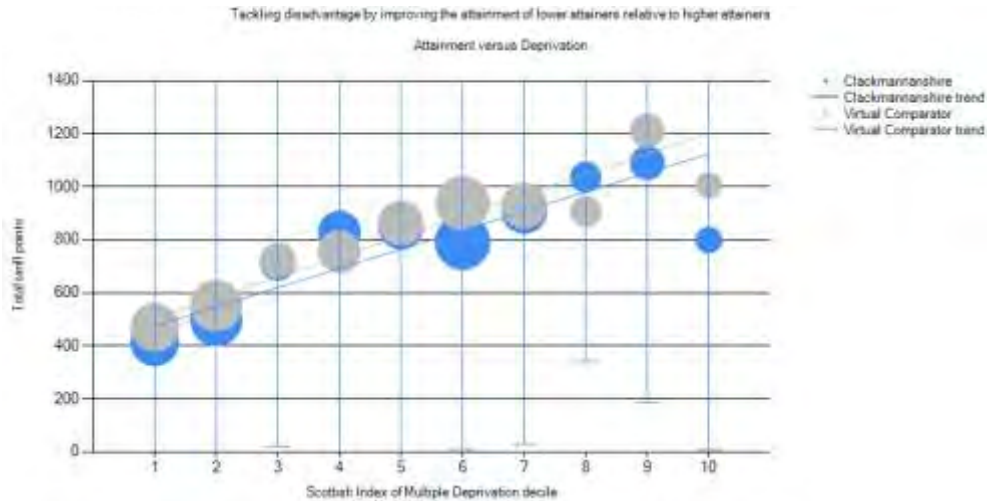
Lowest Attaining 20%	10/11	11/12	12/13	13/14	14/15
Clacks LA	72	79	98	86	103
Virt Comp	103	104	108	109	103
National	127	141	151	162	168

Middle Attaining 60%	10/11	11/12	12/13	13/14	14/15
Clacks LA	549	598	615	638	645
Virt Comp	611	646	664	688	690
National	702	756	755	793	820

Highest Attaining 20%	10/11	11/12	12/13	13/14	14/15
Clacks LA	1509	1604	1624	1611	1640
Virt Comp	1645	1697	1717	1711	1742
National	1736	1780	1785	1809	1832

Attainment vs Deprivation: The majority of Clackmannan leavers are from the most deprived deciles 1 & 2 and the lesser deprived decile 6. Figures show a decrease in the attainment of decile 1 leavers, a slight increase for decile 2 and a larger increase for decile 6. However in all these deciles attainment is lower than VC this year.

Increases are most noticeable for S4 and S5 leavers living in Decile 1 & 2 and their results compare more favourably with VC, however, S6 leaver figures do not and as the majority of leavers are from S6 then their attainment adversely affects the LA figure.



**Attainment versus Deprivation:
Tariff Points of Leavers in Deprivation Deciles**

	Dec 1	Dec 2	Dec 3	Dec 4	Dec 5	Dec 6	Dec 7	Dec 8	Dec 9	Dec 10
Clacks 14/15	414	497	713	829	848	790	910	1036	1090	799
VC 14/15	469	551	722	756	863	938	928	906	1211	1005
Nat 14/15	574	647	695	790	847	920	980	1051	1157	1289

Clacks 13/14	508	492	756	707	668	788	926	962	979	987
VC 13/14	545	533	796	773	775	812	925	977	1092	1198
Nat 13/14	557	620	692	768	823	884	959	1027	1125	1265

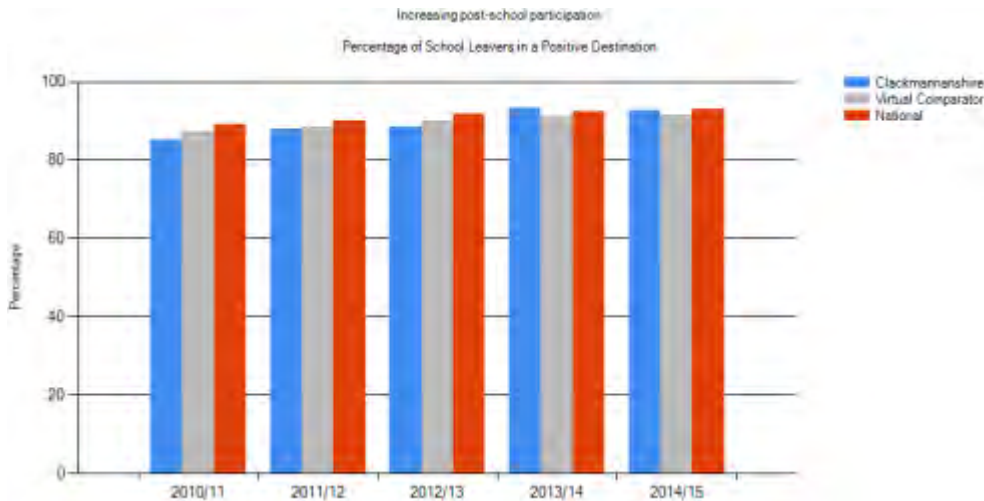
Clacks 12/13	492	534	547	651	857	699	882	890	1037	1152
VC 12/13	490	515	576	716	789	855	1022	958	1087	1193
Nat 12/13	514	586	634	729	789	872	940	1005	1106	1238

Positive Destinations: Of the 510 leavers, 473 (92.8%) are in a positive destination this year. This is a slight drop from 93.31% last year but is still the second highest LA figure over the last five years and has been above VC now for the last two years.

S4 positive destination figures have risen slightly this year to their highest value and are just above VC for the third year running.

S5 and S5 positive destination figures have dropped slightly this year but both are above VC – S5 for the last two years and S6 for the last five years.

Skills Development Scotland reported previously in December 2015 a slight increase in Positive Destinations for Clackmannanshire school leavers. This difference in reporting can be explained by slight variances in the timing of data sets used by both organisations. Additionally some pupils return to school following the Skills Development Scotland data collection and are then not included in the Insight analysis. However, we have requested Insight investigate this difference further.



**Leaver Initial Destinations:
Percentage Positive Destinations**

	10/11	11/12	12/13	13/14	14/15
No Lvrs:					
Clacks LA	557	529	517	510	510
% Pos Des:					
Clacks LA	85.1%	87.9%	88.6%	93.3%	92.8%
Virt Comp	87.3%	88.5%	90.0%	91.1%	91.6%
National	89.1%	90.1%	91.7%	92.5%	93.0%

Attendance and Exclusions

Monitoring of attendance and exclusions is an ongoing function of the performance team.

Monthly updates on a school by school basis are discussed in order to track the attendance and exclusions of pupils with a particular focus on children and young people who are Looked After.

Data on attendance and exclusions is reported nationally every 2 years. The tables below demonstrate that in both primary and secondary schools attendance is higher than the national average. Clackmannanshire Council schools are above the national figure for primary and below that for secondary exclusions

Stirling	SPN 2009/10	SPN 2010/11	Seemis 2011/12	SPN 2012/13	Seemis 2013/14	SPN 2014/15
Primary Attendance	95.1%	95.3%	95.4%	94.8%	95.4%	94.7%
Primary Excl Cases	26	40	41	45	52	134
Primary Excl Rate/1000 pupils	7	11	11	12	13	34
Secondary Attendance	91.6%	91.3%	91.5%	91.3%	91.6%	91.1%
Secondary Excl Cases	402	178	192	100	155	183
Secondary Excl Rate/1000 pupils	138	62	68	37	57	70.2

National	SPN 2009/10	SPN 2010/11	n/a 2011/12	SPN 2012/13	n/a 2013/14	SPN 2014/15
Primary Attendance	94.9%	94.8%	-	94.9%	-	95.1%
Primary Excl Cases	4433	4191	-	3854	-	3478
Primary Excl Rate/1000 pupils	12	11	-	10	-	9
Secondary Attendance	91.2%	91.1%	-	91.9%	-	91.8%
Secondary Excl Cases	24665	21688	-	17106	-	14098
Secondary Excl Rate/1000 pupils	82	72	-	58	-	50

The Children and Young People's Team will continue to support schools in responding to behaviour needs.

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