
Report to: Scrutiny Committee

Date: 18 August 2016

Subject: Education Service – Business Plan

Report by: Chief Education Officer

1.0 Purpose

- 1.1. The purpose of this report is to present to the Scrutiny Committee the Education Service Business Plan for 2016/17. The Plan is appended to the report in Appendix 1.

2.0 Recommendations

- 2.1. It is recommended that Committee notes the report, commenting and challenging as appropriate and approves the Performance Measures for scrutiny purposes over the next 12 months.

3.0 Considerations

- 3.1. Since 2010, Education Services in Clackmannanshire and Stirling have been managed jointly. In 2014 a Strategic Plan was developed for the Shared Education Service covering the period 2014-2017. This document was an integrated business plan for both Clackmannanshire and Stirling and maintained the commitment to each Council's priorities equally. Due to realignment of teams the plan was refreshed in 2015 and a refreshed plan was approved for 2015-2016. Given the decision to move away from a shared Education Service a new business plan has been developed which is for the Education Service of Clackmannanshire only.
- 3.2. The plan is structured using the Clackmannanshire Business Planning template. The plan sets out planned improvement activity for the Education Service as well as setting key objectives and performance indicators.

3.3. Business Plan: Key Considerations

3.3.1. Link to Integrated Children Services Plan (ICSP)

The Integrated Children's Services Plan was approved by Community Planning Partnerships in both Clackmannanshire and Stirling as an appropriate plan for delivering a number of key outcomes for the children and young people taking into consideration the needs of both local authorities and those of key partners such as health, police and third sector. As the Education Service is seeking to continue to work with partners it was felt appropriate that the outcomes of the ICSP be used as a basis for future developments as they underpin the Service's continued commitment to working with a range of partners in best utilising resources in order to get the best outcomes for children and young people.

3.3.2. *Transition from Shared Service*

As an Education Service it is important that all staff and stakeholders are supported in the transition from shared service. The actions agreed upon for the Strategic Plan 2014-2017 are still valid and align closely with the ICSP. For this year new sub-actions have been developed which reflect the on-going work of the service, these have been aligned both to actions from the 2014-2017 Strategic Plan and to the outcomes of the ICSP.

This should support staff and stakeholders in building on the successes of previous work and developing new initiatives in line with the new direction of the Education Service.

3.3.3. Use of Covalent

Reporting on progress on the plan will be through Covalent. By aligning new sub-actions to actions within the 2014-2017 plan progress can be consistently measured. Regular reporting on the performance of the service against its stated actions and agreed performance indicators will continue via Scrutiny Committee.

3.4 Additions, amendments and improvements

3.4.1 Statutory Performance Indicators (SPIs)

The main SPIs for Education are currently under review as they formerly related to performance SQA examinations and the performance of secondary school pupils is now measured using "Insight" a benchmarking tool for the attainment of young people at their point of exit from secondary school.

10.0 Appendices

10.1 Education Service Plan 2016-2017

11.0 Background Papers

11.1 Education Strategic Plan 2014-2017

11.2 Education Strategic Plan (refresh) 2015-2016

11.3 Integrated Children's Services Plan 2015-2018

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Clackmannanshire Education Service Business Plan 2016-2017

1 SERVICE OVERVIEW

1.1 SERVICE MISSION / PURPOSE & OBJECTIVES

Through the fulfilment of its mission statement of “**Improving Life Through Learning**” and the shared values of **wisdom, integrity, justice and compassion** the Education Service will contribute to the overall objectives outlined within the Integrated Children’s Service Plan:

- All children reach appropriate developmental milestones through improved support in early years.
- Support for disadvantaged and vulnerable young people is improved.
- Health and well-being outcomes are improved for children and young people
- Raised attainment for all young people leading to positive destinations

1.2 SERVICE STRUCTURE

The structure of the Education Service is currently under review. There is a proposed model of cluster hubs with a reduced central support team. The structure of the Education Service will be established following the commencement of the new Chief Education Officer.

1.3 BUDGET

REVENUE BUDGET	
Service Area	Annual Budget 2016/17
Service Management	504,784
Early Years	3,930,682
Primary Education	12,852,424
Secondary Education	12,718,492
ASN Education	5,807,076
Education Psychology Service	316,933
School Crossing Patrols	68,594
Sports Development	119,885
Youth Services	428,732
Adult Services	35,489
Total	36,783,091

EDUCATION SERVICES CAPITAL PROGRAMME 2016/17 - 2020/21

No.	Project	Settlement	Total Budget	Year				
				16/17 £'000	17/18 £'000	18/19 £'000	19/20 £'000	20/21 £'000
Alloa Cluster								
A1	Schools ICT Replacement	Alloa Academy	232	46	47	46	47	46
A2	ABC Nursery	Alloa	148					148
A3	Park Primary School	Alloa	532	248	284			
A5	St Mungo's Primary School	Alloa	338				260	78
A7	3-12 School Development	Alloa	555	24	153	70	150	158
A8	School Interactive Display Replacement	Alloa Academy	267				133	134
TOTAL Alloa Cluster			2,072	318	484	116	590	564
Lornshill Cluster								
A12	Schools ICT Replacement	Lornshill Academy	233	47	46	47	46	47
A14	Deerpark Primary School Refurbishment	Sauchie	338		118	220		
A15	Craigbank Primary School Refurbishment	Sauchie	1,010		728	282		
A16	Safer Routes to School	Sauchie / Lornshill	155					155
A17	St Serfs Primary School	Tullibody	295	173	76	30	16	
A18	School Estate - Tullibody South Campus	Tullibody	11,250	125	2,575	5,600	2,950	
A21	School Interactive Display Replacement	Lornshill Academy	267				134	133
A22	3-12 School Development	Tullibody / Sauchie	900	120	93	276	227	184
TOTAL Lornshill Cluster			14,448	465	3,636	6,455	3,373	519
Hillfoots Cluster (Alva/Tillicoultry/Dollar)								
A32	Schools ICT Replacement	Alva Academy	235	47	47	47	47	47
A33	Alva Comm. Campus/Locality Hub/ Primary school	Alva	433	240	193			
A36	School Interactive Display Replacement	Alva	266				133	133
A38	Menstrie Primary School	Menstrie	243	36	8	1	136	62
A41	3-12 School Development	Hillfoots	940	64	141	9	315	411
TOTAL Hillfoots Cluster (Alva/Tillicoultry/Dollar)			2,117	387	389	57	631	653
All Clackmannanshire Areas - not seperated into a Cluster								
A42	Schools ICT Replacement - All primaries	All Clackmannanshire	500	100	100	100	100	100
A44	2yr Old School Development	All Clackmannanshire	514	514				
A45	3yr Old School Development	All Clackmannanshire	307	307				
TOTAL All Clackmannanshire Areas - not seperated into a Cluster			1,321	921	100	100	100	100
Total Total Community Investment Strategy			19,958	2,091	4,609	6,728	4,694	1,836
(B) Property Asset Management Strategy :								
B1	Statutory Compliance DDA Schools	All Clackmannanshire	100	20	20	20	20	20
B2	Compliance - Asbestos Removal (Schools)	All Clackmannanshire	100	20	20	20	20	20
Total Total Property Asset Management Strategy :			200	40	40	40	40	40

2 KEY ISSUES FOR THE SERVICE

- Transitioning away from a Shared Education Service
- New Structure, within cluster-based hubs
- Current financial situation
- Recent poor Education Scotland inspections
- Implementation of new policies from Scottish Government: Implementation of Children and Young People's Act and National Improvement Framework and Scottish Attainment Challenge
- Reducing the number of primary school exclusions
- Review the management of risk

3 APPROACHES

A range of approaches are used both centrally and by individual establishments under the following headings

- *Engaging with customers*
 - Clacksweb
 - Twitter – establishments and Clackmannanshire Attainment Challenge (CAC)
 - Parents evenings and workshops
- *Supporting, developing and communicating with staff*
 - Ongoing Career Long Professional Learning (CLPL) activities linked to strategic priorities
 - CLPL specific to CAC
- *Managing service performance, including management of risk*
 - Regular updates on progress on key actions and performance measures through Education Sport and Leisure Committee and Attainment and Improvement sub-committee

3.1 CUSTOMER/STAKEHOLDER ENGAGEMENT

The Education service has the following arrangements in place for engaging with customers and stakeholders:

1. *Service plans and performance publicised information is available on-line on the following areas of work: Strategic Plan 14-17; annual Service Standards and Quality Reports; LGBF reporting; School Improvement Plans and Standards and Quality reports; Skills Development Scotland reporting (positive destinations); performance reporting through the committee structure.*
2. *Customers and stakeholders are consulted on how the service can be developed and improved in the following ways: partnership events with parents at school and Authority level; Questionnaires as part of on-going improvements at establishment and authority level; stakeholder surveys including the realigning of Children's Services.*
3. *Customer satisfaction is evaluated regularly by schools and the local authority via analysis of complaints; feedback from questionnaires as part of school improvement planning (at least annual); as part of Care Inspectorate and Education Scotland inspection process.*

3.2 SUPPORTING AND DEVELOPING STAFF

Staff will be supported in establishments and through the on-going work of the Attainment Challenge team. This is a major focus for the on-going improvement in attainment of children within Clackmannanshire. There are three main areas for improvement:

1. *Creating literacy and numeracy rich learning and teaching*
2. *Enabled leadership*
3. *Flourishing Communities*

Within each of these areas there are opportunities for all staff to participate in a range of staff development activities.

For staff with Early Years there is an increase their access to high quality staff development including the opportunity to gain additional qualifications up to degree level.

3.3 MANAGING SERVICE PERFORMANCE

Service performance is currently managed in the following ways, this will be reviewed in light of the new structure:

1. *Service-wide performance*
 - Monitored by Head of Education, assistant heads and service managers through Senior Management Team meetings
 - School Improvement Partnerships, specific focus on overall data of schools (attendance, exclusions, complaints, ES reports, Insight) and updates on schools receiving additional support
2. *How regularly ?*
 - Weekly with Covalent updates which are going to committee reviewed prior to being included within the performance paper (five times per year); finance reviewed monthly; HR reviewed monthly; policy implementation as required;
 - School Improvement partnerships are reviewed monthly
3. *Information is used for monitoring purposes includes :*
 - Progress on strategic priorities
 - Outcomes for Looked After Children
 - Leavers' attainment (Insight data)
 - Attendance
 - Exclusions
 - Outcomes for adult and youth learners
 - Participation in PE and sporting activities
 - Access to 600 hours Early Learning and Childcare
 - Budget
 - Staff absence, vacancies and succession planning
 - Numbers of children within each SIMD datazone

In addition to the areas of development which the education has responsibility for there are also areas which have corporate responsibility. For session 2016-2017 there are two significant areas which will impact upon overall service performance and which will be heavily scrutinised. These are: the budget savings for 2016-2017 and the transition from shared services.

Both of these areas for action have been recorded as risks for the service with the corresponding measurements of actions recorded within Covalent being noted within the risk log.

4 DELIVERY PLAN

The output for this section should be generated from Covalent.

This section will show by corporate priority outcome the key performance indicators that the service has a major role in delivering progress, together with the key actions they are leading on to improve performance.

All business plans should include the priority outcome: "The Council is effective, efficient and recognised for excellence". This should include performance indicators and actions that reflect how the service is developing and embedding the principles of Customer Service Excellence and Investors in People, how it will achieve required efficiencies, and how it will address issues of sustainability, equalities, and developing effective partnerships. Performance indicators should include: customer, people (staff) and financial results - perceptions, as well as performance, including cost measures. Where possible, 3 years historic annual data should be shown.

Education Service Business Plan 2016-17



Outcome 1 All children reach appropriate developmental milestones through improved support in early years.

Covalent Code	ACTION	Impact	By When	Lead
EDU_SA03	To provide effective support and intervention for parents, families and communities so that children and young people are safe, nurtured and achieve positive outcomes	Children and young people are safe, nurtured and achieve positive outcomes.	June 2017	
Covalent Code	Sub-Actions	Impact	By When	Lead
EDU_SA03-07	<ul style="list-style-type: none"> Workforce development in preparation for additional hours 	Sufficient numbers of suitably qualified staff are in place in order to meet the requirements of 1140 hours Early Learning and Childcare	June 2017	
EDU_SA03-08	<ul style="list-style-type: none"> National Improvement Framework 	Children within Early Years are making appropriate progress in line with their developmental milestones.	June 2017	
EDU_SA03-09	<ul style="list-style-type: none"> Developing Young Workforce 	There are appropriate opportunities for young people to pursue careers within Early Learning and Childcare.	June 2017	
EDU_SA03-10	<ul style="list-style-type: none"> HGIOS4/ ELCC as part of self-evaluation for school improvement 	Self-evaluation is improved and this has a positive impact on improvement planning resulting in positive outcomes for children.	June 2017	
EDU_SA03-06	<ul style="list-style-type: none"> Alignment of EYC & RAFA 	Improvements developed using the improvement science model through EYC or RAFA are extended and "upscaled" to increase their positive impact on learners.	June 2017	

Covalent Code	ACTION	Impact	By When	Lead
EDU_SA01	To progress the implementation of 'Getting it Right for Every Child' by improving the delivery of the core components and to achieve positive outcomes for children and young people at the earliest opportunity	Achieve positive outcomes for children and young people at the earliest opportunity.	June 2017	
Covalent Code	Sub-ACTION	Impact	By When	Lead
EDU_SA01-06	<ul style="list-style-type: none"> SEEMiS Well-being application 	The coordination of agencies working together to improve outcomes for children is enhance, barriers to learning are appropriately addressed.	June 2017	
EDU_SA01-03	<ul style="list-style-type: none"> Communications 	All stakeholders are aware of the implications of GIRFEC and their role and responsibilities within it.	June 2017	
EDU_SA01-01	<ul style="list-style-type: none"> Named Person 	Education Staff are able to fulfil their statutory duties with regard to the Named Person role	June 2017	
EDU_SA01-07	<ul style="list-style-type: none"> Child protection and safe-guarding 	Children at risk from harm are appropriately supported by education staff working in partnership with other agencies.	June 2017	

Covalent Code	KPI'S	2013/14	2014/15	2015/16	16/17	Lead
		Value	Value	Value	Target	
EDU_SA14-2-C01	Attendance Primary	95.58%	94.90%	94.68%	95.60%	
EDU_SA14-2-C02	Attendance Secondary	91.46%	90.98%	91.7%	91.7%	
EDU_SA14-2-C03	Exclusions Primary	9.17	21.49	19.38	16	
EDU_SA14-2-C04	Exclusions Secondary	45.02	52.24	38.26	42	

Outcome 2 Support for disadvantaged and vulnerable young people is improved.

Covalent Code	ACTION	Impact	By When	Lead
EDU_SA04	To strengthen the capacity of the workforce in building resilience and improving learning outcomes of children and young people with additional support needs	Improved learning outcomes of children and young people with additional support needs	June 2017	
Covalent Code	Sub-ACTION	Impact	By When	Lead
EDU_SA04-05	• Multi-agency Learning & Development framework	Staff from education, social care, health and other partners receive consistent support and professional development	June 2017	
EDU_SA04-04	• Framework for ASN staff training	Education staff are more able to meet the learning needs of children	June 2017	
EDU_SA04-06	• Review of Psychological services	Resources are prioritised in response to need	June 2017	
EDU_SA04-07	• ASN service delivery model	Resources are prioritised in response to need	June 2017	

Outcome 3 Health and well-being outcomes are improved for children and young people.

Covalent Code	ACTION	Impact	By When	Lead
EDU_SA05	To improve the health and wellbeing of our children, young people and their families and to better support their capacity for resilience	The health and wellbeing of our children, young people is improved	June 2017	
Covalent Code	Sub-ACTION	Impact	By When	Lead
EDU_SA05-09	<ul style="list-style-type: none"> Flourishing communities as part of SAC 	Communities are activity engaged and having a positive impact on the learning of children and young people.	June 2017	
EDU_SA05-1a	<ul style="list-style-type: none"> Mental well-being 	The emotional and mental well-being of children and young people is improved	June 2017	
EDU_SA05-05	<ul style="list-style-type: none"> Nurture principles 	Nurturing approaches are used throughout Clackmannanshire which have a positive impact on the social, emotional and behavioural needs of children and young people	June 2017	
EDU_SA05-06	<ul style="list-style-type: none"> Children's rights 	All stakeholders are aware of the rights and responsibilities of children and ensure that their views are sought on matters which impact upon their lives.	June 2017	
EDU_SA05-07	<ul style="list-style-type: none"> Corporate parenting 	Looked After Children have improved educational outcomes	June 2017	
EDU_SA05-08	<ul style="list-style-type: none"> Participation of parents and families 	Improved parental engagement leads to improved outcomes for children	June 2017	

Covalent Code	ACTION	Impact	By When	Lead
EDU_SA19	Provide opportunities for learners to improve their health through the provision of high quality physical activities	Improved health and well-being through the provision of high quality physical activities	June 2017	Marjorie McFarlane
Covalent Code	Sub-ACTION	Impact	By When	Lead
EDU_SA19	<ul style="list-style-type: none"> 3-18 strategy for PE, Physical activity and sport 	Consistent pathways for children and young people in developing a range of skills for PE, Physical activities and sports.	June 2017	Marjorie McFarlane

Covalent Code	KPI	2013/14	2014/15	2015/16	16/17	Lead
		Value	Value	Value	Target	
EDU_SA02-6-C01	LAC Primary Attendance	n/a	96.71%	93.89%	95.60%	
EDU_SA02-6-C02	LAC Secondary attendance	n/a	89.93%	91.57%	92.50%	
EDU_SA02-6-C03	LAC Primary exclusions	n/a	9	8	24	
EDU_SA02-6-C04	LAC Secondary Exclusions	n/a	16	13	15	
EDU_SA02-6-C05	Number of LAC Primary	n/a	65	77	Data only	
EDU_SA02-6-C06	Number of LAC Secondary	n/a	105	90	Data only	
EDU_SA02-6-C08	Literacy & Numeracy LAC Leavers N4	n/a	26.7%	43.5%	35%	
EDU_SA02-6-C09	Literacy & Numeracy LAC Leavers N5	n/a	0%	13%	10%	

Outcome 4: Raised attainment for all young people leading to positive destinations.

Covalent Code	ACTION	Impact	By When	Lead
EDU_SA06	To progress the implementation of ' <i>Curriculum for Excellence</i> ' across all establishments to meet learners' needs and improve their learning outcomes	Learners' needs are met and their learning outcomes are improved	June 2017	
Covalent Code	Sub-ACTION	Impact	By When	Lead
EDU_SA06-05	<ul style="list-style-type: none"> Raising attainment particularly in literacy 	Attainment in literacy is improved	June 2017	
EDU_SA06-06	<ul style="list-style-type: none"> Raising attainment particularly in numeracy 	Attainment in numeracy is improved	June 2017	
EDU_SA06-08	<ul style="list-style-type: none"> 1+2 languages (P2 French) 	Children in Primaries 1 & 2 have access to an additional language	June 2017	
EDU_SA06-10	<ul style="list-style-type: none"> Learning for Sustainability 	Schools are supported in developing learning outdoors and promoting a range of sustainable initiatives i.e. recycling, global citizenship and development of school grounds	June 2017	
EDU_SA10-02	<ul style="list-style-type: none"> Leadership strategy 	Leadership capacity is developed and succession planning ensure Clackmannanshire schools are well led	June 2017	

Covalent Code	ACTION	Impact	By When	Lead
EDU_SA08	To raise educational achievement and attainment with a key focus on the lowest performing 20% of learners	The attainment and achievement of the learners, including those in the lowest 20%, is improved.	June 2017	
Covalent Code	Sub-ACTION	Impact	By When	Lead
EDU_SA08-08	<ul style="list-style-type: none"> Scottish Attainment Challenge 	The attainment gap between those in the lowest and highest datazones by SIMD is reduced	June 2017	
EDU_SA08-09	<ul style="list-style-type: none"> National Improvement Framework / HGIOS4/ ELC 	The attainment and achievement of children from 0-18 is improved	June 2017	
EDU_SA10-04	<ul style="list-style-type: none"> School Improvement partnerships, VSE 	Schools are supported and engaged in self-evaluation which leads to improvement	June 2017	
EDU_SA08-07	<ul style="list-style-type: none"> Alignment of EYC & RAFA 	Improvements developed using the improvement science model through EYC or RAFA are extended and "upscaled" to increase their positive impact on learners.	June 2017	

Covalent Code	ACTION	Impact	By When	Lead
EDU_SA09	To develop academic and vocational learning pathways that support learners into positive post – school destinations	School leavers enter positive post-school destinations	June 2017	
Covalent Code	Sub-ACTION	Impact	By When	Lead
EDU_SA09-07	<ul style="list-style-type: none"> Reporting, profiling and use of Insight 	Analysis of Insight data leads to targeted supports which result in improvements in leavers' attainment.	June 2017	
EDU_SA06-11 EDU_SA09-06	<ul style="list-style-type: none"> STEM 	Children and young people have improved skills, knowledge and understanding in science, technology, engineering and maths.	June 2017	
	<ul style="list-style-type: none"> Review of youth services 	Resources are prioritised in response to need	June 2017	
EDU_SA13a-05	<ul style="list-style-type: none"> CLD action plan 	Adults and young people are able to access appropriate learning and development opportunities within their community	June 2017	

EDU_SA09-04	<ul style="list-style-type: none"> Developing Young Workforce 	Children and young people develop the skills, knowledge and understanding which equip them for the world of work	June 2017	
EDU_SA12-05	<ul style="list-style-type: none"> Opportunities for all 	Vulnerable young people are supported in entering the employability pipeline.	June 2017	

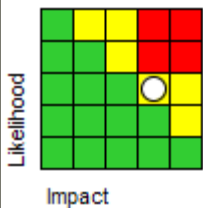
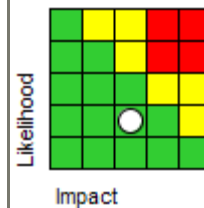
Covalent Code	ACTION	Impact	By When	Lead
EDU_SA17	Review the school estate in order to ensure that the Service has capacity to provide education for children and young people in Clackmannanshire until 2020 and beyond	Improved attainment and achievement through the provision of high quality learning environments	June 2017	
Covalent Code	Sub-ACTION	Impact	By When	Lead
EDU_SA17c	<ul style="list-style-type: none"> School estate strategy 	Clackmannanshire Council, in line with the capital spend programme, has robust plans and procedures in place to improve the school estate, providing high quality learning environments for Clackmannanshire's children and young people.	June 2017	

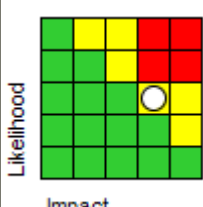
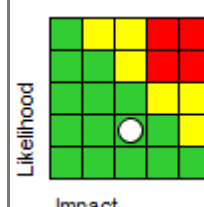
Covalent Code	KPI	2013/14	2014/15	2015/16	16/17	Lead
		Value	Value	Value	Target	
EDU_SA06-CO1	ES Inspection-5.1 Curriculum	n/a	30%	23%		
EDU_SA08-C02	ES Inspection 1.1 Improvements in performance	n/a	80%	54%		
EDU_SA14- CO2	ES Inspection – 5.9 across all establishments	n/a	80%	54%		
EDU_SA14-2-C05	Literacy & Numeracy Leavers N4	n/a	74.0%	78.4%	75.7%	
EDU_SA14-2-C06	Literacy & Numeracy Leavers N5	n/a	51.0%	46.9%	49.7%	
EDU_SA14-2-C07	Initial Positive Leaver Destination	88.3%	92.8%	93.2%	92.8%	
EDU_SA14-2-C08	Follow-up Positive Leaver Destination	n/a	83.1%	87.8%	88.5%	
EDU_SA14-2-C09	Avg Tariff Score Leavers - Top 20%	n/a	1,622	1,640	1,711	
EDU_SA14-2-C10	Avg Tariff Score Leavers - Mid 60%	n/a	651	645	688	
EDU_SA14-2-C11	Avg Tariff Score Leavers - Low 20%	n/a	82	103	109	
EDU_SA14-2-C12	Avg Tariff Score Leavers - Deprivation Decile 1	n/a	505	414	545	
EDU_SA14-2-C13	Avg Tariff Score Leavers - Deprivation Decile 2	n/a	501	497	533	

Covalent Code	KPI	2013/14	2014/15	2015/16	16/17	Lead
		Value	Value	Value	Target	
EDU_SA11-C01	Young people in service	n/a	680	577	600	
EDU_SA11-C02	Adults registered	n/a	108	126	180	
EDU_SA11-C03	YP registered for awards	n/a	250	233	250	
EDU_SA11-C04	YP who achieve awards	n/a	291	371	325	
EDU_SA11-C05	Adults registered for awards	n/a	12	12	15	
EDU_SA11-C06	Adults who achieve awards	n/a	6	8	10	
EDU_SA11-C07	CLD satisfaction	n/a	n/a	86.0%	90.0%	

Covalent Code	KPI- LGBF	2013/14	2014/15	2015/16	16/17	Lead
		Value	Value	Value	Target	
SCH FIN C02	Cost per primary school pupil	£3,890	£3,887			
SCH FIN C03	Cost per secondary school pupil	£7,171	£7,620			
SCH FIN C01	Cost per pre-school education registration	£3,325	£3,481			
GOV AB1 ED1	Sickness absence days per teacher	5.66	10.14	7.2	8	
EDU_SA14-2-C07	Pupils entering a positive destination	88.3%	92.8%	93.2%	92.8%	
SAP SHS STR	Satisfaction with schools in the last year	89%	92%			

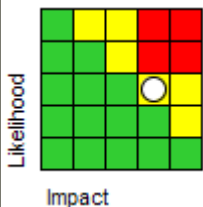
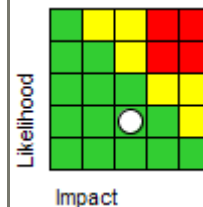
Education Service Risk Register at April 2016

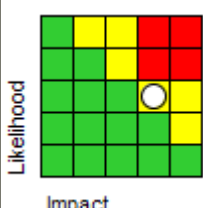
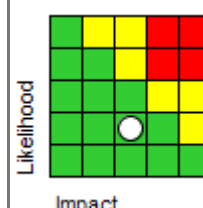
ID & Title	Impact of Budgetary/Financial Pressures	Approach	Status	Managed By	Current Rating	Target Rating
Description	Clackmannanshire Council's block grant from central government has reduced every year since 2010/11 and will continue to do so for the foreseeable future. This will continue to impact on resources and the ability of Services to meet service demands.					
Potential Effect	The risk to the service relates to an ability to maintain current levels of service provision and delivery given the level of reductions across service budgets.					
Related Actions	EDU 167 000 Education 2016/2017 savings		Internal Controls	Education, Sport and Leisure Committee Resources and Audit Committee CMT Meetings Education SMT meetings		
Latest Note	Education has made progress in reducing its overall expenditure while improving services and outcomes. The service also undertakes robust monitoring of revenue and capital budgets to ensure we manage demand and alleviate financial pressures on the service.					

ID & Title	Partnership Working	Approach	Status	Managed By	Current Rating	Target Rating
Description	Many of our partners continue to experience financial and funding pressures. This has the potential to adversely impact on their ability to provide and deliver effective services in partnership with Education.					
Potential Effect	The risk to the service relates to the service not realising the benefits achieved through effective partnership working.					
Related Actions	EDU_SA04 To strengthen the capacity of the workforce in building resilience and improving learning outcomes of children and young people with additional support needs		Internal Controls	Children and Young People's Strategic Partnership		
	EDU_SA05 To improve the health and wellbeing of our children, young people and their families and to better support their capacity for resilience					
Latest Note	Partnership working and programmes are being delivered in a targeted manner to communities and schools involving closer service integration across a range of programmes. Education also continue to collaborate with a wide range of partners in the implementation of the delivery of outcomes within the Integrated Children's Services Plan.					

ID & Title	Impact of Transition	Approach	Status	Managed By	Current Rating	Target Rating
Description	Working as a Shared Education Service has been key to us achieving our strategic objectives and fulfilling our statutory duties. As we move forward both Clackmannanshire and Stirling are developing different structures to support the delivery of education. This will have a direct impact on our ability to ensure that we deliver on improvement priorities and statutory duties.					
Potential Effect	A lack of clarity around roles and responsibilities increases the likelihood that the service will not effectively deliver on our key priorities and achieve our key objectives.					
Related Actions	COU SHR Shared Services		Internal Controls			
Latest Note						

ID & Title	Children and Young People Act 2014	Approach	Status	Managed By	Current Rating	Target Rating
Description	The Children & Young People (Scotland) Act 2014 became law on the 27th of March, 2014 and contains a number of changes to how children and young people in Scotland will be cared for. These changes will come into force in Scotland over the next two to three years and will have significant implications for the service.					
Potential Effect	If the service fails to deliver the duties stipulated in the Act we will be unable to offer enhanced opportunities and support for children and young people and increased levels of flexibility to support the needs of parents.					
Related Actions	EDU_SA03 To provide effective support and intervention for parents, families and communities so that children and young people are safe, nurtured and achieve positive outcomes EDU_SA01 To progress the implementation of 'Getting it Right for Every Child' by improving the delivery of the core components and to achieve positive outcomes for children and young people at the earliest opportunity	Internal Controls	Education, Sport and Leisure Committee			
Latest Note	The service has developed proposals to support the implementation of 600 hours Early Learning and Childcare for 3-5 year olds and entitled 2 year olds as an aspect of the Children and Young People (Scotland) Bill. This will allow delivery of 600 hours ELC in Clackmannanshire within the associated time frame. The service is also working closely with facilities management to examine likely requirements for extensions/renovations to early years establishments and continues to train and recruit early childhood educators to prepare for increased demand.					

ID & Title	Reducing Attainment Gap		Approach	Status	Managed By	Current Rating	Target Rating
Description	The service is committed to addressing the educational attainment gap on the basis that educational outcomes are a strong determinant of later life chances. By giving our young people the best skills for life, learning and work, a route will be provided through which we can aim to improve social mobility, reduce poverty and enable our young people and communities to reach their potential						
Potential Effect	If we are not successful in reducing the educational attainment gap for young people who reside in Clackmannanshire's more deprived areas, they will continue to experience limited opportunities to secure a positive post-school destination and limited expectations of their life chances.						
Related Actions	EDU_SA08	To raise educational achievement and attainment with a key focus on the lowest performing 20% of learners	Internal Controls	Education, Sport and Leisure Committee Attainment and Improvement sub-committee			
	EDU_SA06	To progress the implementation of 'Curriculum for Excellence' across all establishments to meet learners' needs and improve their learning outcomes					
Latest Note	The service continues to seek to provide high quality education and support to narrow the outcomes gap for children from disadvantaged groups. The work as part of the Scottish Attainment Challenge (SAC) will support this.						

ID & Title	Leadership Development		Approach	Status	Managed By	Current Rating	Target Rating
Description	As part of our approach to ensuring high quality learning and teaching is taking place in our schools, the service is supporting leadership development for education practitioners in Clackmannanshire. The key risk is that we fail to develop effective leaders for our schools and that teachers in leadership roles will not be as effective in leading their teams, initiating and managing change effectively and in developing leadership capacity in others (school leadership).						
Potential Effect	We have only limited success in ensuring high quality teaching and learning is taking place in our schools and the professional capacity of our teachers is not being fully realised.						
Related Actions	EDU_SA06	Leadership strategy	Internal Controls	Education, Sport and Leisure Committee			
Latest Note	As part of both the leadership strategy and the SAC we are providing a range of training opportunities aimed at developing school leaders as agents of transformational change.						