



**Clackmannanshire
Council**

www.clacksweb.org.uk

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

Scrutiny Committee

Thursday 18 August 2016 at 10.00 am

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

Date	Time
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CLACKMANNANSHIRE COUNCIL - SCRUTINY COMMITTEE

The remit of the Scrutiny Committee is:

- a. To monitor council services against agreed outcomes, standards and targets
- b. To monitor the achievement of organisation-wide agreed outcomes, standards and targets
- c. To monitor the achievement of agreed outcomes, standards and targets by the community planning partnership
- d. The scrutiny of Council decision-making, with the ability to call in decisions
- e. To initiate or undertake scrutiny reviews
- f. To deal with matters referred by the Council for scrutiny purposes

The Scrutiny Committee will meet every 2 months on the third Thursday, the agenda alternating between items (a) and (b) at one meeting and item (c) at the next

9 August 2016

A MEETING of the SCRUTINY COMMITTEE will be held within the Council Chamber, Patons Building, Greenside Street, Alloa FK10 1EB, on THURSDAY 18 AUGUST 2016 at 10.00 am.

**GARRY DALLAS
Executive Director**

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Scrutiny Committee – Committee Members

Councillors

Wards

Councillor	Les Sharp (Chair)	1	Clackmannanshire West	SNP
Councillor	Donald Balsillie	2	Clackmannanshire North	SNP
Councillor	Bobby McGill	2	Clackmannanshire North	LAB
Councillor	Graham Watt	3	Clackmannanshire Central	LAB
Councillor	Janet Cadenhead	4	Clackmannanshire South	LAB
Councillor	Ellen Forson	4	Clackmannanshire South	SNP
Councillor	Craig Holden	4	Clackmannanshire South	SNP
Councillor	Alastair Campbell	5	Clackmannanshire East	CONS

Appointed Members (3)

Rev Sang Y Cha	Church of Scotland
Father Michael Freyne	Roman Catholic Church
Pastor David Fraser	Scottish Baptist Church

Nb. Religious representatives (Appointed Members) only have voting rights on matters relating to the discharge of the authority's function as education authority.

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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Approved by

NAME	DESIGNATION	SIGNATURE
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Gary Dallas	Executive Director	Signed: G Dallas



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.

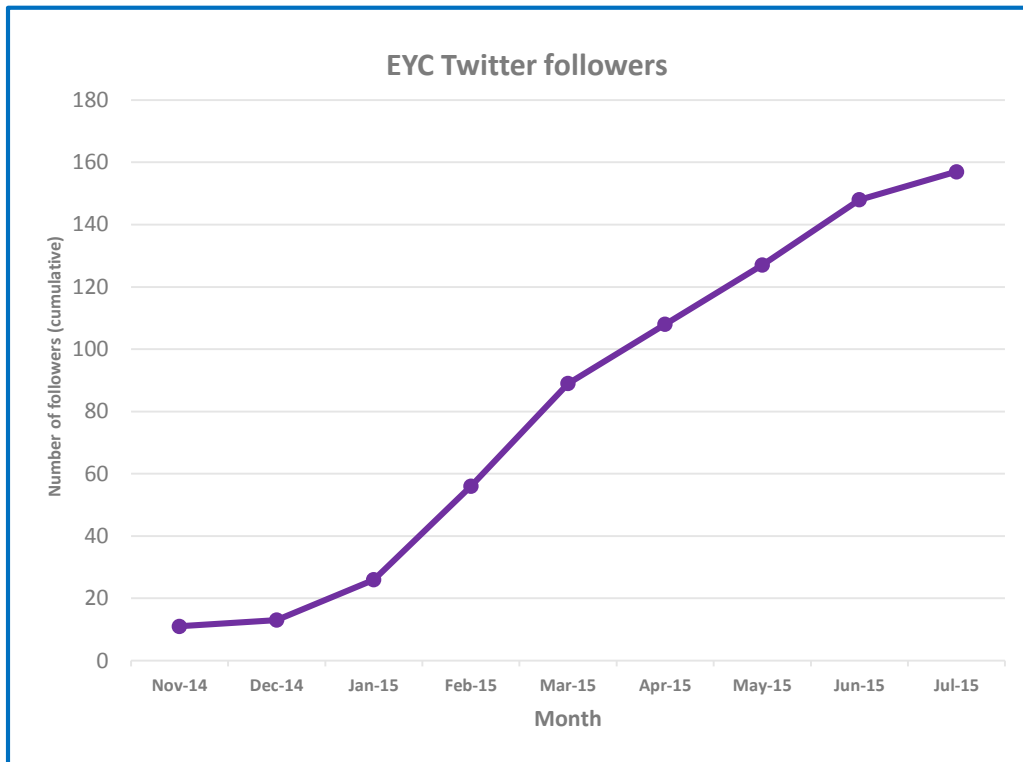
EYC Staff Development

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

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

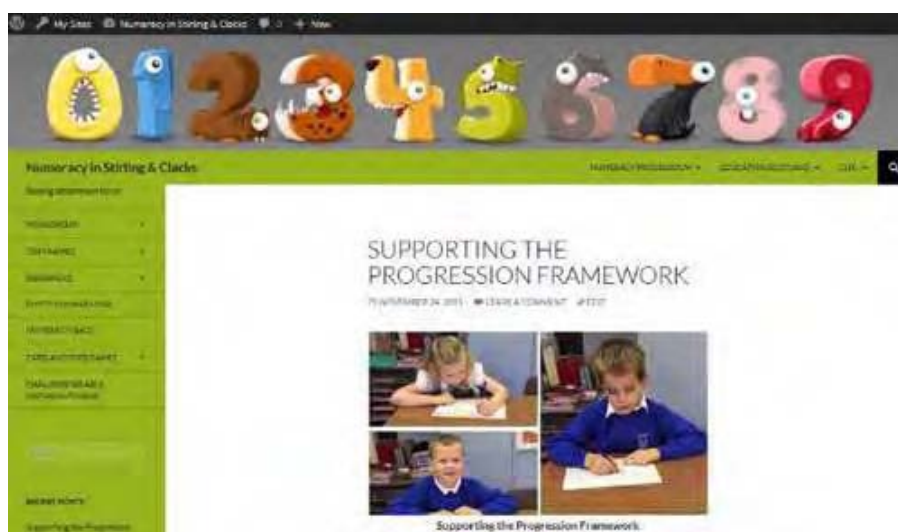
In the course of session 2014-2015 the Curriculum Team also continued to focus on developing Numeracy as part of the key Strategic Actions identified in the Stirling and Clackmannanshire Education Service Strategic Plan for 2014 – 2017:

- 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.

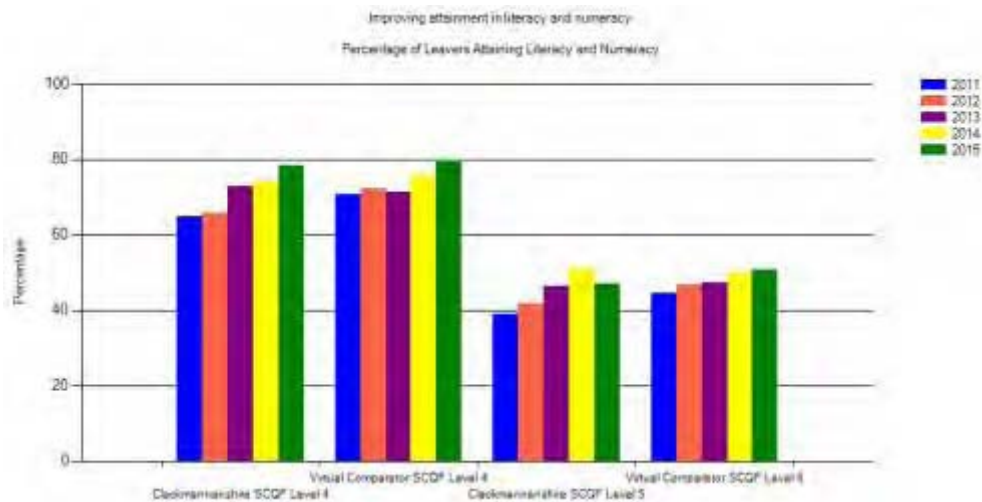
Attainment in S3 is not included in these figures and therefore there is slight under reporting of leavers' attainment.

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.



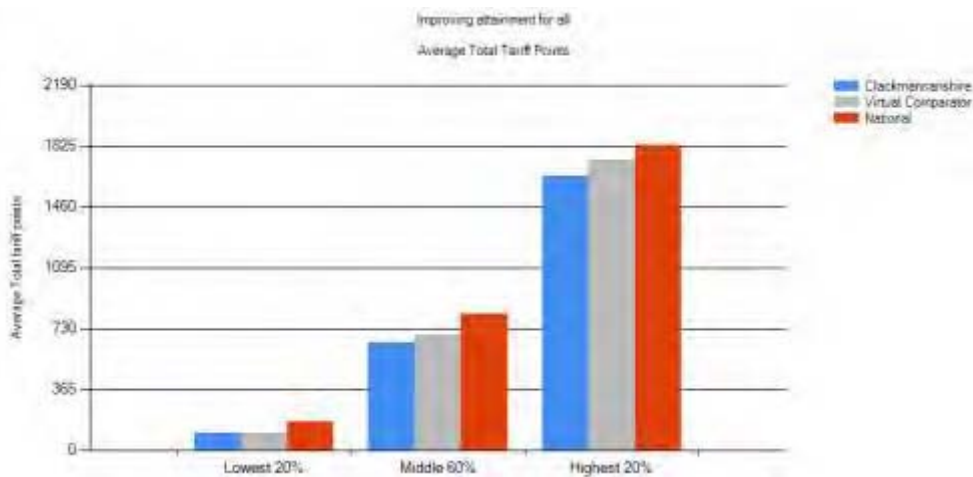
Literacy & Numeracy of Leavers: Percentage achieving Level 4 and Level 5

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**

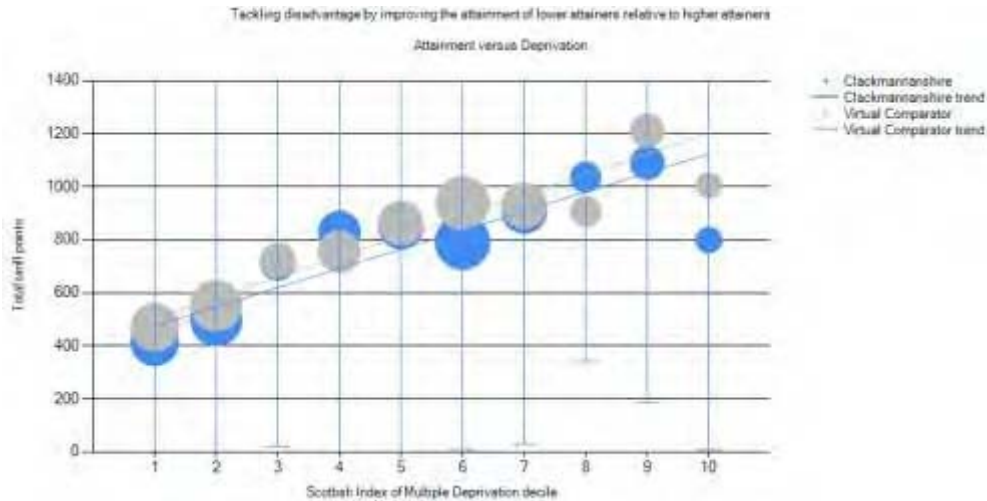
Lowest Attaining 20%	10/11	11/12	12/13	13/14	14/15
Clacks LA	72	79	98	86	103
Virt Comp	103	104	108	109	103
National	127	141	151	162	168

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

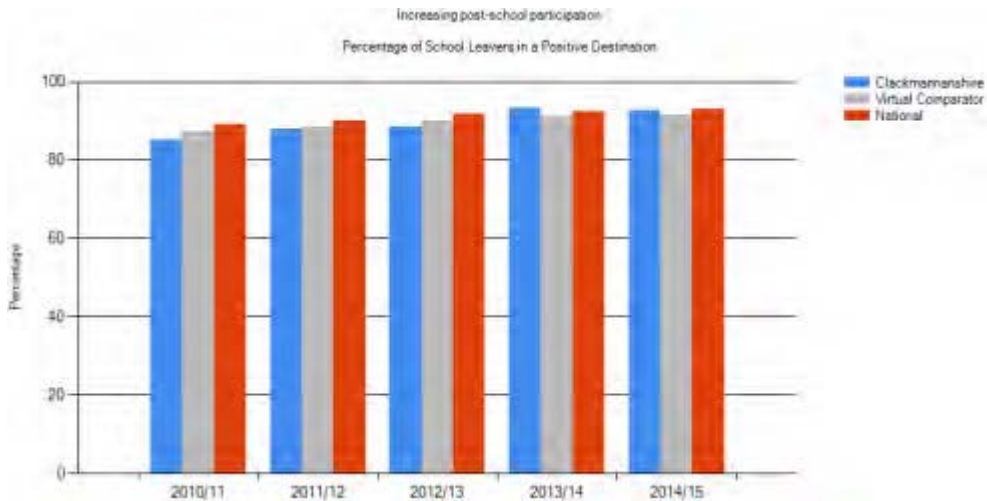
Clacks 12/13	492	534	547	651	857	699	882	890	1037	1152
VC 12/13	490	515	576	716	789	855	1022	958	1087	1193
Nat 12/13	514	586	634	729	789	872	940	1005	1106	1238

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.

Stirling and Clackmannanshire Education Service

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March 2016

Report to: Scrutiny Committee

Date of Meeting: 18 August 2016

Subject: Education Services Performance update 2015 / 2016 Progress Report

Report by: Chief Education Officer

1.0 Purpose

- 1.1 The purpose of this report is to provide the Scrutiny Committee with an update on the progress made against the targets contained within the Strategic Plan for the Education Service 2014-2017.
- 1.2 This report includes financial performance up until the end of March 2016.
- 1.3 The appendices within the report provide information generated through the Covalent performance management system, performance within national benchmarking framework and a detailed breakdown of financial information.
- 1.4 The report also provides further progress on the Education Service Strategic Plan 2014-2017.

2.0 Recommendations

It is recommended that the Scrutiny Committee agrees to:

- 2.1 note the content of the report, while commenting on and challenging the performance of the Education Service.

3.0 Considerations

3.1 The aims of the Education Service are that:

- Our learners are successful learners, confident individuals, effective contributors and responsible citizens making a positive contribution to their communities.
- Our learners enjoy physical and emotional wellbeing leading to healthy lifestyles.
- Our learners get the help they need when they need it.
- Our learners get the best start in life and are ready to succeed.

We believe that these will be realised through a continued focus on and commitment to the principles that underpin Curriculum for Excellence and Getting It Right For Every Child.

- 3.2 In line with national and local priorities, there continues to be a particular focus within the Education Service on improving outcomes of potentially disadvantaged groups and on individuals at risk.
- 3.3 The Education Service identified a range of strategic actions and measures for improvement which were reviewed and approved at Committee in June 2015. This report outlines progress made on these refreshed actions and their impact using a range of performance measures.
- 3.4 Reporting quarters are determined corporately and fall within a financial year, April – March. Education Services are delivered within an academic year, August – June, this means that progress against actions will continue from April – June.
- 3.5 Within the Education Service Refreshed Strategic Plan 2014-2017 the Service organised its priorities under the three broad headings: Children, Young People and Families; School Improvement; Learning Communities, Performance and Resources.
- 3.6 The key areas of activity and overall progress for Quarter 4 within these areas are as follows:
- 3.6.1 Children, Young People and Families
- Guidance has been given to schools on the safe storage of child's plans and chronologies. This guidance supports schools in the period between now and the 2016-2017 session and also enables the Education Service to pilot its continuity processes during the school holidays.
 - The transition guidelines have been updated in line with the new GIRFEC statutory guidance.
 - The Education Service have contributed to two recent audit activities with a focus on the early identification of Child Sexual Exploitation and the assessment and management of risk. The most recent audit was in partnership with the Care Inspectorate, findings will be reported later this term.
- 3.6.2 School Improvement
- The focus of the Attainment Challenge this quarter has been in working with schools to implement the key priorities including literacy in learning. An evaluation of Year 1 has been completed and a plan for Year 2 is being finalised.
 - A number of schools across Clackmannanshire continue to receive structured support through improvement partnerships. This process provides establishments with a clear well focused framework for continued improvement.
- 3.6.3 Learning Communities, Performance and Resources
- "ParentPay" now available in Clackmannanshire secondary schools. This facilitates on-line payments for school meals and other school payments
 - Staff development sessions have taken place to ensure staff are supported in the effective collection of data which will be used as part of the National Improvement Framework
 - Following effective staff development there is improved access to appropriate movement and physical activities for children with ASN

3.7 Update on St Mungo's RC Primary School

The headteacher is continuing to work with the Education Service to support the development work of the school. Procedures for tracking and monitoring have been adapted in order to ensure assessment data supports raising attainment. Staff are engaging in moderation of assessment in literacy and numeracy. The headteacher is leading the school community in self-evaluation activities to support improvement planning for next session. Staff continue to engage in CLPL to develop curriculum knowledge and ensure high quality learning and teaching.

3.8 Update on Sunnyside Primary School

The school continues to engage with the Education Service to implement improvements, with a particular focus on raising attainment in reading and numeracy. The school now has a clear curriculum rationale following consultation with staff, children and parents from nursery to Primary 7.

To meet the needs of all learners, staff have developed clear protocols for effective learning environments, promoting positive relationships and effective learning and teaching. Communication with parents has improved through increased use of social media such as Twitter.

To support robust self-evaluation processes, the school has engaged in a school improvement partnership with two other schools.

3.9 Update on Abercromby Primary School

Teachers, as well as the school's senior management team, are effectively leading curriculum developments. Well-chosen and supported staff development training is beginning to impact positively on learners' experiences in Literacy and Numeracy. Whole school draft attainment strategies for Literacy and Numeracy have been completed. The school has developed a new pupil attainment tracking system. Curricular events have been successfully organised including an Olympics themed 'Read to Rio' challenge.

The school continues to work successfully partnership with parents. The school has also worked positively with Education Scotland in relation to developing pupil voice.

3.10 Update on Coalsnaughton Primary School

The school, closely supported by the Education Service, has made clear progress implementing its action plan. A revised curriculum rationale is now in place. Curriculum pathways for P1- P7 in Literacy and Numeracy, along with a three-year curriculum overview, have been developed. The school's positive behaviour policy has been revised and improved approaches to tracking pupil attainment have been implemented.

Current work with an Education Officer will result in the development of a Health and Wellbeing curriculum pathway. Education Scotland continues to provide support as the school develops its approaches to quality improvement procedures and the moderation of pupil learning in numeracy. Staff have undertaken a range of CLPL to support the implementation of the action plan.

3.11 Strategic Plan Progress – Quarter 4 Report

Within the Strategic Plan, the Education Service set out twenty strategic actions which runs over the three year period from 2014-2017. Each of these Strategic Actions has a number of sub-actions and milestones which will ensure that the overall strategic actions are achieved. By regularly updating progress made with actions officers will provide Committee with accurate information on the work of the service.

All Actions and associated Performance Indicators (P.I.s) have been updated.

4.0 Financial Performance

4.1 For 2015/16 financial year the service had an underspend of £679,798. The underspend includes school underspends of £237,829 that they will carry forward into the new financial year. These reflect the fact that schools work over an academic year ending in July rather than a financial year ending in March. The variances across a number of budget areas are detailed below.

4.2 The table below provides an overview of Education Services outturn position within each service area.

Service Area	Annual Budget 2015/16	Actual to 31/3/16	Variance Outturn v. Budget
Service Management	510,680	635,086	124,406
Early Years	3,888,100	3,845,540	(42,560)
Primary Education	12,121,580	11,975,961	(236,889)
Secondary Education	12,565,430	12,154,560	(410,870)
ASN Education	5,718,570	5,646,573	(71,997)
Education Psychology Service	303,920	297,738	(6,182)
School Crossing Patrols	94,330	86,416	(7,914)
Sports Development	154,470	150,021	(4,449)
Youth Services	457,320	432,150	(25,170)
Adult Services	34,510	36,338	1,828
Total	35,940,180	35,260,382	(679,798)

4.3 Appendix 2 to this paper contains a detailed analysis of variances in respect of each service area. The main variances are detailed below.

4.3.1 The overspend in Service Management relates to the additional costs of employing staff to undertake specific projects, particularly in relation to the review of the school estate.

4.3.2 The underspend in Early Years arose from recruitment difficulties, particularly in relation to teacher recruitment.

- 4.3.3 The Primary Education budget underspend reflects the difficulties that schools faced in recruiting teachers. Although schools were fully staffed for 2015/16 in June 2015 teachers then left to take up positions elsewhere, mostly to reduce their commute time. The Service is working to ensure a greater degree of resilience is applied for next session in anticipation of further turnover during the summer. The service has secured a 34% increase in the number of probationers who are due to be working in Clackmannanshire and also has increased from 9 to 14 the number of permanent posts that are available to work across the Authority. Recruitment will continue until the start of the summer holidays with the aim of securing teachers. The Service has made some additional investment to support schools including property works and additional IT investment. Primary schools are carrying forward £42,000 of underspend into 2016/17 to enable them to take forward priorities in the final term.
- 4.3.4 The underspend in secondary education was due to difficulties in recruitment of teachers, with particular shortages in certain subjects. Secondary schools are carrying forward £209,000 of underspend into 2016/17 to enable them to take forward priorities in the final term.
- 4.3.5 The underspend in Sports development related to part year vacant posts and grant funded posts.
- 4.3.6 The underspend in Youth Services was due to a vacant post for the full year and the superannuation spend being lower than budget and additional income from the Opportunities for All programme.

5.0 Sustainability Implications

- 5.1 This paper has no sustainability implications.

6.0 Resource Implications

- 6.1 The resource implications are contained within the report.

7.0 Exempt Reports

- 7.1 Is this report exempt? No

8.0 Declarations

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

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

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

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

Not applicable.

9.0 Equalities Impact

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

No

10.0 Legality

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

Yes.

11.0 Appendices

- 11.1 Appendix 1 : Quarter 4 Strategic Plan Progress report
- 11.2 Appendix 2: Education Services budget v. outturn of March 2016

12.0 Background Papers

- 12.1 Education Service Strategic Plan 2014-2017.

Author(s)

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Approved by

NAME	DESIGNATION	SIGNATURE
Anne Pearson	Chief Education Officer	Signed: A Pearson
Gary Dallas	Executive Director	Signed: G Dallas

Education Updates – Appendix 1

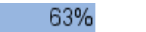
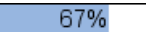

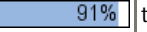



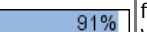
Education Strategic Plan 2014-2017

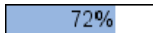



Quarter 4 update 2015-2016















Due Date	Description	Progress Q1	Progress Q2	Progress Q3	Progress Q4	Latest Note
30-Jun-2017	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.					<p>Following initial consultations and participation in a National GIRFEC development event, guidance has been further developed. Plans are in place for this to be shared with Headteachers at the Working Together meeting on the 27th May and all schools and establishments will have reviewed the guidance in advance of this event.</p> <p>A range of training is in place and is regularly offered on a multi-agency basis. Feedback is positive with more details available in May. Next steps are planned for Education only input as we approach implementation of the GIRFEC elements of the Act. Input planned for the Working Together Meeting on information sharing, receiving wellbeing concerns and assessing wellbeing. SEEMIS training for trainers is planned for May/June 2016.</p> <p>Updated materials are prepared for the website which will be uploaded this month. A wide range of National and local materials have been drafted and plans are in place to ensure that these are used in the following term to support the planned implementation of the GIRFEC aspects of the act in August 2016.</p> <p>Guidance has been given to schools on the safe storage of child's plans and chronologies. This guidance supports schools in the period between now and the 2016-2017 session and also enables the Education Service to pilot its continuity processes during the school holidays.</p>

Due Date	Description	Progress Q1	Progress Q2	Progress Q3	Progress Q4	Latest Note
30-Jun-2017	To improve early and effective support and intervention for all children, young people and families through well-developed multi-agency partnerships	56%	66%	77%	87%	<p>The policy for deferred and early entry has been reviewed in light of the literature review. The research gathered concurred with the existing research paper offered as part of information for parents/carers so this has not been amended.</p> <p>The Early Years Collaborative Learning Session 8 took place in November with a theme of 'Quality Improvement Through a Child's Journey'. The focus was looking at a child's journey from 0-18 and beyond and how some other authorities have aligned the Early Years Collaborative (EYC) and Raising Attainment for All (RAFA) to ensure effective support at all stages. A local Away Team Meeting was held in November with representatives from each of the workstreams at which early discussions took place regarding how to align the Early Years Collaborative (EYC) and Raising Attainment for All (RAFA) in Clackmannanshire. This will be further discussed at the next Leadership Meeting in January.</p> <p>The Early Years Collaborative Communication Strategy has been finalised and circulated to stakeholders.</p> <p>Meetings have taken place to discuss the re-design of the Early Years 0-3 forum. A further meeting is planned in January. A proposal has been drafted.</p> <p>The Autism Implementation Group has met to agree its action planning processes to support the work of the multi-agency working groups. A key priority for Education is the clear communication about the continuum of support available and the processes for accessing this support for children and young people with autism.</p> <p>A first draft of the Accessibility Strategy has been completed. Areas of improvement have been identified and an action plan developed.</p>


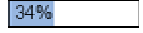
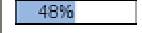
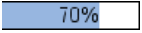



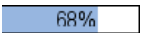
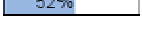
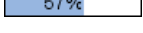
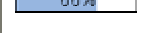
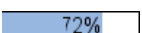
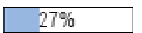
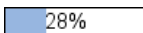
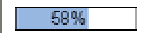
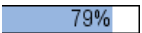
30-Jun-2017	To provide effective support and intervention for parents, families and communities so that children and young people are safe, nurtured and achieve positive outcomes.	 63%	 67%	 76%	 91%	<p>The Parent and Family Support Strategy has been presented to the Education Committee and the Health and Social Care Committee. Following this, the Strategy has been distributed to all schools and early years establishments. A parent friendly version of the Strategy is being prepared for distribution. The Strategy has also been uploaded to the Stirling Council website.</p> <p>The final phase of 600 hours of early learning and childcare will begin as of August 2016. All nurseries currently offer 600 hours and as of the start of the new term, almost all nurseries will offer some flexibility in how parents/carers can access these hours.</p> <p>A company has been awarded the contract to undertake the Childcare Sufficiency Assessment between April and June 2016. The information gathered will allow planning to meet the future needs of parents/carers and the further expansion of Early Learning and Childcare.</p> <p>Psychological Service has been working closely with schools to support the implementation of How Nurturing Is Ous School (HNIOS) where appropriate and continue to support the collation of data.</p> <p>A training programme will be launched as part of a wider implementation plan around the nurture strategy. Work continues in this area.</p> <p>The CPC performance and quality assurance sub-group has developed a draft quality assurance schedule which has been discussed at the Child Protection Committee. Education have been involved in two recent audit activities with a focus on the Early identification of Child Sexual Exploitation and the assessment and management of risk. The more recent audit was supported by the care inspectorate and the findings will be reported later this term.</p>
30-Jun-2017	To strengthen the capacity of the workforce in building resilience and improving learning outcomes of children and young people with additional support needs	 49%	 65%	 65%	 91%	<p>The Review of the Early Years Workforce has been published. This is being used to support the development of a Workforce Development Strategy for Early Years. Planning has begun for the Workforce Development Programme for next session.</p> <p>Work continues with regard to planning a framework for staff development for Learning Assistants working within nurseries. This will be included in the Workforce Development Strategy which will be finalised in June. A draft calendar for staff development for Early Years staff has been prepared, this is being co-ordinated with other staff development opportunities across the Service and will be finalised to be distributed in June 2016.</p> <p>Positive Relationships Positive Behaviour guidance continues to be formulated. The launch will be at a later date than expected.</p>

								Two strands of work have been undertaken. as a result of newly identified development needs. Further mapping of existing skills amongst support staff has confirmed aspects of training required to ensure sufficient numbers of staff are able to support children in early years settings. Initial discussions with Forth Valley College and with assessors within the Council are identifying further options for accessing appropriate opportunities for qualifications and courses to support both Early Years establishments and to develop skills for supporting learners with additional support needs.
30-Jun-2017	To improve the health and well-being of our children, young people and their families and to better support their capacity for resilience							<p>A framework for evaluating mental health in children and young people has been added to the proposed update of the promoting positive relationships policy. An evaluation would be planned once the framework was embedded in schools. This will be in the new academic session 2016-2017.</p> <p>A written update will be provided to schools on the outcomes of the training programmes. This will be circulated to all schools</p>
















Indicator	Code	Traffic Light	Last Update	Current Target	Current Value	Long Term Trend	Short Term Trend	Latest Note
Clacks LAC Primary Attendance	EDU_S A02-6-C01		Q4 2015/16	95.60%	93.89%			From start of term (Aug 2015) to the end of this quarter (Mar 2016), Attendance has been 93.89%. (Home = 87.19% and Away = 96.24%)
Clacks LAC Secondary attendance	EDU_S A02-6-C02		Q4 2015/16	92.50%	91.57%			From start of term (Aug 2015) to the end of this quarter (Mar 2016), Attendance has been 91.57%. (Home = 87.18% and Away = 93.51%)
Clacks LAC Primary exclusions	EDU_S A02-6-C03		Q4 2015/16	24	8			From start of term (Aug 2015) to the end of this quarter (Mar 2016) there have been 8 cases of exclusion (cases= events which resulted in a child being excluded) (Home = 3 cases and Away = 5 cases)
Clacks LAC Secondary Exclusions	EDU_S A02-6-C04		Q4 2015/16	25	13			From start of term (Aug 2015) to the end of this quarter (Mar 2016) there have been 13 cases of exclusion. (Home = 1 case and Away = 12 cases)

Indicator	Code	Traffic Light	Last Update	Current Target	Current Value	Long Term Trend	Short Term Trend	Latest Note
Number of LAC Primary Clacks	EDU_S A02-6-C05		Q4 2015/16		77			At the end of Mar 2016 there were 77 LAC Primary pupils recorded on Seemis (Management Information System). 21 = LAC at Home 56 = LAC Away
Number of LAC Secondary-Clacks	EDU_S A02-6-C06		Q4 2015/16		90			At the end of Mar 2016 there were 90 LAC Secondary pupils recorded on Seemis (Management Information System). 27 = LAC at Home 63 = LAC Away
Literacy & Numeracy LAC Leavers N4 Clacks	EDU_S A02-6-C08		2014/15	30%	43.5%			In 2014/15 there were 23 Looked After Leavers from Clackmannanshire Schools and 10 attained Literacy & Numeracy at Level 4. (LAC Home = 10 Leavers and 5 attained Literacy & Numeracy at Level 4) (LAC Away = 13 Leavers and 5 attained Literacy & Numeracy at Level 4)
Literacy & Numeracy LAC Leavers N5 Clacks	EDU_S A02-6-C09		2014/15	13.0%	10.0%			In 2014/15 there were 23 Looked after Leavers from Clackmannanshire Schools and less than 5 had attained Literacy & Numeracy at Level 5. (LAC Home = 10 Leavers and less than 5 attained Literacy & Numeracy at Level 5) (LAC Away = 13 Leavers and less than 5 attained Literacy & Numeracy at Level 5)
Attendance Primary Clackmannanshire	EDU_S A14-2-C01		Q4 2015/16	95.60%	94.68%			From Aug 2015 to the end of Mar 2016 there have been 1,087,317 actual openings out of a possible 1,148,404 openings.
Attendance Secondary Clackmannanshire	EDU_S A14-2-C02		Q4 2015/16	91.70%	91.17%			From Aug 2015 to the end of Mar 2016 there have been 650,046 actual openings out of a possible 712,979 openings.
Exclusions Primary Clackmannanshire	EDU_S A14-2-C03		Q4 2015/16	18.00	19.38			From start of term (Aug 2015) to the end of Mar 2016 there have been 78 cases of exclusion, involving 50 pupils.
Exclusions Secondary Clackmannanshire	EDU_S A14-2-C04		Q4 2015/16	42.00	38.26			From start of term (Aug 2015) to the end of Mar 2016 there have been 100 cases of exclusion, involving 73 pupils.


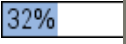
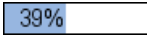
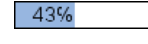


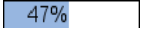
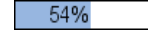

School Improvement

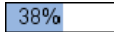
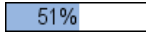

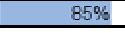
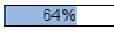
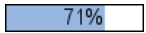
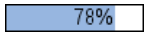

Due Date	Description	Progress Bar Q1	Progress Bar Q2	Progress Bar Q3	Progress Bar Q4	Latest Note
30-Jun-2017	To progress the implementation of 'Curriculum for Excellence' (CfE) across all establishments to meet learners' needs and improve their learning outcomes	 26%	 34%	 48%	 70%	The Numeracy strategy has now been completed in line with the principles of CFE and in line with the needs of learners in each school. This has been launched and is now being used in establishments. There will be a further overview of the strategy to align it more clearly with the layout of the Literacy Strategy. The Literacy strategy is now complete and has been launched to all Head Teachers at the Working Together meeting in October. The Literacy Strategy has been circulated in draft form and will be finalised at the end of February for general publication.
30-Jun-2017	To raise educational achievement and attainment with a key focus on the lowest performing 20% of learners	 51%	 58%	 68%	 68%	The Scottish Attainment Challenge is being implemented in Clackmannanshire. A leadership team has been established to lead and support the Challenge. Focused interventions are being implemented in schools. Professional learning has been provided for all teaching staff with a focus on reading in Year 1. A Management Group has been established to oversee the work of the Challenge. This meets quarterly and the second meeting has been held. In addition, a second quarterly report has been provided to Scottish Government.
30-Jun-2017	To develop academic and vocational learning pathways that support learners into positive post – school destinations	 52%	 57%	 66%	 72%	<p>The Forth Valley Regional Group has been established and representatives are meeting with all secondary headteachers on 03 June 2016 to determine the relationship between the work of the Board and the needs of schools.</p> <p>A data sharing agreement has been established between the local authority and Forth Valley College to support flexible Senior Phase qualification pathways.</p> <p>The virtual learning team have established some guidelines although it is unlikely that this will be an aspect which can be ruled out across all schools in the current IT provision.</p>
30-Jun-2017	To improve opportunities for career long professional learning to raising attainment and provide opportunities for local innovation	 27%	 28%	 58%	 79%	The Leadership Strategy Group is working in partnership with the Scottish College for Educational Leadership (SCEL) to help develop a comprehensive and coherent leadership framework. This is in the final stages of development and SCEL endorsement is being explored. SCEL is also working with the Strategy Group to identify links between our local Leadership Framework and their national Leadership Framework.

Indicator	Code	Traffic Light	Last Update	Current Target	Current Value	Long Term Trend	Short Term Trend	Latest Note
ES Inspection-5.1 Curriculum Clacks	EDU_SA06-CO1		Q4 2015/16	35%	23%			Of the 13 establishments inspected since Aug 2011 3 have received a rating of 4 or above in 5.1. Focused work on the curriculum continues to be a focus for the School Improvement partnership team. Additional support is being provided for schools where there is a specific identified need.
ES Inspection 1.1 Improvements in performance – Clacks	EDU_SA08-CO2		Q4 2015/16	80%	54%			Of the 13 establishments inspected 7 received a rating of 4 or more in 1.1. The service continues to provide a range of supports to address the concerns raised in the most recent inspections and will provide committee with regular updates on progress made. The addition of the Attainment and Improvement Sub-Committee will support additional scrutiny of progress in improving performance.
Literacy & Numeracy Leavers N4 Clackmannanshire	EDU_SA14-2-CO5		2014/15	75.7%	78.4%			2014/15 data understated due to Alva pupils achieving English and Maths via early presentation in S3 which is not recorded in Insight. (Virtual Comparator = 79.4% and National = 85.8%)
Literacy & Numeracy Leavers N5 Clackmannanshire	EDU_SA14-2-CO6		2014/15	49.7%	46.9%			2014/15 data understated due to Alva pupils achieving English and Maths via early presentation in S3 which is not recorded in Insight. (Virtual Comparator = 50.6% and National = 58.6%)
Initial Positive Leaver Destination Clackmannanshire	EDU_SA14-2-CO7		2014/15	92.8%	93.2%			The figure of 93.2% demonstrates a sustained increase in Clackmannanshire. The 2014/15 figure of 93.2% this year is an increase of 0.4% from last year. The breakdown is as follows (13/14 figures are shown in brackets) Higher Education = 25.7% (29.9%) Further Education = 27%(27.7%) Training = 7.2% (6%) Employment = 29.8% (23.9%) Other = 3.6%(5.4%) Not in Employment, Education or Training = 6.8%(7.2%)
Follow-up Positive Leaver Destination Clackmannanshire	EDU_SA14-2-CO8		2013/14	88.5%	87.8%			The figure of 87.8% is an increase in Clackmannanshire of 4.7% on last year however below the national figure of 91.5%. The breakdown is as follows (13/14 figures are shown in brackets) Higher Education = 29.7% (29.9%) Further Education = 24.9% (27.7%) Training = 3% (6%) Employment = 27.1% (23.9%) Other = 3.2% (5.4%) Not in Employment, Education or Training = 12.2% (7.2%)

Indicator	Code	Traffic Light	Last Update	Current Target	Current Value	Long Term Trend	Short Term Trend	Latest Note
Avg Tariff Score Leavers - Top 20% Clackmannanshire	EDU_SA14-2-C09		2014/15	1,711	1,640			Attainment has been increasing for the last four years but is still understated due to Alva pupils achieving attainment/tariff scores via early presentation in S3 which is not recorded in Insight. (Virtual Comparator = 1,742 and National = 1,832). When elements of early presentation are removed Clackmannanshire attainment is much more closely in line with Virtual Comparator.
Avg Tariff Score Leavers - Mid 60% Clackmannanshire	EDU_SA14-2-C10		2014/15	688	645			2014/15 data understated due to Alva pupils achieving attainment/tariff scores via early presentation in S3 which is not recorded in Insight. (Virtual Comparator = 690 and National = 820) When elements of early presentation are removed Clackmannanshire attainment is still lower than Virtual Comparator but not to the same extent.
Avg Tariff Score Leavers - Low 20% Clackmannanshire	EDU_SA14-2-C11		2014/15	109	103			Attainment has increased and is now in line with Virtual Comparator. Virtual Comparator = 103 and National = 168.
Avg Tariff Score Leavers - Deprivation Decile 1 Clackmannanshire	EDU_SA14-2-C12		2014/15	545	414			There were 70 'Leaver' pupils in this decile and their average total tariff score was 414. (Virtual Comparator = 469 and National = 574) The attainment of pupils living in the within the areas of highest deprivation is a key focus for the Scottish Attainment Challenge (SAC). It is hoped that the work of the SAC will impact positively on outcomes for children living in the lowest deciles. This work will be closely monitored through both Education Sport and Leisure Committee and through the Attainment and Improvement Sub-Committee.
Avg Tariff Score Leavers - Deprivation Decile 2 Clackmannanshire	EDU_SA14-2-C13		2014/15	533	497			There were 85 'Leaver' pupils in this decile and their average total tariff score was 497 - although this score is understated due to attainment achieved by pupils in Alva in S3 which is not counted by Insight. (Virtual Comparator = 551 and National = 647)






















Learning Communities, Performance and Resources

Due Date	Description	Progress Bar Q1	Progress Bar Q2	Progress Bar Q3	Progress Bar Q4	Latest Note
30-Jun-2017	To enable access to quality community learning and development opportunities for targeted young people and adults					A new system for targeting of young people and adults has been developed. This ensures that resources are targeted specifically to those with greatest need. Individuals are allocated resources by meeting two or more factors from an agreed list of criteria thus ensuring effectiveness and efficiency in the allocation of resources.
30-Jun-2017	To enable access to quality community learning and development opportunities for targeted young people and adults.					Key priorities have identified and will be distilled through each learning community to inform future developments.
30-Jun-2017	To improve the life chances and employability of young people at risk and/or facing multiple barriers					Looked after Young People applying for Council Strategic Pipeline opportunities are now guaranteed interviews. Protocol agreed with SDS to share data has been confirmed as being in place from the end of July. Data is analysed and shared on a regular basis. Current work is showing a 77% positive outcome for all young participating in employability programmes.
	communities and organisations to					
Due Date	Description	Progress Bar Q1	Progress Bar Q2	Progress Bar Q3	Progress Bar Q4	Latest Note
2017	their identified needs and aspirations					This plan will now be reviewed in light of the decision to transition from a shared Education Service.

30-Jun-2017	Build capacity in service delivery through the further integration of Education Services across Stirling and Clackmannanshire.	 38%	 51%	 75%	 85%	<p>Although there is no longer a requirement to pursue the further integration of the Education Service a number of actions which build capacity within Clackmannanshire have been progressed. These have included working with ASN colleagues within the central team and staff in schools in expanding the use of SEEMIS to support the implementation of the Children and Young People (Scotland) Act. Working together staff from across the Education Service have actively engaged in development sessions regarding the data collection and on-going work around the National Improvement Framework.</p>
30-Jun-2017	Use all resources efficiently and effectively, including financial, administrative and business support, ICT and staff resources	 64%	 71%	 78%	 98%	<p>Close scrutiny of budgets continues to be a high priority for the service. Although recruitment continues to be challenging the service are working to ensure that positions are filled timeously and that absences are managed in line with council policy. Although we recruited a number of permanent supply teachers nationally supply teachers are difficult to source.</p> <p>Officers have fully engaged with a range of stakeholders regarding the proposed budget positions and savings options. “Parentpay” is now offered in secondary schools as an efficient method of payments for parents.</p>

30-Jun-2016	Undertake consultation following the review of the school estate in Clacks					21st Century Learning - Tullibody South, officers from the Education Service continue to engage with officers from corporate services and the wider Tullibody community in supporting the progress of this programme. A paper will be presented to committee regarding this area for improvement.
30-Jun-2015	Support the development of creativity in all learners					The final of the series of creative conversations took place in June 2015. This was well received by all who attended.
30-Jun-2017	Provide opportunities for learners to improve their health through the provision of high quality physical activities					<p>This term has seen an 11% increase in participant sessions across the local authority against the 14/15 figures from this term last year to 49,009 from 43,602. There has been an increase in number of activity sessions delivered and a 1% increase in girls' participation for the term.</p> <p>A number of staff in Early years, ASN, Primary and Secondary attended training in a range of movement and coordination programmes. Working with colleagues in both Stirling and Clackmannanshire an improved provision is now offered to children with a range of ASN needs.</p> <p>Funding to support Year 4 of the national PE initiative has been agreed for Clackmannanshire and the PE Manager is in place to drive the programme of CLPL for this academic year and ensure quality PE is delivered. The manager also supported applications for Core PE grants which will be rolled out across Nurseries, Primaries and Secondaries this year. The grants will support a variety of activities such as purchase of equipment, training, courses and mentoring.</p>

Indicator	Code	Traffic Light	Last Update	Current Target	Current Value	Long Term Trend	Short Term Trend	Latest Note
Young people in service- Clacks	EDU_S A11-C01		Q4 2015/16	600	577			Cumulative target for period .
Adults registered -Clacks	EDU_S A11-C02		Q4 2015/16	180	126			The service is currently reviewing how capacity for delivery can be increased.
YP registered for awards- Clacks	EDU_S A11-C03		Q4 2015/16	233	250			Increase in young people signing up for Saltire awards.
YP who achieve awards- Clacks	EDU_S A11-C04		Q4 2015/16	105	371			A lot of accreditations are completed in this period to coincide with celebration.
Adults registered for awards- Clacks	EDU_S A11-C05		Q4 2015/16	15	12			12 awards have been registered. This means we are 3 below target but there has been significant work done to achieve the 12 in the final quarter.
Adults who achieve awards- Clacks	EDU_S A11-C06		Q4 2015/16	10	8			8 Awards have been completed during the final quarter. We are slightly below target but significant work has been done to achieve the 8.

CLD satisfaction - Clacks	EDU_S A11-C07		2014/15	90.0%	86.0%			This is a new indicator recently introduced to ensure customer satisfaction and improvement.
ES Inspection Early Years Clacks	EDU_S A14-C07		Q4 2015/16		0			There were no Education Scotland reports published in Q4.
ES Inspection Primary Clacks	EDU_S A14-C08		Q4 2015/16		1			There was one Primary report published in Q4. It did not meet the national standard across all 5 quality indicators. The service are working with the headteacher and staff in order to address the issues outlined in the report. Regular updates on progress will be shared with elected members through the Education, Sport and Leisure Committee performance report and through the Attainment and Improvement Sub-Committee.
ES Inspection Secondary Clacks	EDU_S A14-C09		Q4 2015/16		0			There were no Education Scotland reports published in Q4.
ES Inspection – 5.9 across all establishments- Clacks	EDU_S A14-C02		Q4 2015/16	80%	54%			Of the 13 establishments inspected since Aug 2011, 8 have received a rating of 4 or above in 5.9, self-evaluation. Schools identified as having a specific need in this area are being provided with additional focused support in addition to the on-going work of the school improvement partnership work.
Avg. FTE Days Sickness Absence (Teachers)	GOV AB1 ED1		2015/16		4.39%			Absences this term are slightly increased from last term, however are below last year's Q4 figure of 5.07% and show an improved picture over the course of session 2015/2016
Avg. FTE Days Sickness Absence EDU (Non-Teachers)	GOV AB1 ED2		2015/16		7.55%			Absences this term are increased from last term and are above last year's Q4 figure of 5.31% however they do show an improved picture over the course of session 2015/2016.

Education Services Budget v's Outturn
As at March 2016

	Budget 15-16 £'000	Actual to 31/03/16 £'000	Variance 15-16 £'000
Education Outturn Variance	35,940	35,260	(680)
Service Management			
Shared service overspend additional project costs			124
	511	635	124
Early Years			
Nursery class teachers - part year vacant posts			(88)
ABC/Kidzone employee costs - part year vacant posts and relief staff budget underspent			(48)
ABC income shortfall offsetting the above employee underspend			28
Additional expenditure on Early Years Workers to support the roll out of 600 hours entitlement			(10)
Learning Assistant posts (600 Hours) part of increased flexible provision			0
Additional facilities management costs for Kidzone			59
Transfers/payments for 2 year old looked after children - not previously outturned			6
Care inspectorate costs			2
Other various Supplies & Services & devolved nursery budgets			9
	3,888	3,846	(43)
Primary			
Vacant post - Early Years & Family Worker			(24)
PE Team - part year vacant posts			(73)
Teachers budget underspent teacher recruitment difficulties			(248)
Additional property works and resources for primary schools			129
Pupil transport - new more expensive bus contractor for St Mungos plus unbudgeted staff travel costs			25
Third Party non devolved - RCCT drama workshops. Offsets underspend in staff costs			6
Non teaching staff savings			(11)
DSM Carryforward			(41)
	12,213	11,976	(236)
Secondary			
Secondary teachers staffing budget			(163)
Support staff - Home/school liaison officer underspend			(24)
EMA income greater than expenditure			(14)
SQA - fees less than budget.			(8)
DSM Carryforward			(209)
Various			7
	12,565	12,155	(411)
Additional Support Needs (ASN)			
Additional income from other local authorities			(46)
Teacher vacancies Primary and Secondary support service			(35)
Additional support staff Primary and Secondary support service funded from external placement income			32
Additional support staff Primary and Secondary support service funded from external placement income			15
Lochies School - budget to be realigned			(13)
Extended ASN - budget to be realigned/vire to Lochies & additional placement income			(26)
	5,719	5,647	(72)
School Crossing Patrols			
Employee costs - part year vacant posts			(8)
	94	86	(8)
Sports Development			
Snow boarding & skiing - ski income shortfall			32
Various compensating over/underspends - mainly vacancy management & grant funded posts.			(36)
	154	150	(4)
Education Psychology			
On budget	304	297	(7)
Youth Services			
all			(25)
	457	432	(25)
Adult Services			
On budget			2
	35	36	2
Education Total	35,940	35,260	- 680

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

Author(s)

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Approved by

NAME	DESIGNATION	SIGNATURE
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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	

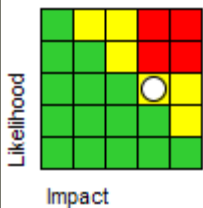
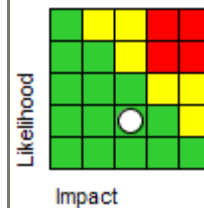
Covalent Code	ACTION	Impact	By When	Lead
EDU_SA17	Review the school estate in order to ensure that the Service has capacity to provide education for children and young people in Clackmannanshire until 2020 and beyond	Improved attainment and achievement through the provision of high quality learning environments	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	

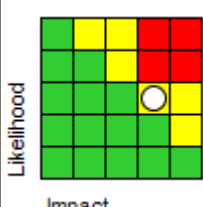
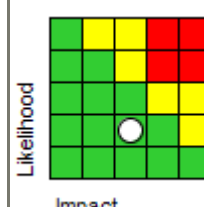
Covalent Code	KPI	2013/14	2014/15	2015/16	16/17	Lead
		Value	Value	Value	Target	
EDU_SA06-CO1	ES Inspection-5.1 Curriculum	n/a	30%	23%		
EDU_SA08-CO2	ES Inspection 1.1 Improvements in performance	n/a	80%	54%		
EDU_SA14- CO2	ES Inspection – 5.9 across all establishments	n/a	80%	54%		
EDU_SA14-2-C05	Literacy & 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	

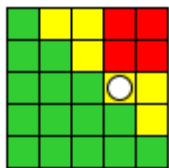
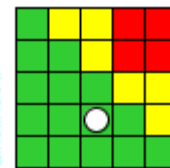
Covalent Code	KPI	2013/14	2014/15	2015/16	16/17	Lead
		Value	Value	Value	Target	
EDU_SA11-C01	Young people in service	n/a	680	577	600	
EDU_SA11-C02	Adults registered	n/a	108	126	180	
EDU_SA11-C03	YP registered for awards	n/a	250	233	250	
EDU_SA11-C04	YP who achieve awards	n/a	291	371	325	
EDU_SA11-C05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

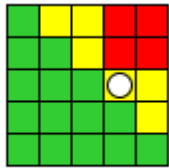
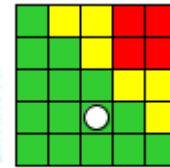
Covalent Code	KPI- LGBF	2013/14	2014/15	2015/16	16/17	Lead
		Value	Value	Value	Target	
SCH FIN C02	Cost per primary school pupil	£3,890	£3,887			
SCH FIN C03	Cost per secondary school pupil	£7,171	£7,620			
SCH FIN C01	Cost per pre-school education registration	£3,325	£3,481			
GOV AB1 ED1	Sickness absence 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.				 Likelihood Impact	 Likelihood Impact
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.				 Likelihood Impact	 Likelihood Impact
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.						

Report to: **Scrutiny Committee**

Date of Meeting: **18 August 2016**

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

Report by: **Chief Education Officer**

1.0 Purpose

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

2.0 Recommendations

It is recommended that the Scrutiny Committee agrees:-

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

3.0 Considerations

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The curriculum	weak
Improvement through self-evaluation	satisfactory

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

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

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

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

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

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

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

The Education Service is satisfied that improvements will be secured.

4.0 Sustainability Implications

4.1 The paper has no sustainability implications.

5.0 Resource Implications

5.1 The paper has no resource implications.

6.0 Exempt Reports

6.1 Is the report exempt? No

7.0 Declarations

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

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

(2) Council Policies (Please detail)

Not applicable

8.0 Equalities Impact

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

Yes

9.0 Legality

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

10.0 Appendices

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

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

11.0 Background Papers

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

Author(s)

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

Approved by

NAME	DESIGNATION	SIGNATURE
Anne M Pearson	Chief Education Officer	Signed: A Pearson
Garry Dallas	Executive Director	Signed: G Dallas

19 January 2016

Dear Parent/Carer

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

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

How well do children learn and achieve?

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

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

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

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

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

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

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

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

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

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

This inspection found the following key strengths.

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

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

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

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

What happens at the end of the inspection?

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

Louise Turnbull
HM Inspector

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

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

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

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

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

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

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

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

Nursery class

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

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

The curriculum	weak
Improvement through self-evaluation	satisfactory

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

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

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

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

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

Nursery class

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

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

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

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

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

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

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

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

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

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

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

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

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

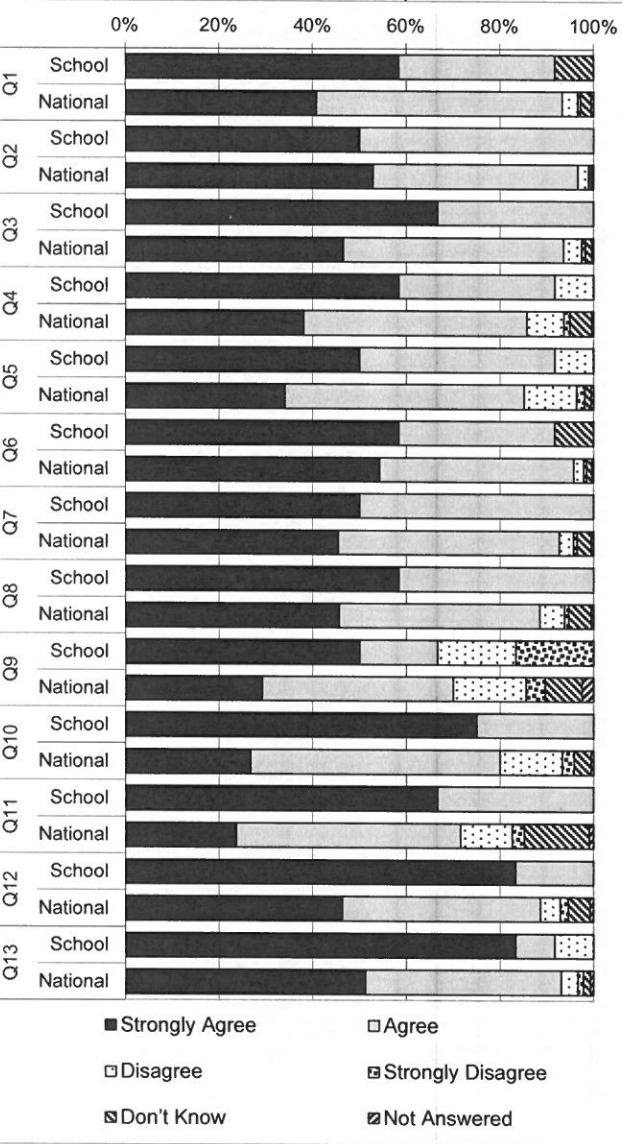
and

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

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

Parent Questionnaire Summary

Centre Name Coalsnaughton Primary School
 SEED Number 5701023
 Quest. Issued 46
 Quest. Input 12
 Response Rate 26% National response 39%

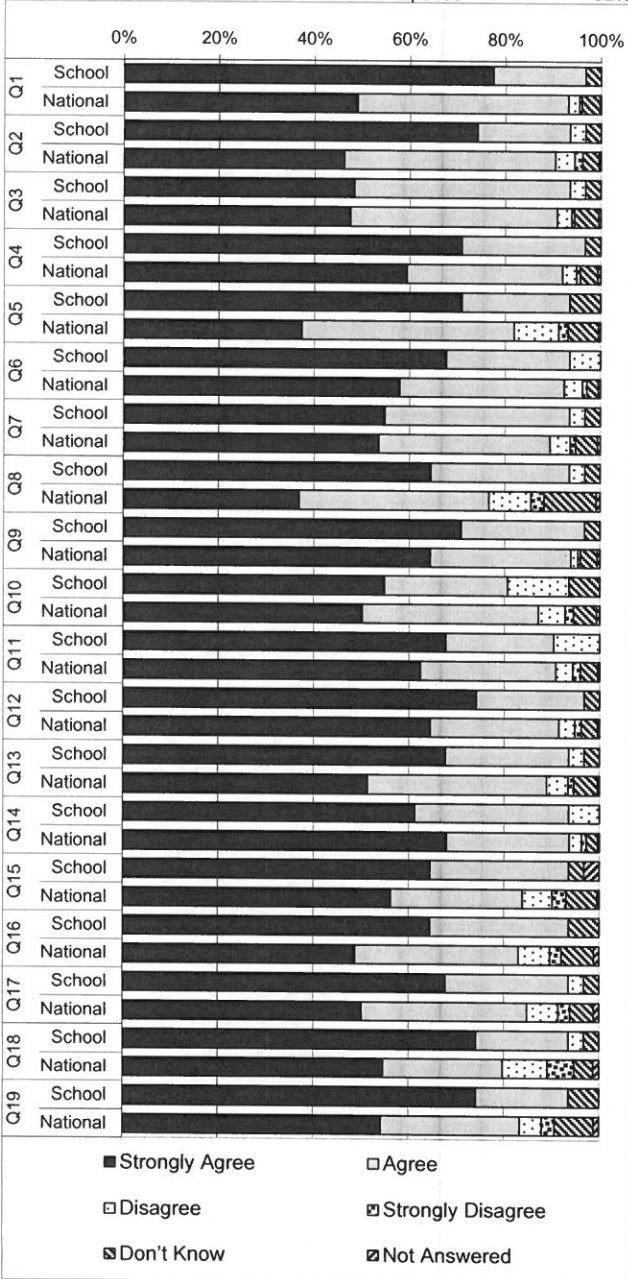


		Percentage %								
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree	
Q1	The school helps my child to be more confident.	58%	33%	0%	0%	8%	0%	92%	0%	
Q2	My child enjoys learning at school.	50%	50%	0%	0%	0%	0%	100%	0%	
Q3	My child's learning is progressing well.	67%	33%	0%	0%	0%	0%	100%	0%	
Q4	My child is encouraged and stretched to work to the best of their ability.	58%	33%	8%	0%	0%	0%	92%	8%	
Q5	The school keeps me well informed about my child's progress.	50%	42%	8%	0%	0%	0%	92%	8%	
Q6	My child feels safe at school.	58%	33%	0%	0%	8%	0%	92%	0%	
Q7	My child is treated fairly at school.	50%	50%	0%	0%	0%	0%	100%	0%	
Q8	I feel staff really know my child as an individual and support them well.	58%	42%	0%	0%	0%	0%	100%	0%	
Q9	My child benefits from school clubs and activities provided outside the classroom.	50%	17%	17%	17%	0%	0%	67%	33%	
Q10	The school asks for my views.	75%	25%	0%	0%	0%	0%	100%	0%	
Q11	The school takes my views into account.	67%	33%	0%	0%	0%	0%	100%	0%	
Q12	The school is well led.	83%	17%	0%	0%	0%	0%	100%	0%	
Q13	Overall, I am happy with the school.	83%	8%	8%	0%	0%	0%	92%	8%	

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

Pupil Questionnaire Summary

Centre Name Coalsnaughton Primary School
 SEED Number 5701023
 Quest. Issued 32
 Quest. Input 31
 Response Rate 97% National response 92%



- Q1 The school is helping me to become more confident.
- Q2 I enjoy learning at school.
- Q3 I am getting along well with my school work.
- Q4 Staff encourage me to do the best I can.
- Q5 Staff talk to me regularly about how to improve my learning.
- Q6 I get help when I need it.
- Q7 Staff listen to me and pay attention to what I say.
- Q8 I have a say in making the way we learn in school better.
- Q9 Staff expect me to take responsibility for my own work in class.
- Q10 Staff and pupils treat me fairly and with respect.
- Q11 I feel safe and cared for in school.
- Q12 I have adults in school I can speak to if I am upset or worried about something.
- Q13 I find it easy to talk to staff and they set a good example.
- Q14 Staff make sure that pupils behave well.
- Q15 Staff are good at dealing with bullying behaviour.
- Q16 The pupil council is good at getting improvements made in the school.
- Q17 The school encourages me to make healthy-food choices.
- Q18 I take part in out-of-class activities and school clubs.
- Q19 I know what out-of-school activities and youth groups are available in my local area.

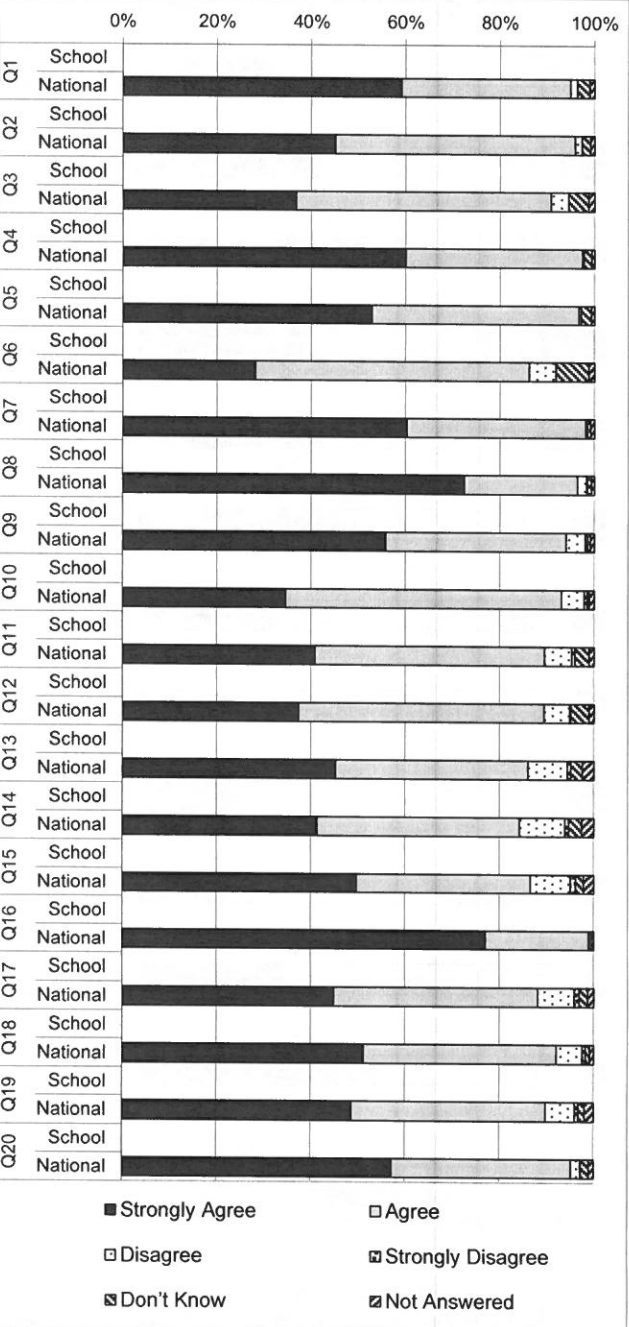
	Percentage %						Strongly Agree & Agree	Disagree & Strongly Disagree
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered		
Q1	77%	19%	0%	0%	3%	0%	97%	0%
Q2	74%	19%	3%	0%	3%	0%	94%	3%
Q3	48%	45%	3%	0%	3%	0%	94%	3%
Q4	71%	26%	0%	0%	3%	0%	97%	0%
Q5	71%	23%	0%	0%	6%	0%	94%	0%
Q6	68%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

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

Teacher Questionnaire Summary

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

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



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

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

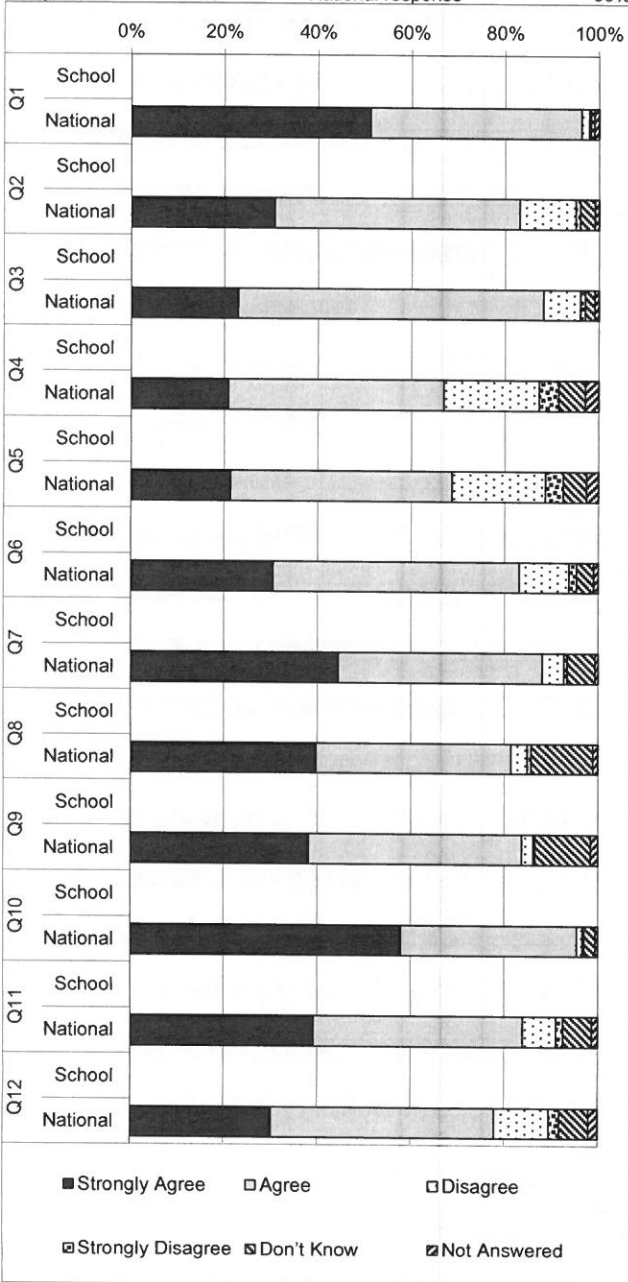
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Non-Teaching Questionnaire Summary

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

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

National response 66%



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

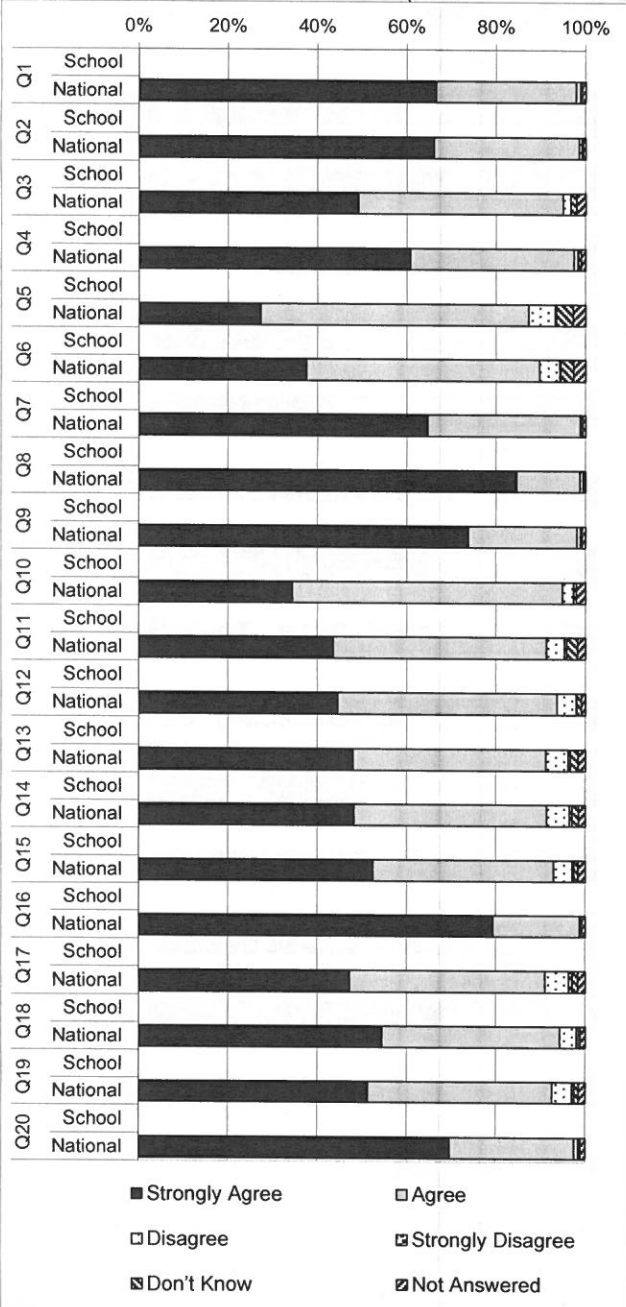
	Percentage %						Strongly Agree & Agree	Disagree & Strongly Disagree
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered		
Q1	0%	0%	0%	0%	0%	0%	0%	0%
Q2	0%	0%	0%	0%	0%	0%	0%	0%
Q3	0%	0%	0%	0%	0%	0%	0%	0%
Q4	0%	0%	0%	0%	0%	0%	0%	0%
Q5	0%	0%	0%	0%	0%	0%	0%	0%
Q6	0%	0%	0%	0%	0%	0%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

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

Nursery Staff Questionnaire Summary

Centre Name Coalsnaughton Primary School
 SEED Number 5701023
 Quest. Issued 3
 Quest. Input 2
 Response Rate 67% National response 62%

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



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

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

Coalsnaughton Primary School

Clackmannanshire



Education Scotland Action Plan

January – December 2016

Introduction

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

The inspection found the key strengths of the school:

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

The inspection identified several areas for improvement:

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

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

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

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

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

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

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

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

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

Professional Learning/ Resource Needs

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

Clackmannanshire Numeracy and Mathematics Pack; Big Maths

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

Attainment Challenge Literacy Leader and Hub Leader

Training and support from ES - Numeracy

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

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

