



Clackmannanshire
Council



Stirling and Clackmannanshire Education Service
Scottish Attainment Challenge
in Clackmannanshire 2015



Improving Life Through Learning

May 2015

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Section One

Local Context of Clackmannanshire



Section 1: Local Context of Clackmannanshire

'Making Clackmannanshire Better'

Clackmannanshire sits in the heart of Scotland and is the smallest local authority in Scotland with a population of 51400. We share our borders with our neighbours in Stirling, Falkirk, Fife and Perth and Kinross. The settlements of Alloa and Sauchie make up 39% of the population, with the other main areas of settlement being the Tullibody, Clackmannan and the villages along the Hillfoots. By 2023, the population in Clackmannanshire is projected to rise by 24%, putting the area's growth amongst the largest in Scotland.

The 0-17 aged child population is 10,811 and this is 20% of the total population of Clackmannanshire. The primary school population is 3935 and the secondary school population is 2838. Clackmannanshire saw the number of children under five rise by 7.5% over the last decade and it is projected our 0-15 years population will increase by up to 16%. Children and young people attend our 3 secondary, 18 primary, 2 nursery and 2 ASN schools.

In 2011, Clackmannanshire became part of the shared Stirling and Clackmannanshire Education Service. To date, we are the only Education Service in Scotland that has been successfully developed to encompass two local authority areas. Across our Education Service we have a clear overall objective to improve educational outcomes for all children, young people and adult learners throughout Stirling and Clackmannanshire.

Clackmannanshire Council has a clear vision to make Clackmannanshire a better place to live and work by having better services, better opportunities and better communities. Corporate Priorities are:

- All children in Clackmannanshire have the best possible start in life, focusing particularly on birth to three years, with particular emphasis on the importance of good parenting.
- Our school children are successful learners.
- Our opportunities are not limited by poor health and people have a good sense of wellbeing.
- Social circumstances for those in most need are improved.
- We actively seek opportunities to better plan and work jointly with partners with a particular focus on efficiency and preventative spends.

As a small authority, we have a strong sense of identity in Clackmannanshire. We are highly committed to our children, our schools and our communities. We believe the Scottish Attainment Challenge provides a significant and exciting opportunity to contribute to 'Making Clackmannanshire Better'.

Challenges for Clackmannanshire

The Scottish Index for Multiple Deprivation identifies small area concentrations of multiple deprivation across all of Scotland. It measures employment, income, health, crime, education, access to services and housing. Data from SIMD demonstrates that areas of Clackmannanshire experience significant deprivation. (Data is taken from our Learning Community Profiles, Health and Wellbeing Strategy and Clacksweb Facts and Figures.)

Areas of Deprivation

Fourteen of Clackmannanshire's data zones fall in the 15% most deprived areas in Scotland. These include Alloa South and East, Tullibody North and Glenochil, Fishcross, Devon Village, Coalsnaughton, Clackmannan, Kennet and Forestmill. This means that schools within both the Alloa Academy and Lornshill Academy catchment areas contain several deprived data zones. Alloa Academy catchment contains the two highest-ranking data zones for deprivation in Clackmannanshire.

Income and Employment

The level of income and employment deprivation in Clackmannanshire is higher than in Scotland as a whole. The average working age employment rate is 66.4%, which is below the national average of 72.5%. Unemployment rates are 11.3%, higher than the Scottish average of 6.6%. These rates have fluctuated reflecting wider economic conditions and show significant variations across the authority. Labour market conditions have affected vulnerable communities more than others with the settlements of Alloa Mar, Alloa East and St Serf's having the highest unemployment rates. Settlements with the lowest unemployment rates are Alloa Claremont, Alva North, Dollar, Muckhart and Tillicoultry. On average the Alloa Academy catchment has the highest percentage for deprivation for income and employment, followed by Lornshill and then Alva.

22% of children living in Clackmannanshire are dependent on a parent or guardian claiming out of work benefits and are, thus, defined by the Scottish Government as living in poverty. This rate is highest in the Alloa catchment area (26%) and lowest in the Alva catchment area (14%). Within our primary schools, 25% of children are registered for free school meals.

Health

The levels of health inequalities between the most affluent and the most deprived of Clackmannanshire communities continues to increase. There are communities where life expectancy is greatly reduced due to coronary heart disease and cancer (Alloa South and East, Sauchie, Tullibody South) whilst in others life expectancy and mortality are in the 75th 'better' percentile for the same indicators (Dollar and Muckhart).

General health and wellbeing indicators are equally varied across communities. Many of the health related problems which exist relate to lifestyle choices, such as smoking, alcohol consumption and drug misuse. All of these impact on the life chances of children and young people for whom the Education Service has a responsibility.

Across the authority, overall figures for the proportion of children in Primary 1 who are obese are close to the national average but there are several intermediate zones where child obesity in Primary 1 is statistically significantly worse than the Scottish average.

The Clackmannanshire teen pregnancy rate in under 18s is similar to the Scottish average. In 2010/11 Alloa South and East experienced the highest number of teen pregnancies within Clackmannanshire (28 per 1000), with the next highest being Sauchie (21 per 1000).

School Leaver Destinations

School leaver destinations in Clackmannanshire are positive. In 2013/14, 93.1% of school leavers went onto positive destinations. All 3 secondaries were above their virtual comparators, with Lornhill Academy 3.6% above their virtual comparator. In Alloa Academy more young people went directly into employment than its virtual comparator.

Aims of the Attainment Challenge in Clackmannanshire

The Scottish Attainment Challenge in Clackmannanshire aims to improve educational outcomes for all our children and young people. It seeks to:

- Raise attainment for each child to enable them to make excellent progress in their learning and develop the skills and ambitions to improve their life chances. It aims to promote a breadth of attainment and achievement, consistently for all our children and young people.
- Close the gap in attainment and achievement between children from our most and least advantaged backgrounds. The Attainment Challenge in Clackmannanshire will target support to pupils and schools in deprived communities.

Raising attainment, together with encouraging achievement and supporting inclusion, is at the heart of the work of Clackmannanshire's nurseries, schools and Education Service as we strive to 'Improve Life Through Learning'.

Approach

The Attainment Challenge in Clackmannanshire will be ambitious for every child and young person. It will build on the success of our schools in raising attainment and adopt approaches to enable our schools to be continuously self-improving. We will:

- Encourage collaboration where our schools work in partnerships to drive forward improvement and where Clackmannanshire works with other local authorities to share information and ideas and develop best practice.
- Build and strengthen effective partnership working between teachers, schools, pupils, parents/ carers communities, employers and a range of other partners within Clackmannanshire and further afield.
- Support innovation with a clear focus on raising attainment, drawing on national and international research, literature and practice and utilising specialist advisors and wide professional expertise.
- Build capacity in our schools to ensure that improvements are sustainable for the future.

Key Areas of Improvement

The Attainment Challenge in Clackmannanshire will focus on improving literacy, numeracy and health and wellbeing in our primary schools and will have firm foundations within Curriculum for Excellence. We have identified key areas for improvement that we believe will be crucial in achieving the aims of the Challenge:

Enabled Leadership

- We aim to create a culture of strong collaborative leadership in all Clackmannanshire schools to raise attainment, reduce inequity and ensure continuous school improvement.

Literacy and Numeracy Rich Learning

- We aim to create literacy and numeracy rich learning through transformational learning and teaching for all children in Clackmannanshire, embedded within Curriculum for Excellence.

Flourishing Communities

- We aim to embed a strong nurturing ethos for all our children, families, schools and communities across Clackmannanshire.

Innovation Hub

- We aim to inspire, challenge and engage children in Clackmannanshire in rich and rewarding learning experiences that will equip them with skills for learning, life and work.

Across these key areas for improvement, we will aim to develop and use a range of data to enable effective planning for interventions and critical analysis of impact and success. We will aim to ensure children and young people have a strong voice and are central to decisions which affect their education.

The key areas for improvement and interventions were identified through close data analysis, careful consideration of our Clackmannanshire context, review of authority strategic plans and school improvement priorities, and consultation with headteachers and colleagues. National developments, research, literature and recent professional learning, including study visits to London, stimulated thinking and informed decisions.



Section Two

Proposed Interventions

Section 2: Proposed Interventions

Enabled Leadership

In Clackmannanshire we seek to develop high quality leadership in all our schools and educational establishments. We know effective leadership at all levels is a crucial factor in raising attainment, reducing inequity and driving continuous school improvement.

Headteachers are senior leaders within our schools and as such are key to providing strategic vision and direction in order to initiate and manage change effectively. They lead, enable and build capacity in colleagues and partners to facilitate improvement in outcomes for individual children, young people, families and communities. Effective leadership at all levels is important in nurturing development, improvement and innovation, building capability and capacity and fostering collegiality and distributed leadership. We seek to enable staff in all sectors and at all stages of their careers to undertake leadership roles and in leading learning initiate changes that improve the chances of all learners to achieve very well.

Data and Analysis

Our eighteen primary schools in Clackmannanshire form three learning communities – Alloa, Alva and Lornhill. Each learning community works closely together and has their own improvement priorities. Our learning communities provide shared leadership across our authority and contribute to building a sense of community. Our two denominational primary schools are also part of the St Modan's Learning Community which is in Stirling.

Our primary schools vary in size and include small, medium and large schools (see Appendix 5). Most, including our 2 ASN establishments, have a leadership team with a combination of headteacher, depute headteacher and/or principal teacher, dependent on roll. Five of our schools have a roll under 100 and are led by a headteacher only.

Leadership in Clackmannanshire primary schools has been undergoing a period of significant transition. This is mainly as a result of the retirement of a number of long standing headteachers and, also, some headteachers moving on to secure headships in larger schools.

Our school leaders have undertaken leadership qualifications. Five of our experienced headteachers have SQH. There are currently two primary depute headteachers participating in the programme.

We are clear that strong leadership at all levels is a crucial in improving outcomes for all our children and young people. We know high quality leadership is essential in promoting excellent, effective learning for all. Our current context has led us to identify leadership as a key area for improvement as part of the Attainment Challenge within Clackmannanshire. We believe that developing collaborative approaches to leadership and school improvement will have significant impact.

Rationale for Proposed Interventions

To create a culture of strong collaborative leadership in all Clackmannanshire schools we propose the following areas for focussed interventions:

- Develop and implement a clear and progressive leadership framework.
- Promote and develop collaborative school partnership working.
- Encourage and strengthen community of schools in Clackmannanshire.

Clear and Progressive Leadership Framework

The purpose of the framework would be to build the capacity of leadership in all our schools. It would aim to provide progressive and coherent leadership pathways to promote the development of leadership and management skills. It would provide a range of professional learning opportunities based on reflection on practice, experiential learning, cognitive development and collaborative learning. The programme would be rich and varied and supported by a range of providers – internal and external – and we would like to partner with SCEL and further develop our links with London Challenge schools.

The initial focus on developing a framework would be for acting/newly appointed and experienced headteachers and leaders of learning in order to support our current context. The framework would then be developed to include aspiring headteachers and middle leadership. This would contribute to succession planning with the aim of ensuring we grow a pool of talented and skilled leaders for the future. The framework would seek to enhance opportunities for experienced headteachers to engage in systems level leadership across our authority, specifically in relation to aspects of the Attainment Challenge.

Collaborative School Partnership Working

A wealth of national and international research and practice has shown that well supported school partnerships can lead to significant and sustained improvement and raised attainment. The London Challenge, for example, transformed school performance across the city and ‘narrowed the gap’ in attainment between the most and least deprived communities (Report Summary, 2010). The benefits of collaborative partnership working have been shown to include transferring professional knowledge, shared learning, rigorous self-evaluation, building leadership capacity, efficient use of resources and achieving a moral purpose (Cribb, 2009; Chapman 2014; Fullan, 2010; Gilbert 2012; Hargreaves, 2010).

Stirling and Clackmannanshire Education Service has been developing collaborative school partnership working and currently ten primary schools are involved in this initiative. Our School Improvement Partnerships have a clear focus on strengthening skills in self-evaluation and building leadership capacity, leading to the growth of a self-improving school system. We would seek to extend this initiative to involve all of our primary schools, ASN, early years’ establishments and secondary schools.

We have found that some of the most effective assistance to schools requiring additional support comes from school partnership working and from the knowledge, skills and expertise within the system. Therefore, we would plan to use some of our experienced headteachers as headteacher advisors to support our focus schools. This would involve collaborative partnership working to develop and implement action plans, supporting schools to build their capacity for continuous improvement.

Community of Schools in Clackmannanshire

As the smallest authority in Scotland, we would like to harness the advantages of our size. We would like to strengthen our identity, demonstrating a clear commitment across our schools to a shared moral purpose and collective responsibility for all our children in all our communities. This, we believe, would contribute to increasing the ambition, aspiration and expectations of every child and young person in Clackmannanshire.

Impact of Proposed Interventions

- All schools in Clackmannanshire will demonstrate effective leadership at all levels.
- School leadership will have a clear focus on raising attainment and reducing inequality.
- A culture of self-evaluation leading to improved outcomes for pupils will be evident in all schools.
- A collaborative, self-improving school system will be developing across Clackmannanshire.
- Leadership capacity will be continually building through career long professional learning.

Enabled Leadership

Aims	Improvement area	Interventions	Impact
<p>To create a culture of strong collaborative leadership in all Clackmannanshire Schools to raise attainment, reduce inequity and ensure continuous school improvement.</p>	<p>Develop and implement a clear and progressive leadership framework.</p>	<p>Establish a framework and programme for leadership at all levels.</p> <p>Provide professional learning to include annual leadership conference, study visits, business placements, training, external qualifications.</p> <p>Extend opportunities for experienced headteachers to engage in systems level leadership.</p>	<p>All schools in Clackmannanshire will demonstrate effective leadership at all levels.</p> <p>School leadership will have a clear focus on raising attainment and reducing inequality.</p> <p>A culture of self-evaluation leading to improved outcomes for pupils will be evident in all schools.</p> <p>A collaborative, self-improving school system will be developing across Clackmannanshire.</p> <p>Leadership capacity will be continually building through career long professional learning.</p>
	<p>Promote and develop collaborative school partnership working.</p>	<p>Explore innovative recruitment and selection procedures.</p> <p>Extend School Improvement Partnerships.</p> <p>Implement programme of validated self-evaluation – senior leaders trained and taking a key role.</p> <p>Introduce peer headteacher advisers to support focus schools.</p>	
	<p>Encourage and strengthen community of schools in Clackmannanshire.</p>	<p>Support RAFA and improvement science approaches across learning communities.</p> <p>Provide regular opportunities for leadership conversation events to share best practice and facilitate joint practice development.</p> <p>Enhance communication and networking across schools, including use of social media.</p>	

Literacy and Numeracy Rich Learning

Literacy and numeracy alongside health and wellbeing are the pillars of Curriculum for Excellence. We believe that by investing heavily in strengthening these they will become the foundation of the transformational change needed to close the attainment gap.

It is critical to raise attainment in literacy and numeracy for all from birth to adulthood, with a particular focus on demonstrating improvements in our most disadvantaged communities. Confidence and competence in literacy and numeracy provide the foundations for lifelong learning. We will have high expectations of all our learners and drive forward improvement measures.

Data and Analysis

We have collected and analysed data from a range of sources, including standardised assessments. Clackmannanshire primary schools have been completing Durham University Centre for Evaluation and Monitoring (CEM) assessments for the last three years. It is important to note the results of the tests form only a part of the wider range of rich evidence teachers use to make a judgement about progress. Therefore, schools were also consulted and cognisance taken of overarching themes to guide proposed support, development and investment.

The standardised CEM assessments demonstrate pupils are on average achieving below chronological age in reading, spelling, general maths and mental maths. On closer analysis we identified reading and general maths as priority areas for improvement.

The data from standardised assessments in 2013 – 2014 show a significant gap in reading attainment:

- In P3, P5 and P7 pupils were on average achieving below chronological age. In our most deprived schools, in P3 almost half (49%) of pupils were below the national average for reading ability. This was 31% in P5 and 34% in P7.
- In P3, P5, P7 pupils in SIMD 1 and 2 were consistently below national average, with an attainment gap between most and least disadvantaged evident.

This data led us to prioritising literacy as an area for improvement, with a particular focus on reading in year one. In addition to our CEM data, staff told us they believed reading skills were key to attainment across learning, several schools had already identified reading as a priority for 2015 – 2016 and we believe it would be wise to build on our strengths and successful experience with synthetic phonics and early intervention.

The data shows a trend with general maths ability which is consistently and significantly below national average. Results drop between P3 and P5 and then drop again between P5 and P7. We believe there is a need for transformational change in learning and teaching approaches from early through to third level.

Rationale for Proposed Interventions

To create literacy and numeracy rich learning through transformational teaching for all children in Clackmannanshire, we propose the following areas for focussed interventions:

- Relentlessly strive for learners to be functional readers by age 9.6 years and reading well by age 11.0 years.
- Equip all learners with the strong numeracy skills needed to achieve success in learning, life and work.
- Raise expectations of attainment in numeracy and mathematics from early through to third level.
- Develop and implement a data driven framework for ambitious and excellent professional learning, growth and collaboration.
- Elevate and celebrate the profile of Clackmannanshire as a literacy and numeracy rich community.

Literacy and Numeracy

We would develop a Literacy Hub with a Literacy Hub Leader (full-time seconded teacher). Each school would then have a Literacy Leader and funding/ time would be provided to support them in taking forward developments across their school. Pedagogical approaches could include reading across learning and in real life contexts, Higher Order Thinking, Critical Literacy, Thinking Reader and P.O.L.A.A.R.

We plan to have a focus on each pupil achieving a functional reading age and a reading well age. This would be tracked and monitored rigorously and interventions applied to prevent a gap opening. One of our schools has developed and implemented an approach to assess and monitor functional reading age and we would plan to build on their experience.

For numeracy we plan to undertake a full audit of current provision, learning experiences, teaching approaches and resources and review research and best practice in order to develop a cohesive plan for 2016. Specific factors to be considered could include, for example, maths in the upper school, supporting higher achieving pupils, enhanced transitions and working with secondary colleagues. This would be led by a Numeracy Hub Leader.

Professional Learning, Growth and Collaboration

Collaboration is at the heart of effective improvement. It is critical that opportunities for collaboration across and within our schools is planned, valued and nurtured. Classroom Improvement Partnerships (CIPs) would be developed and Literacy and Numeracy Leaders would work in trios across schools.

We believe that by undertaking a wide range of high-quality, sustained professional learning experiences, teachers are more likely to inspire pupils and provide high quality teaching and learning experiences, enabling learners to achieve their best. It is important that professional learning provides rich opportunities for teachers to develop and enhance their professional knowledge and practice, in order to progress the quality of learning and teaching and school improvement.

More rigour is planned for those accessing professional learning opportunities and mandatory training will ensure a consistent skill level and the growth of a team of Pedagogical Leaders.

Targeted Support for Learning

We would plan to invest in additional support for learning in order to provide targeted support to help close the gap. This would be proportionate to the specific needs of each school (based on data) and would provide targeted and research based support for the most vulnerable learners.

Engaging Boys

Exclusion cases in Clackmannanshire primary schools are increasing and the exclusion rate is above the national average. There is a significant gender imbalance and through innovative approaches, we would aim to engage boys more deeply in their learning and reduce the exclusion rate.

Literacy and Numeracy Rich Communities

Research continues to illustrate the important role of HLEs (Home Learning Environment). PISA information booklet for parents 'Let's Read Them a Story! The Parent Factor in Education' PISA/OECD 2012, makes clear the research base of the impact of reading at home on future literacy development.

We would aim to develop interventions which promote further parental and family engagement with schools which will be critical to raising attainment and closing the gap.

We would like to develop an adult literacy programme to support parents/carers to develop their literacy skills. This would help them to support their child. This would be a targeted intervention.

Impact of Proposed Interventions

- All learners will be equipped with required literacy and numeracy skills for future learning, life and work.
- A highly skilled and capable workforce will be developed and grown to improve outcomes for all learners and close the gap.
- There will be increased opportunities for leadership with recruitment of a variety of strategic roles, lead learning roles and operational roles.
- The community of Clackmannanshire will have a higher positive profile locally and nationally leading to increased pride and community involvement.

Literacy and Numeracy Rich Learning

Aims	Improvement area	Interventions	Impact
<p>To create literacy and numeracy rich learning through transformational learning and teaching for all children in Clackmannanshire, embedded within Curriculum for Excellence.</p>	<p>Relentlessly strive for learners to be functional readers by age 9.6 years and reading well by age 11.0 years.</p>	<p>Design a robust system of early intervention methodologies to identify those most at risk of experiencing difficulties in literacy later on.</p> <p>Deliver universal and targeted support approaches to the teaching of transferable reading strategies.</p> <p>Encourage and support teacher innovation to ensure engagement of boys in reading.</p> <p>Develop understanding of critical literacy using digital technologies.</p>	<p>All learners will be equipped with required literacy and numeracy skills for future learning, life and work.</p> <p>A highly skilled and capable workforce will be developed and grown to improve outcomes for all learners and close the gap.</p> <p>There will be increased opportunities for leadership with recruitment of a variety of strategic roles, lead learning roles and operational roles.</p> <p>The community of Clackmannanshire will have a higher positive profile locally and nationally leading to increased pride and community involvement.</p>
	<p>Equip all learners with the strong numeracy skills needed to achieve success in learning, life and work.</p> <p>Raise expectations of attainment in numeracy and mathematics from early through to third level.</p>	<p>Design a robust system of early intervention methodologies to identify those most at risk of experiencing difficulties in numeracy later on.</p> <p>Create an ambitious and progressive programme for learning and teaching in numeracy and mathematics embracing current pedagogies.</p> <p>Re-engage with BtC4 and create a progression of core skills aligned with DYW agenda.</p>	

Flourishing Communities

We know that the wellbeing of our children, families and communities is key to raising attainment. Clackmannanshire's Community Planning Partnership's vision is to work together with children, young people, families and communities to nurture, respect and be ambitious for their future. We want to build the capacity, skills and resilience of our children, young people, families and staff by strengthening universal services and developing targeted supports and interventions for those who are more disadvantaged, including our looked after population. We want all children and young people to have the best possible opportunities to develop good health and wellbeing for life and we know that central to this is engagement with parents, families, schools and the community.

Data and Analysis

A range of data across Clackmannanshire shows a continuing high level of need for universal and targeted support for health and wellbeing.

Twenty two percent of children have additional support needs, which demonstrates an increasing trend, consistently above the national average. The most common factors for requesting additional support are social, emotional and behavioural needs and language and communication needs.

Exclusion rates in Clackmannanshire primary schools continue to rise, as have the number of referrals for outreach services and requests for additional hours of support in mainstream primary through the Exceptional Resource Needs (ERN) Panel. There is an increased demand from schools for more regular consultations with the Educational Psychology Service, with the main focus being social, emotional and behavioural needs.

The number of looked after children has been dropping over the last three years but remains slightly above the national average. Clackmannanshire is recorded as having the highest rate of children on the child protection register in Scotland at 5.4 per 1000 children against a national average of 2.9.

Rationale for Proposed Interventions

To improve our children's health and wellbeing we propose the following:

- Develop universal and targeted approaches to improve children's wellbeing.
- Promote and extend engagement of parents/carers and the wider community through partnership working.
- Promote and celebrate Clackmannanshire as a nurturing, rich community.

Develop Universal and Targeted Approaches

We aim to develop a cross-service steering group, to support and monitor the work of a Health and Wellbeing Outreach Team. This model would promote opportunities for innovation, capacity building through collaborative working with Outreach Services, Educational Psychology Service, Youth Services and targeted mainstream primary schools.

The Wellbeing Outreach Team will help support the implementation of pilot projects, for example, the Neurosequential Model in Education (NME) which brings a neurodevelopment and trauma based approach to the classroom and Growth Mindsets, which creates a culture of positive thinking and learning in targeted schools. These approaches have a strong evidence base around improved attainment and health and wellbeing. Clackmannanshire would be one of the first authorities in Scotland to adopt the NME approach.

To meet the needs of our most vulnerable children who are either at risk of becoming looked after or are looked after within our authority, we aim to develop an Intervention Service based on previous evidence and experience. This Service would offer interventions such as Eye Movement Desensitisation and Reprocessing (EMDR) and Developmental Dyadic Psychotherapy (DDP), which address issues around attachment and trauma and loss for children and parent/carers.

Engagement with Parents and Community

We know that when there is increased parental engagement in their child's learning and in the positive management of their child's behaviour, a child's attainment improves (Bradshaw et al, 2012). We have evidence in Clackmannanshire that parents/carers participating in parenting programmes such as Incredible Years or Triple P has had a positive impact. For example, 98% of parents/carers said relationships with their children had improved.

We are finalising a Parent and Family Support Strategy, which is looking at developing a co-ordinated menu of services for parents/carers and families around parenting support, emotional wellbeing and accessing community play. As a result we want to extend our current supports and initiatives for parents/carers of primary aged children, which aims to build capacity in both school staff and parents/carers in providing a nurturing ethos for children.

We would aim to collaborate with Sport and Leisure to enhance current after school activities, physical activities and sport, to increase parental and child engagement within our community.

Promote and celebrate Clackmannanshire as a Nurturing, Rich Community

Sir Harry Burns, former Chief Medical Officer for Scotland, advocated the development of a nurturing atmosphere as a community to help improve the health of our citizens. We hope to build on this by developing nurturing school communities. This is based on sound research findings. A whole establishment approach to nurture provides a good foundation for more specific targeted or enhanced nurture experiences.

Clackmannanshire is developing a nurture strategy, which outlines a clear commitment to supporting the mental health, wellbeing, attainments and achievement for all children and young people. We intend to support our staff to develop nurturing educational establishments to benefit every child and young person and in particular to ensure the more vulnerable are nurtured in order to become resilient, successful learners and responsible citizens.

Impact of Proposed Interventions

- Children will be safe, healthy, achieving, nurtured, active, responsible, respected and included in their schools.
- Children and families who are more vulnerable will receive the targeted support they need.
- Our schools will be more inclusive.
- Parents will engage more with educational establishments and within their communities.
- All children in Clackmannanshire will attend a nurturing educational establishment.

Flourishing Communities

Aims	Improvement area	Interventions	Impact
<p>To embed strong nurturing ethos for all our children, families, schools and communities across Clackmannanshire.</p>	<p>Develop universal and targeted approaches to improve children's wellbeing.</p>	<p>Create cross service Steering Group to establish and monitor the work of a Wellbeing Outreach Team.</p> <p>Health and Wellbeing Outreach Team formed to improve children's resilience, self-esteem and emotional literacy by working intensely with schools and classrooms.</p> <p>1-1 trauma support available for primary age children affected by adverse childhood experiences, at risk of being looked after or who reside with foster or kinship carers.</p>	<p>Children will be safe, healthy, achieving, nurtured, active, responsible, respected and included in their schools.</p> <p>Children and families who are more vulnerable will receive the targeted support they need.</p> <p>Our schools will be more inclusive.</p> <p>Parents will engage more with educational establishments and within their communities.</p> <p>All children in Clackmannanshire will attend a nurturing educational establishment.</p>
	<p>Promote and extend engagement with parent/carers and the wider community through partnership working.</p>	<p>Extend Parenting and Family Support Strategy to incorporate primary years.</p> <p>Provide evidence based parenting programmes for parents/carers with primary age children.</p> <p>Enhance after school activities: physical activity, sport, play health and wellbeing.</p>	
	<p>Promote and celebrate Clackmannanshire as a nurturing rich community.</p>	<p>Developing Nurturing Schools and networks.</p> <p>Create and nurture a growth mindset culture within our schools.</p> <p>Develop a training strategy for restorative approaches.</p>	

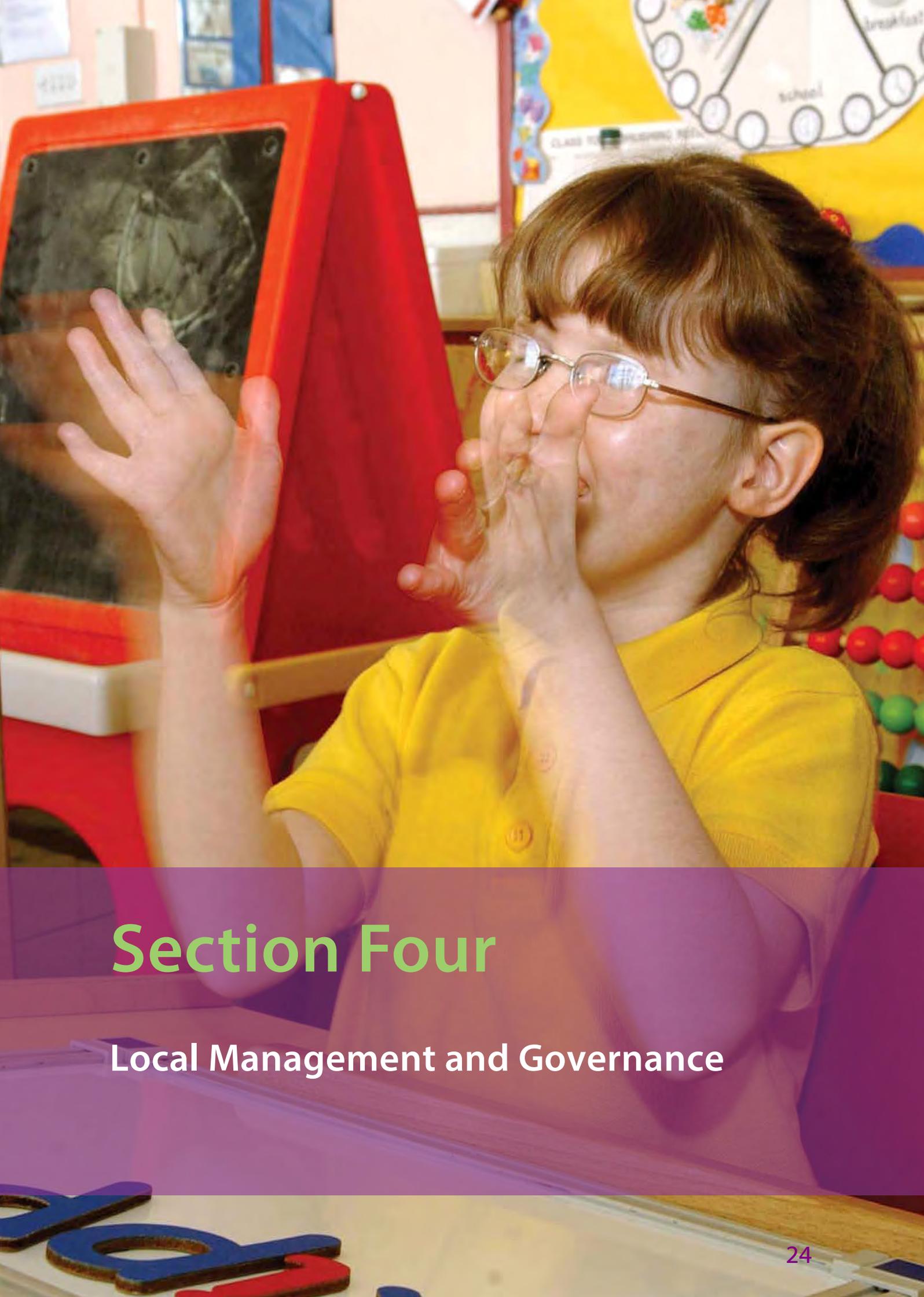


Section Three

Impact Measurement Plan

Section 3: Impact Measurement Plan

Measuring Impact	Data	Data Collection and Reporting
<ul style="list-style-type: none"> • Attainment in literacy and numeracy • Achieving Functional Reading Age • Achieving Reading Well Age 	<ul style="list-style-type: none"> • Standardised assessments • Baseline assessments • Assessments to measure reading age • Progression through BGE • Scottish Survey of Literacy & Numeracy • Positive destinations • Participation levels in activities such as reading challenges • Pupil attitudes <p>We intend to explore assessments to provide baselines and to measure reading age.</p>	<ul style="list-style-type: none"> • Collection, analysis and interrogation of standardised assessments at class, school and authority level. • Rigorous approach to monitoring and tracking reading age (functional & reading well). Early intervention for those at risk of not achieving later. • Monitoring and tracking progress through BGE. • Systematic approach to sampling learner progress and achievement. Assessment of learning, analysis of attainment, audit learning experiences/ attitudes. Start with a small number of schools - adapt, refine and roll out.
<ul style="list-style-type: none"> • Across health and wellbeing 	<ul style="list-style-type: none"> • Staged Intervention • Attendance - SEEMiS • Exclusion - SEEMiS • After-School Clubs • Adult Literacy Programme • Pre and post assessment of specific interventions 	<ul style="list-style-type: none"> • Monitoring and tracking of SI, attendance, exclusion data. Inform support from Health and Wellbeing Team. • After-School Clubs/ Adult Literacy - participation levels/ impact – feedback through surveys, questionnaires.
<ul style="list-style-type: none"> • Continuous school improvement 	<ul style="list-style-type: none"> • School Improvement Plans • School Standard and Quality Reports • School self-evaluation • Evaluations from Education Scotland Inspections and Care Inspectorate • Professional learning opportunities 	<ul style="list-style-type: none"> • Monitoring and tracking school self-evaluation; ES & CI evaluations and recommendations. • Staff participation in PL opportunities, accredited learning and leadership qualifications. • Staff attitudes, morale, team work.



Section Four

Local Management and Governance

Section 4: Local Management and Governance

A Leadership Team would be established to manage the work locally. This would include seconded staff, primary headteachers who are leading aspects of the Challenge, Educational Psychology, supported by officers from the School Improvement Team, Children, Young People and Families Team and Learning Communities and Performance Team. It would be our aim to involve a range of other staff in working groups, taking forward initiatives and leading professional learning.

The Leadership Team would report to our Raising Attainment Reporting Group. This group is accountable to the Children and Young People's Strategic Partnership Group and is responsible for the development and delivery of Stirling and Clackmannanshire's Raising Attainment Plan. The Raising Attainment Reporting Group would oversee the implementation of the Clackmannanshire Attainment Challenge.

The Leadership Team would report regularly to the Head of Education and to Clackmannanshire Education, Sport and Leisure Committee.



Sources and References

Sources and References

Sources

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