
Report to Scrutiny Committee

Date: 23 February 2012

Subject: Standards and Quality Report – Services to People - Education

Report by: Head of Education

1.0 Purpose

- 1.1. The purpose of this paper is to provide the Scrutiny Committee with a report on the performance of the Education Service.
- 1.2 This report has attached to it as an appendix a Standards and Quality Report for 2010/2011. The attached report summarises the work which was undertaken by Education and Community Services in 2010/2011 and the impact which that work has had on communities in Clackmannanshire. The report has a particular emphasis on the impact of this work on young people.

2.0 Recommendations

- 2.1. Members of the Scrutiny Committee are asked to note and comment on the content of the attached Standards and Quality Report.
- 2.2. The Standards and Quality Report outlines the progress made against the following key priorities:
 - Improve attainment in key measures as detailed in the Standards and Quality Report.
 - Increase the focus on positive destinations for all young people through the More Choices More Chances (MCMC) initiative.
 - Work in partnership with others to support the continued development of skills for learning, life and work and assist schools in developing effective vocational opportunities for all children and young people.
 - Further progress implementation of Curriculum for Excellence, including a particular focus on assessment and moderation.
 - Continue to support the professional development of teachers and educators, to ensure high quality provision.
 - Improve the services offered to support children and young people with additional support needs.

- Further enhance the quality and range of opportunities that enable children and young people to develop creativity and ambition and a sense of wellbeing.
- Continue to develop and improve the quality improvement processes used across the service.

3.0 Considerations

3.1. The report is attached as an appendix.

3.2. For the session 2011-12 key priorities for action include:

- Improve attainment in key measures.
- Make Further progress in implementing Getting it Right for Every Child
- Preparation of a three year priority plan to manage the development and implementation of improvement initiatives.
- A review of the quality assurance methods used to support and challenge schools and nurseries which recognises the roles of link officers and the Performance Team.
- Ongoing support and challenge for establishments' self-evaluation and quality assurance through implementation of revised procedures.
- Continued development of provision and support for children with Additional Support Needs.
- Continued support and development of provision for children and families in the early years.
- Improved attainment and achievement through the continued development of effective implementation of Curriculum for Excellence.
- A renewed focus on health and well being.
- Continued development of creativity.
- Continued support of and shared working with partners to ensure the needs of all children and especially the most vulnerable are met.
- Continued development of basic skills for learning work and life to ensure that all school leavers can arrive at positive destinations and contribute to Clackmannanshire's economy.

4.0 Sustainability Implications

4.1. The paper has no sustainability implications

5.0 Resource Implications

5.1. Financial Details.

5.2. There are no financial 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) **Our Priorities 2008 - 2011** (Please tick ☒)

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	√
Our communities are safer	<input type="checkbox"/>
Vulnerable people and families are supported	√
Substance misuse and its effects are reduced	<input type="checkbox"/>
Health is improving and health inequalities are reducing	√
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 in the context of a summary paper.

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

Standards and Quality Report 2010/2011

11.0 Background Papers



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

None

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Clackmannanshire Council
Education Service
Standards and Quality Report 2010 - 11

Introduction

This report evaluates the performance of the Council's Education Service during session 2010-11.

The work of the Service takes place within the framework of national objectives set by the Scottish Government as well as those set by the Council in order to contribute to the Corporate Priorities. The Education Service has an important role to play in relation to the Single Outcome Agreement, which the Council has established with the Scottish Government. The Service is committed to playing its full part in ensuring that the Council is seen as 'effective, efficient and recognised for excellence' as well as contributing to the Council's Corporate Priorities. The Local Outcomes detailed in the Single Outcome Agreement are:

- The Council has a positive image and attracts people and businesses
- Our communities are more cohesive and inclusive
- People are better skilled, trained and ready for employment
- Our communities are safer
- Vulnerable people and families are supported
- Substance misuse and its effects are reduced
- Health is improving and health inequalities are reducing
- The Council is effective, efficient and recognised for excellence

The key areas reported upon in this document, are drawn from Quality Management in Education' (QMIE). QMIE is the national self-evaluation tool for the quality improvement of education services. The Education Service works to continuously improve through effective self-evaluation which identifies both successes and areas for development.

The aims of the service are to provide quality services to children, young people and others in the community of Clackmannanshire through ensuring that they have access to high quality learning and teaching. The service aims to impact positively on learners' achievement and attainment through a focus on:

- promoting well-being
- personal and social development,
- employability and the progressive development as learners.
- raising achievement and reducing inequality
- promoting and delivering integrated education, care, health and support services of the highest quality.
- ensuring that services are accessible to all and promoting the rights and responsibilities of those who use them.

This was supported through:

- challenging and supporting educational establishments
- monitoring performance to ensure continuous improvement
- supporting establishments to understand local authority and national priority areas and setting targets in order for them to take forward improvement actions to the benefit of all learners.

This Standards and Quality Report highlights the impact of many successes and improvements realised in the Council's schools and early years settings from August 2010 - June 2011. It also identifies areas for inclusion in the next service improvement plan.

Specific priorities in academic year 2010 -11 were to continue to:

- support schools in the implementation of Curriculum for Excellence
- improve the quality of teaching through the use of co-operative learning and the development of teacher learning communities
- improve the attainment of all young people, with a particular focus on those most at risk of losing out
- work with Forth Valley College to extend young people's access to vocational courses and to build progression routes for pupils moving into college from school
- reduce the number of school leavers and young people between the ages of 16-19 who were not in a positive destination

Success in bringing about improvements in the quality of the service provided for children and young people is attributable to the hard work and effort of the children and young people themselves, their supportive carers and families, the staff teams in establishments and at the centre, and partners in a wide range of services within the Council and beyond.

Overall progress has been sustained; Her Majesty's Inspectorate of Education (HMIE) inspections provided positive external validation of progress made in embedding Curriculum for Excellence in schools and early years establishments. HMIE also provide external validation of establishments' self-evaluation procedures. A summary of inspection findings for academic session 2010 –11 can be found on page 4 of this report. The Social Care and Social Work Improvement Service (SCSWIS formerly the Care Commission) also evaluates the work of early years establishments.

A key aim of Curriculum for Excellence is to transform education in Scotland by providing a coherent, flexible and enriched curriculum from 3 to 18. The curriculum includes the totality of the experiences planned for children and young people through their education, wherever they are being educated. As a result, the entitlements for learners are threads which run through the report. Along with the seven principles of Curriculum of Excellence, they provide the framework for learning within the overarching aim of ensuring that all children and young people develop the attributes, knowledge and skills they will need to flourish in life, learning and work. These aims are also articulated in the four capacities: to enable each child or young person to be a successful learner; a confident individual; a responsible citizen and an effective contributor. The report is organised to reflect the continued development of coherent learning experiences from 3-18 to support the best possible outcomes for all learners.

Developing effective partnerships with children and young people, their families and their communities, as well as with other Council services was given specific attention in the belief that strong partnerships are necessary to ensure that the educational outcomes for learners are the best possible. Many partnerships contributed to the success in session 2010 -11 and will continue to be important in implementing the national initiative Getting it Right for Every Child (GIRFEC).

The report is organised around **seven** key questions:

- What key outcomes have we achieved?
- What is the impact on service users?
- What is the impact on parents and carers and families?
- What is the impact on staff?
- What is the impact on the community?
- How well are key processes delivered?
- What is the capacity for improvement?

Key Question 1: What key outcomes have we achieved?

The school population of just under 7000 pupils is served by three secondary, nineteen primary schools (twelve have nursery classes), two nursery schools and one special school.

Primary School attainment

Due to the introduction of Curriculum for Excellence, session 2009-2010 was the last school session in which 5-14 attainment data was collected from primary schools.

Revised assessment and reporting procedures are being developed taking account of national advice. New procedures are based on the establishment of moderation designed around the four levels associated with a 'broad, general education' which precedes the senior phase of secondary education. The principles of Curriculum for Excellence are founded on a philosophy of learning that is personalised and new national assessment and reporting arrangements currently under development, reflect this.

Improvement planning, in session 2011-12, will focus on the development of pupil profiles at P7 and S3 and on moderation of assessment at school, cluster and authority levels to ensure consistency of expectation and of standards.

Within the four new Curriculum for Excellence levels, and the senior phase which follows them, the path most learners take is expected to reflect the stages of maturation and the changing ways in which they engage with learning as they develop. Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. The framework is designed to be flexible in order to allow for careful planning for those with additional support needs. All schools developed and refined systems to track, monitor and support the progress of individual pupils through the levels in session 2010 - 11. This work will be further developed in 2011-12 as the implementation of Curriculum for Excellence continues.

Secondary School attainment

The measures used in the secondary sector refer to the Scottish Credit and Qualifications Framework (SCQF) as detailed below:

SCQF Level:

- 3 Standard Grade at Foundation Level/Access 3
- 4 Standard Grade at General Level/Intermediate 1
- 5 Standard Grade at Credit Level/Intermediate 2
- 6 Higher
- 7 Advanced Higher

School rolls in Clackmannanshire Council decreased by 1% in session 2010 –11 (combined S4-6 for 10 – 11 532 + 713). However, this compares favourably against a national decline of 5% over the same period.

Staying on rates in 2010 –11 were above the national pattern at 77%. This is the highest staying on rate in the last five years.

Attendance levels were 92% which compared favourably with comparator authorities and the national average of 91%

Free School Entitlement (FME) rose to 20% - its highest level for six years. This ranks Clackmannanshire in the highest 20% banding.

SQA attainment by the end of S4

Steady improvement was maintained with the percentage of pupils achieving five or more standard grades at level 5 (Standard Grade credit) improving by 4% on the 2009-10 figures. There was no discernible difference in performance between boys and girls at this level (31% & 32% respectively). The percentage improvement at level 4 (Standard Grade general) improved by 2% on the 2009-10 values as shown in the table below.

All Candidates

	Percentage				
	06/07	07/08	08/09	09/10	10/11
Eng Lev 3	93	94	95	95	95
Maths Lev 3	90	91	96	96	94
Eng & Maths Level 3	89	89	93	94	92
5+ Level 3	90	91	93	94	92
5+ Level 4	71	75	77	74	76
5+ Level 5	28	26	28	27	31

Pupils' achievements in English and Maths at level 3 are in line with the national pattern and with that of comparator authorities. The 2011 dip at this level is the first since 2004. There will be a continued focus on improving the attainment of the lowest performing 20% and a further challenge to raise, expectations of pupils' attainment at General and Credit levels.

SQA attainment by the end of S5

Results in session 2010-2011 have improved.

The following tables show percentages of pupils gaining awards at the stated levels by the end of S5.

	Percentage				
	06/07	07/08	08/09	09/10	10/11
1+ Level 6	33	33	33	39	39
3+ Level 6	16	16	16	18	20
5+ Level 6	7	4	7	7	8

At Level 6, gender differences in performance become marked with girls outperforming boys. This is especially so for those who achieved one pass at level 6 where the performance of girls this year (49%) well exceeded the national average (44%) and that of boys (30%). It is now planned to review the specific performance of girls against that of boys.

SQA attainment by the end of S6

The following tables show the percentages of pupils gaining awards at the stated levels by the end of S6.

There is little gender difference in these measures with the exception of one at Level 7 where boys out performed the girls.

SQA attainment by the end of S6

	Percentage				
	06/07	07/08	08/09	09/10	10/11
1+ Level 6	42	40	39	42	47
3+ Level 6	30	24	26	27	29
5+ Level 6	17	14	17	18	18
1+ Level 7	15	11	14	16	14
5 + level 5	42	42	43	46	51
Eng & Maths Level 3	87	91	90	90	94

Overall, attainment by the end of S6 has improved. Level 7, 2010/2011 dipped to the same level as 2008/2009. This will be reviewed as part of ongoing challenge and support dialogue with schools.

School leaver destinations

In 2005/06, 18.8% of school leavers were unemployed. By 2009/10, this had reduced to 12.1% which is below the Scottish figure of 12.6%. More recently, as a result of the recession, fewer young people are going into employment than in the past. Greater numbers of young people are enrolled on training programmes or entering higher or further education.

	Higher Ed	Further Ed	Training	Employment	Voluntary	Unemployment	
						Seeking	Not Seeking
2005/06	25.5	25.1	5.6	24.9	-	16.3	2.5
2006/07	27.7	19	7.9	31.1	0.7	11.5	1.7
2007/08	21.5	26.4	9.5	28.2	0.5	10.4	3.5
2008/09	31.4	25.4	11.4	17.1	0.4	9.9	4.2
2009/10	30.6	26.4	10.3	20.0	0.5	9.1	3.0
2010/11	26.7	28.2	9.3	20.3	0	12.1	3
Scotland 2010/11	35.8	27.1	5.6	19.3	0.5	9.6	1.2

An education programme was offered by the Council in collaboration with its partners to a group of young people leaving school. This was successful in supporting the young people into employment after their school leaving date.

Overview of key facts:

- In 2009/10, there were 571 (544 in 2008/09) school leavers in Clackmannanshire
- 87.8% of the 2009/10 school leavers were in positive destinations (higher education, further education, employment, voluntary work or training) which was a 2.1% improvement on the 2008/09 figures. This compares with the National figure which improved by 1.2% on the previous year.
- The proportion of young people entering further education and higher education rose very slightly (0.2%) to 57% in 2009/10. In Scotland the rate increased from 61.9% to 62.8% over the same period.
- The proportion of leavers entering employment increased to 20% in 2009/10 against the Scottish average rate of 18.5%.
- The proportion of school leavers who were unemployed and seeking employment or training was 9.1% in 2009/10 which is 2.2% lower than the national figure for the same period.

- The proportion who were unemployed and not seeking employment or training was 3% in 2009/10 compared with 4.2% in 2008/09. In Scotland the proportion was 1.3%

The overall strategy to improve employability in Clackmannanshire and the associated framework for action for this was published in May 2011. The priorities outline a focus on young people aged 14-24.

The following key areas have been identified as next steps:

- Provide support for young people to build on the current 16+ Learning Choices provision to ensure that all young people are able to compete in the labour market.
- Ensure a wide range of options are available for young people at all stages (i.e. still at school, 16-19 year olds MCMC, 18-24 year olds unemployed) including volunteering, work experience and training.
- Continue to co-ordinate the 'key worker' approach and draw up appropriate activity agreements for individuals.
- Continue to develop and support partnerships with schools to raise young people's awareness of world of work and overall aspirations.
- Continue to work with wider partners, families and the young people themselves to raise aspirations and further reduce the number of young people who are unemployed and not seeking employment.

HMIE Inspections

Data from HMIE inspections contribute to three of the national indicators within the Single Outcome Agreement, which are used to track progress towards achieving the national outcomes set out by the Scottish Government.

The three indicators are:

- increase the proportion of pre-school centres receiving positive reports
- increase the proportion of schools receiving positive reports
- increase the overall proportion of local authorities receiving positive child protection reports

The National Performance Framework defines a positive report as one in which the establishment receives 'satisfactory or better' in the following three core quality indicators:

- 1.1 Improvements in performance
- 2.1 Learners' Experiences
- 5.3 Meeting learning needs

The quality of what is observed within each quality indicator is judged against a six - point scale:

- Level 6 Excellent Outstanding or sector leading
- Level 5 Very good Major strengths
- Level 4 Good Important strengths with areas for improvement
- Level 3 Satisfactory Strengths just outweigh weaknesses
- Level 2 Weak Important weaknesses
- Level 1 Unsatisfactory Major weaknesses

The data shown below accounts for HMIE inspections which were carried out between March 2010 and June 2011. Three Primary Schools and one pre-school establishment were inspected. 75% of reports were deemed positive using the above definition .i.e. three of the four establishments achieved satisfactory or better in the three core quality indicators, as well as the additional two indicators of 'the curriculum' and 'improvement through self evaluation'. Prior to the inspection, clear action plans were put in place in one establishment to improve in areas where the service had identified weaknesses. Whilst the inspection confirmed the areas of weakness identified, it also validated the plans that were in place. The plans were reviewed and continued after the inspection.

Early Years Inspections

Quality Indicator	Indicator	6 Ex	5 VG	4 G	3 S	2 W	1 U
1.1	Improvements in performance				1		
2.1	Learners' Experiences			1			
5.3	Meeting learning needs				1		
5.1	The curriculum				1		
5.9	Improvement through self-evaluation			1			

Primary Inspections

Quality Indicator	Indicator	6 Ex	5 VG	4 G	3 S	2 W	1 U
1.1	Improvements in performance	1	1			1	
2.1	Learners' Experiences	1	1		1		
5.3	Meeting learning needs		2		1		
5.1	The curriculum		2		1		
5.9	Improvement through self-evaluation		2			1	

There was also a number of very positive Care Commission inspections of early years establishments. The overall evaluations achieved in these were as follows:

Quality Indicator	Indicator	Ex	VG	G	A	W	U
1.1	Assessing and improving	1	3				
1.2	Support to achieve	1					
1.3	Health and wellbeing		1				
1.4	Meetings needs		2				
4.1	Improving quality of management and leadership through assessment	1					
4.3	Leadership values	1					

- Secondary school HMIE inspections were suspended between August and December 2010 to allow HMIE colleagues to work in partnership with all local authorities to support their development of aspects of Curriculum for Excellence. There were no inspections of the Council's secondary schools in session 2010 –11.

The Education Service challenged and supported the performance of schools by:

- ensuring self-evaluation processes were moderated through audit visits
- sharing areas of good practice across schools
- developing staff skills through high quality professional development opportunities including activities planned jointly with other authorities

The next steps:

- support the development of tracking monitoring and reporting on progress and individual achievements
- review the strategies in place to improve the attainment of higher attaining pupils
- continue to update advice and support to embed Curriculum for Excellence
- strengthen the role of the Link officer to schools and establishments.

Next steps:

- to continue to improve performance for the lowest performing pupils
- analyse, in greater depth, the performance of the more able
- to challenge and support schools to provide consistently high quality experiences for all pupils
- to manage resources efficiently
- to build partnerships with parents and stakeholders in the wider community
- to provide access to a wide range of development opportunities to ensure a highly skilled staffing complement.

Key Question 2: What is the impact on service users?

Implementation of Curriculum for Excellence

Guidance was provided to establishments to support a consistent approach to the implementation of Curriculum for Excellence. This included a two year action plan. The plan was based on national guidance which includes a list of seven entitlements for all learners. Progress towards implementing these entitlements is evaluated below. Staff in all educational establishments organised learning around experiences and outcomes and developed assessment procedures. More active approaches to curriculum delivery were developed. Staff also worked across establishments to discuss, share and develop their understanding of the standards and expectations for children and young people's learning. Schools reported progress to parents of their implementation of Curriculum for Excellence.

Entitlement 1 – Every child is entitled to experience a curriculum which is coherent from 3-18

Cluster working is well established to ensure smooth transitions. Teacher learning communities are now established supporting reflection and dialogue focussed on learning and teaching. All school improvement plans focus on Curriculum for Excellence experiences and outcomes to help plan and deliver the curriculum and assess pupils' learning. A good range of Continuous Professional Development opportunities was provided to support the work.

Next steps:

- to develop innovative and effective approaches to learning
- to further develop coherent learning experiences 3-18
- to ensure a smooth transition from a broad general education to the senior phase.

Entitlement 2 - Every child and young person is entitled to experience a broad general education up to the end of S3

The authority assessment policy was reviewed and updated in consultation with all schools. Schools have made use of national assessment materials and indeed some schools have contributed to this resource.

Next steps:

- to develop confidence in the use of experiences and outcomes, beyond literacy and numeracy, and specifically within health and well being
- to develop pupil profiles at P7 and S3
- to further develop approaches to recording and reporting progress

Entitlement 3 - Every child is entitled to experience a senior phase where he/she can develop the four capacities and obtain qualifications

There were regular meetings for schools' coordinators of national qualifications to discuss the proposed new qualifications. There are strong college partnerships and a senior phase strategic group was convened to explore flexible, innovative ways of delivering the senior phase in partnership with the college. The Local Employability Partnership (LEP) was established and a 16+ Learning Choices strategy produced. Accreditation of courses not contained within the national framework is being progressed.

Next steps:

- to strengthen approaches to learning activity agreements
- to use national hub data to support young people with learning offers
- to use the risk matrix (within the management information system) to improve the identification and monitoring of support provided for young people
- to support secondary staff in taking forward the new qualification framework

Entitlement 4 - All young people are entitled to develop skills for learning, life and work with a focus on numeracy, literacy and health and well being

A wide range of well-targeted and focussed initiatives to support health and well-being were developed. In addition, aspects of our work in progressing literacy and numeracy have been included in national case study materials. A partnership agreement with the University of the West of Scotland provided support to schools in moderation of the assessment of literacy and numeracy standards. Work experience programmes were in place for pupils in S4-6. A business breakfast was held to help employers and young people meet to promote partnership and ongoing dialogue.

Next steps:

- to develop approaches in moderation of the assessment of literacy and numeracy skills
- to support the work of clusters to ensure consistency in the quality of pupils' experiences

Entitlement 5 – Every child is entitled to personal support and challenge to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide.

Transitions are well managed, targeted and focussed for pupils who require additional support. Surveys of young people's views have been undertaken. The Clackmannanshire Language Improvement Programme (CLIP) was introduced to develop young children's language skills was carried out to provide effective early intervention for vulnerable children. The Education Service has worked with establishments to provide information sessions for parents on Curriculum for Excellence. A parental involvement strategy was developed in consultation with parents. There are strong and positive links with partners such as Forth Valley College and NHS Forth Valley.

Next steps:

- develop the use of GLOW (the Scottish schools intranet) to support the implementation of Curriculum for Excellence
- roll out CLIP to other schools as a sustainable model
- continue to develop partnership working
- refine the management information system to ensure efficient data collection on pupils' progress and achievements

Entitlement 6 - Every young person is entitled to support in moving to a positive and sustained destination (post 16)

The college partnership is well established and is effective. Planning for some pupils includes a package of work experience, college attendance and school-based activity in programmes tailored to meet individuals' needs. The 16+ strategy was developed and has begun to be implemented. The successful Alternative College Education programme (ACE) has been extended to two secondary schools.

Next steps:

- ensure that the senior phase in all secondary schools offers as diverse a range of provision as possible and flexible pathways through SCQF levels
- use the national hub data to facilitate the secure sharing of data in partnership with Skills Development Scotland and the third sector to support young people
- continue to identify and support young people with Additional Support Needs at key points of transition

Entitlement 7 – Processes are in place to support delivery across entitlements

An action plan for Curriculum for Excellence is in place and is regularly evaluated and updated. School reviews contributed to school improvement planning. All staff and pupils have GLOW accounts. High quality development opportunities were provided for all staff including probationers. Innovative use of technology such as blogging and the use of netbooks has been piloted.

Next steps:

- continue to provide high quality CPD
- extend the use of GLOW and ICT to enhance learning
- further develop a framework for moderation of the assessment of literacy and numeracy skills

Determined to Succeed (Enterprise in Education)

An enterprising approach to teaching and learning is a key component of Curriculum for Excellence.

Enterprise in Education is an integral part of the Council's Effective Learning and Teaching policy. In excess of 400 business partnerships now exist with schools.

Enterprising learning and teaching featured as part of the structured programme of induction for newly qualified teachers to enable these techniques to be embedded in practice.

Co-operative Learning

Teaching staff continue to undertake training in cooperative learning. The positive impact of co-operative learning strategies on learning and teaching was evidenced in classrooms in audits of primary, secondary and special schools, carried out by the QIO team. Pupils reported a strong preference for this type of teaching and these views were reflected positively in HMIE reports.

Vocational Education

The total number of learners completing 'Skills for Work' qualifications and other qualifications e.g. ASDAN, City & Guilds, National Progression Awards, continued to rise. Pupils in S3 and S4 were able to attend Forth Valley College for two afternoons per week. The range of courses included City & Guilds or Skills for Work qualifications. The courses included Construction Crafts, Early Education and Childcare, Hairdressing, Vehicle Maintenance and Repair, Certificate in Salon Services, and Emergency and Uniformed Services.

The majority of pupils in S4 took part in a work placement. This builds life skills and enhances future chances for young people.

16+ Learning Choices

The 16+ Learning Choices strategy was fully implemented in December 2010. The purpose of the strategy is to enable partners to facilitate, support and co-ordinate the provision of employability services in Clackmannanshire.

Part of the strategy involves a process of 'hub' meetings. These were introduced in each secondary school to identify school leavers and to determine the level of support required by each young person. Meetings involved a number of parties and, in particular, pupil support staff and Skills Development Scotland advisors. The 16+ partnership is responsible for the analysis of data and reports to the Local Employability Partnership. Further options for young people will emerge through the on-going implementation of Activity Agreements and through greater employer engagement. A co-ordinated approach to allocating 'key worker' support to vulnerable young people and care leavers was established. Key workers are drawn from a range of relevant agencies.

The Education Service is performing well against a range of employability indicators, including the numbers of benefit claimants, the proportion of 16-19 year olds involved in More Chances More Choices and the proportion of 18-24 year olds unemployed when compared nationally and within the Forth Valley area.

The Education Service will continue to work in partnership with other services of the Council and with partners outwith the Council to try to ensure that the effect of the recession on employability indicators is limited.

The Community Learning and Development Service was restructured as part of the Council reorganisation in 2010. Youth learning became part of Education Services and has a clear remit to priorities vulnerable children and young people. Youth team staff now work closely with colleagues in Education and other services to ensure a collaborative approach is taken to working with groups and individuals. Looked after and accommodated children and young people were specifically targeted for support.

Approximately fifty young people from the three secondary schools and the secondary school support service had the opportunity to participate in a series of motivational workshops where they were given the opportunity to run their own restaurant, plan and design a new town and negotiate a 'shark infested river'.

The ACE (Alternative College Education) programme

One of our secondary schools continued to run an award-winning programme to support young people's transition from school to college. The programme targeted groups of young people. With the help and encouragement of a support worker they linked with Forth Valley College and began to achieve qualifications. The success of this College programme continued, with young people achieving positive results some with 99.5% attendance and others gaining awards for endeavour. All moved on into positive destinations. As a result, the scheme is being extended in session 2011 - 12 to include pupils from another secondary school.

Pupil Councils

All schools used a range of ways to consult with and listen to the views of children and young people. This included having a Pupil Council or similar body representing the voice of children and young people. The Pupil Councils continue to provide experience for children and young people in developing skills in communication, consultation, negotiation, and project planning. Some Pupil Councils combined their school's 'eco-committees' and 'Rights Respecting School' groups into one group.

Pupil Councils were consulted during the year on a range of topics including school improvement plans, active learning, learning logs, uniform, school clubs, school rules, support to charities and outdoor play arrangements. The Pupil Councils, or similar bodies, also brought forward issues raised by children and young people, either individually or through class representation. In session 2010 - 11, these included playground improvements, supporting charities, suggestions for visits and meal choices.

Health and Wellbeing

Schools continued to promote positive approaches to health and wellbeing, embedding the principles and practices within the experiences and outcomes of Curriculum for Excellence. All educational establishments were awarded 'Health Promotion' status and participated in the updated accreditation processes contained in "Promoting Health and Wellbeing, Positive Approaches to Health and Wellbeing: Forth Valley Accreditation Scheme".

Two of our schools were the first in the Forth Valley area to successfully pilot the new process and were invited to be champions to support schools across the area to develop their practice, policies and structures. The Forth Valley Health Promotion communication on the accreditation process said:

"The practice seen (in Fishcross and CSSS) in relation to health and wellbeing was outstanding. The establishments used imaginative and innovative ways to meet the needs of pupils and families. The professional dialogue between the services and partners worked extremely well and a strong commitment from all staff was evident. The accrediting team spoke to staff at all levels and in a variety of roles, pupils, parents and a range of partners and the depth of evidence came through strongly from all."

The implementation of the Schools Health Promotion and Nutrition (Scotland) Act 2007 saw a rise in the numbers of young people taking breakfasts and lunch and all schools actively encouraged young people to make healthy choices around food.

"The breakfast club provides valuable support to the children who attend to help them to be ready to learn"

A Scottish Government funded initiative, 'No Knives Better Lives' (KNBL), was developed to support and inform young people about risks, life choices, violence and conflict in contemporary society was launched across Clackmannanshire schools. The programme consists of a series of interactive presentations and workshops from partners and agencies to inform and engage young people. It also provides a platform for planning and delivery of key features of Curriculum for Excellence.

CPD opportunities and training for all educational establishments was provided to assist schools with the changes in the content and accreditation process.

'Max in the Middle', an experiential, healthy weight intervention initiative for primary school age children, provided opportunities for schools to develop a wide range of cross-curricular approaches to support the healthy weight agenda. It was developed by partners at NHS Forth Valley and the whole class approach is designed to address healthy living issues at primary 6/7 level in a way that is consistent with the requirements of Curriculum for Excellence.

'Health Spots' are now established in two of our secondary schools. The 'Health Spots' provide confidential and informal health information services for young people at lunch time on a weekly drop-in basis. It is guided by a partnership steering group including representatives of the school, the Education Service, NHS Forth Valley and Youth Services.

Next steps:

- publish and launch materials for schools developed through the alcohol and drugs partnership
- support the implementation of the asset based approach to health and well-being in Alloa South and East
- support the reduction of teenage pregnancies

ICT Provision

All young people have access to a wide range of activities which engage them in the use of ICT for research, presentation and other purposes. Inspection and other audits indicate increasingly effective and innovative use of ICT in support of pupils' learning. An example of this is a pilot programme where all pupils in primary 7 were given an Intel Classmate netbook to use in class and at home to enhance their learning in different areas of the curriculum as part of a year long pilot project. The project, designed to investigate the impact of one-to-one learning, was a joint venture between the Council and external partners. This is lacking an evaluative statement. - check with Helen Munro/Alan M

All staff and pupils now have active Glow accounts. This has been supported by a range of CPD opportunities.

Next steps:

- to support and encourage the innovative use of technology in all establishments
- to maximise GLOW to support learning and teaching

Provision for Children and Young People with Additional Support Needs**Autistic Spectrum Disorder (ASD)**

Education staff continue to support the needs of children and young people with ASD. Specific support was provided to identified primary schools to enhance learning environments to meet the needs of children with ASD.

Support for pupils

The annual audit of staged intervention was carried out to ensure a fair and equitable allocation of resources. The authority wide resource moderation group oversaw the additional resource allocation for pupils deemed to be in need of further support.

The inclusion team was re structured to provide a better targeted and more efficient service for pupils with additional needs.

Educational Psychological Service

The staffing complement in session 2010 -11 was 5.2 full time equivalent (fte). The service profile has changed considerably over the past 4 years with a change of both the Principal Psychologist and Senior Educational Psychologist. A number of newly qualified staff have replaced several very experienced staff in the service. The Service has developed a number of key areas in 2010-11 whilst continuing to ensure quality delivery of its five core functions.

Core Purpose

The core purpose of the service is to improve the quality of life of the people of Clackmannanshire, particularly children and young people, through the delivery of Psychological Services of the highest quality. It aims to achieve this in partnership with children and young people, parents, and the range of other agencies who work with and for children. The Service does this through delivery of its five core functions:

- assessment
- consultation
- intervention
- training
- research

Key areas for development:

- collaborative working
- services for Looked After Children
- the development of services to support the implementation of Getting It Right For Every Child, the Revised Additional Support for Learning Act 2009, the Mental Wellbeing Agenda, the Early Years Framework and Curriculum for Excellence.

The Psychological Service was successful in gaining funding for a period of 18 months to deliver its highly regarded "Interventions for Recovery" services to:

- those affected by loss, trauma and abuse
- support to parents of vulnerable children

The most recent inspection report of the Educational Psychology Service confirmed that the service was performing very well in the delivery of all key functions. The Service was reported to be 'flexible and responsive to local needs' and 'very highly regarded'. Impact on learners, parents, carers and families, staff, and the wider community were all very good whilst the impact on the local community was evaluated as excellent. Checking report.

The 5 Core Functions of the service

Consultation

All psychological service staff regularly attended Staged Intervention meetings in schools and were involved in consultation regarding individual pupils. Staff were also available to provide consultation to staff and parents as requested. Capacity in staff ability and staff confidence to manage the wide range of pupils' support needs have increased through ongoing engagement with colleagues in psychological services.

Intervention

All staff were involved in direct work with young people and their families who were identified as in need of therapeutic intervention. This work was recently evaluated by HMIE as 'very good' and continued to be very well regarded in the community.

Assessment

Psychologists contributed to assessments and planning for a large number of pupils with ASN. This meant that planning to meet individual's needs was very well targeted and had a positive impact on pupils' experiences.

Training

Psychological Service staff established a twilight training programme, and delivered a range of topics related to ASN, including Dyslexia, ASD, ADHD, Attachment, Loss and Trauma. The programme was well received and appropriately matched to staff needs.

Research

Psychologists undertook action research which will inform future developments in schools.

Key CPD development:

The Psychological Service staff received training in: Dynamic Assessment, Working with children with developmental attachment difficulties, Dyslexia, The Friends Programme, Cognitive Behaviour Therapy, EMDR, Narrative Therapy. This ensured that the breadth and depth of expertise of individuals was up to date.

Service evaluations, annual audit and focus groups continued to inform service improvement plans.

Next steps:

- maintain and develop a wide range of expertise
- contribute to the implementation of Curriculum for Excellence

Expressive Arts Team – Primary:

The Expressive Arts Team supported primary schools, providing a wide range of Music, Art & Design and Drama opportunities.

Programmes of work for each year group were designed to ensure that all children had a minimum of one hour of music and one hour of art and design or drama provision every fortnight.

In music, all children enjoyed a wide range of experiences and outcomes including: learning to play musical instruments; using musical instruments; using the voice; music theory; listening/appreciation and using technology.

In art and design, all children experienced a wide range of learning opportunities including drawing, painting, technology and digital media, 3D, print making, design and appreciation.

In Drama, experiences and outcomes included: drama games/exercises; movement in character; mime; creation; using props and costumes; performance; observation and use of language.

The Expressive Arts Team benefited from an additional post which was funded by the national 'Youth Music Initiative'. This provided the flexibility for enhanced opportunities within core school time and out of school hours.

Instrumental Music Tuition:

The scheme for instrumental tuition is open to pupils from P1 - S6 and allows as many pupils as possible the opportunity to learn to play a musical instrument. Opportunities within the scheme were available in the following instrumental families: Brass; Woodwind; Upper and Lower Strings; Voice; Drum Kit; Guitar and Bagpipe.

In addition to the Instrumental Tuition Scheme, all pupils in primary schools received class music tuition from the Expressive Arts Music specialists. This ensured that all children have parity of access to a range of musical experiences within core curriculum time.

Class tuition for violin at P3 and brass at P5/P6 was piloted.

In March 2011, all pupils at P5 and P6 participated in cluster singing events, funded from the Youth Music Initiative, culminating in a series of public concerts.

Hillfoots Music for Youth (HMFY)/The Academy Singers

Currently over 150 people participate each week in this opportunity. Ensembles for 2010/11 included Training String ensemble; Senior String ensemble; Scottish Fiddle Orchestra; Training Band, Concert Band and Jam Band. The Concert Band and Training Bands represented Clackmannanshire Council by performing at the international Tapestry conference.

The Academy Singers draws its members from all our secondary schools. The Academy Singers were regular performers at HMFY concerts and gave performances in schools and at other events.

HMFY and The Academy Singers staged three major concerts and performed regularly at events in the community.

Sports' Development:

A wide range of activity was undertaken by the team in session 2010 –11 including:

Swimming

A ten week primary school swimming programme took place during curricular time for pupils primary 4 and primary 5 classes. The aims of the programme are to ensure pupils can: swim without arm bands; improve their swimming skills; and where possible, encourage young people to join the local swimming club and use swimming as part of their active lives. Additional funding was secured to employ an extra swimming coach to assist the primary schools' swimming programme from August 2010 to June 2011. This was very effective in improving swimming skills and resulted in 90% of young people swimming without arm bands.

Physical Education

In primary schools, class teachers were offered a programme of CPD and mentoring to build their confidence to deliver a minimum of 30 minutes of PE each week to complement the existing primary PE programme. Class teachers and primary PE teachers worked well together to meet the targets. 50% of primary schools achieved a minimum of 120 minutes with 100% delivering 90 minutes. It was more challenging for secondary schools to meet the 120-minute target. However, most pupils received 110 minutes of core PE. Plans are in place for all primary pupils to receive 120 minutes of PE from the start of session 2011 –12.

Active Schools:

Active Schools team continue to deliver a programme of over 180 after school and lunch time clubs each term and develop leadership courses. Top Activity resources were used to target young people who traditionally do not participate in physical activity.

Clackmannanshire Primary Schools Sports Association:

Participation figures continued to increase for all festivals and competitions. There was also an encouraging increase in the number of participants in the Secondary School Sports Competitions and other secondary sports events.

Next Steps:

- ensure 100% of all primary school classes receive a minimum of 2 hours PE per pupil per week.
- devise a method of tracking and recording the number of pupils in each school who participate in after school sport programmes and progress to community clubs.
- increase the leadership training opportunities for young people in secondary schools and link with the training offered by the Council's Youth Team.
- take advantage of the profile afforded by the London Olympics 2012 and the Olympic Torch Relay which will pass through.

Key Question 3: What is impact on parents, carers and families?**Parent Councils**

Parent Councils continued to play an important part in supporting schools and in promoting parental involvement in children's learning. Regular briefing meetings provided a termly forum for discussions between Parent Council members and the Education Service.

The Council welcomed the involvement of Parent Council members in the recruitment and selection of senior promoted posts (Headteacher / Depute Headteacher) for a number of primary and secondary schools. Feedback from Parent Councils who were involved indicated that they valued this involvement and were impressed by the time and effort invested in the process to select the best possible leader for the school.

Individually, Parent Councils worked closely with schools to extend parents' understanding of current opportunities for children and young people and to increase their involvement in learning. Many Parent Councils invited the Curriculum for Excellence Development Officer to attend information evenings or to run a workshop with pupils demonstrating some of the principles behind the new curriculum approaches. Almost all Parent Councils welcomed input to meetings from Positive Coaching Scotland. Some Sports Development staff made presentations to Parent Councils on their schools' transition programme for P7-S1. The Health and Well-Being Education Support Officer visited primary Parent Councils to talk about topics such as food and nutrition, sex and relationship education.

Parent Councils have also been involved in the following activities:

- organising a Careers Evening
- reviewing school behaviour policies
- organising Family Suppers
- helping the Pupil Councils and eco-committees to submit funding bids
- maintaining parents' comments boxes
- actively fund raising
- helping with gardening, the healthy tuck shop, the library and developing the outdoor environment
- organising book clubs
- developing school websites

Key Question 4: What is the impact on Staff?

Teacher Learning Communities

Following training delivered in conjunction with the Tapestry Partnership, Teacher Learning Communities (TLC) were established. Teachers developed their assessment approaches. All schools attended a masterclass delivered by a world - leading educationalist. This approach ensures that teachers give children and young people clear guidance about what they are learning and how they will know that they are learning it.

Leaders of these groups met six times in the year with the Tapestry Partnership where issues were discussed and agendas set for future meetings of Teacher Learning Communities. Feedback from the launch and the subsequent meetings about the impact of TLC on learning is extremely positive.

Cluster Initiatives

Clusters worked together successfully to improve transitions from primary to secondary schools.

Staff from Alloa Academy cluster developed a consistent approach to the teaching literacy. The Lornshill Academy cluster used the EthCo project as a transition tool. Through EthCo pupils understood the impact that choices made by individuals within businesses, organisations, families and communities can make on poverty in other countries. The successful project was started in primary schools and was completed when the pupils transferred to secondary school.

The Alva Academy cluster continued to develop a range of transition activities in conjunction with other aspects of the service. A programme to support able writers and to allow them to learn with pupils in other schools in the cluster was provided. Staff in Alva Academy produced an on-line video to illustrate to parents changes brought in through the implementation of Curriculum for Excellence and how their child was progressing within it. The success of this project was recognised nationally.

Continuing Professional Development (CPD)

In addition to the annual CPD programme provided for fully registered staff, the Council provided the annual quality induction programme for probationer teachers. Evaluations from the training were very positive and, each session, account is taken of feedback from participants in order to refine the input to their professional development. Evidence of the high quality of the training provided was submitted as part of the national review of teacher education.

The Council continues to play an active part in the Central Scotland Partnership, which includes Falkirk, West Lothian, Stirling and Perth and Kinross Councils. The partnership provided a quality management and leadership programme for all staff.

Three members of promoted teaching staff gained the Scottish Qualification for Headship through the Council's partnership with the University of Strathclyde.

Training to meet Additional Support Needs

Down's Syndrome Training

Specialised training was made available to all staff in nurseries and schools. This training received positive feedback and evaluation.

Probationer training

The training programme on ASN was reviewed, restructured and provided for all probationers to ensure they were well informed and confident in supporting children.

Autistic Spectrum Disorders training

Training was arranged for keyworkers who support children in schools.

Key Question 5: What is the impact on the community?

Grounds for Learning

This innovative programme provided teachers with the necessary skills and confidence to maximise school outdoor spaces as a context and resource for effective learning. The programme funded opportunities for 36 teachers to participate. Outdoor learning was a key feature of a recent primary school inspection where the use of the immediate outdoor environment to provide stimulating learning experiences was recognised in the report.

Eco schools

Schools continued to participate widely in the Eco Schools Programme. This helped children to continue to develop their awareness of environmental and sustainable development issues through participation in a variety of learning activities linked to Curriculum for Excellence. By the end of session 2010 -11, 78% of all establishments had achieved at least their first 'green flag' status with 59% of these achieving further green flag awards.

Business Partnerships

Partnerships with local businesses enhanced children's experiences and linked learning to the real world. A very successful Business Breakfast was held in June 2011 to promote the importance of such partnerships. Employer feedback from the event was very positive about the quality of the pupils' presentations.

The Business partnership between Strathdevon Primary School and Dollarbeg Farm won the Enterprise and Employability across Learning (Primary and Early Years) category at the prestigious Scottish Education Awards in June 2011.

Successful Business Partnerships included:

- Forth Valley College: Skills for Work courses, courses for Christmas leavers and an Alternative Curriculum course for a group of disengaged S4 pupils
- Falkirk Council: Work Experience placements
- Falkirk FC: Kickstart programme
- Alloa Athletic and Football Club in partnership with Clackmannanshire Council: Alloa Athletic Healthy Living Initiative pilot programme. Eight schools participated in a pilot programme which linked learning about nutrition and exercise.
- Forth Fisheries Trust: 'Fish in a Classroom' Project – the study of the life history of the brown/sea trout. Children are hatched trout eggs to young fish in their own classroom hatchery before they released the fish into a local burn two months later. This helped pupils develop skills in science and gain a positive attitude towards social issues and the environment.
- Individual school partnerships have included uniformed services, Royal Highland Education Trust, Aberdona Gallery, Clackmannanshire Voluntary Service, local farmers and garden centres, national and local charitable organisations, the countryside rangers service, Ochil Housing, Heritage Centre, Alloa Tower and Stirling Management Centre.

Rights Respecting Schools Award (RRSA)

The RRSA promotes Global Citizenship as part of Curriculum for Excellence, allowing pupils to play an active role in the increasingly interdependent and globalised world. Several primaries are working towards this well regarded award. One of our primary schools has achieved Level 1 status.

Key Question 6: What is the capacity for improvement?

A major change in the way the education service is delivered has begun to be implemented. It is expected that the new model of shared service delivery with colleagues in Stirling will bring about improved outcomes for children and young people in both authorities through increasing the capacity of both authorities and sharing the range and depth of expertise that exists in each authority.

A strong ethos and practice of inclusion is evident across the authority at all levels. Through training, staff were made clear about strategies and about their own responsibilities and guidance exists to support and continue to build overall staff capacity, confidence and expertise in a range of specialised areas. Effective services are provided for vulnerable learners and include arrangements for early intervention and support.

In response to the Council's initiative on Excellence in Customer Service the Education Service reviewed and improved procedures for handling parental complaints. As part of this, all complaints were collated at the end of the year and shared with schools. There were no unresolved complaints about schools at the end of session 2010 -11.

As a further part of striving towards Excellence in Customer Service, the Education Service conducted a review of the service with all stakeholders and from this identified strengths, next steps and areas for improvement. Most of these centred round a clarification of the role of the Education Service and the communication of a shared vision. As a result, a leaflet was produced for distribution to all stakeholders. This was well received and summarised the aims, key functions and commitment to quality of the Education Service.

All secondary schools received a school review visit with a focus on transitions, learners' experiences, the curriculum and the fulfilment of statutory duties. Follow-up visits were arranged to discuss findings ensure improvement where this was required. Opportunities were provided, for schools to share areas of good practice across the Council.

Five primary schools received a school review visit with a focus on Curriculum for Excellence, learners' experiences and Improvement through self-evaluation. Aspects of Assessment for Learning are widely used although there is scope to embed this further. In all schools, children and young people have opportunities to participate in a wide range of extra-curricular activities and schools are very effective in recognising and celebrating the achievements of their pupils. Schools are seeking to use technology to recognise these achievements and to involve young people in recording them throughout their time in education.

Equality & Fairness

The Education Service and schools are strongly committed to eliminating discrimination and to promoting equality. This is reflected in the ethos, the relationships and the learning that takes place in all establishments.

During 2010-2011, schools gathered, analysed and submitted data on pupil attendance, attainment, participation and exclusion in terms of evidence of impact in relation to disability, ethnic background and gender. Data is gathered also on incidents of prejudice based bullying including racial incidents. Each school included this analysis within their annual Standards and Quality Report.

Promoting equality

Promoting equality and fairness is a fundamental part of developing and delivering the experiences and outcomes for Health and Wellbeing. Establishments reported on a range of relevant actions. Many cited the widening involvement of children and young people in aspects of school life through, for example, the pupil council, eco-committee, house system, buddying and wider learning groups. All provided opportunities to develop and extend personal responsibility and to enhance an ethos characterised by equality and fairness.

Sports Development set up a girls' running club at Alloa Academy as part of its *Fit for Girls* programme. This programme aimed to change attitudes to girls' participation in physical activity, increase the range of activities and increase participation for health.

The Education Service secured funding from Learning Teaching Scotland to promote Global Citizenship. This supported eleven primary schools in pursuing UNICEF's Rights Respecting School Award (RRSA). Children from Fishcross Primary School made a presentation about their RRSA work at the headteachers' meeting in February 2011.

Key Priorities for 2011-12

- Improve attainment and achievement
- Continue to progress the implementation of Curriculum for Excellence in line with the national implementation programme
- Increase capacity of staff at the centre and in schools to make use of self-evaluation to improve the service
- Strengthen the role of link officers and review quality assurance approaches
- Continue to provide opportunities for young people to develop basic skills for learning, work and life to ensure all school leavers move to positive destinations

