



**Clackmannanshire  
Council**

[www.clacksweb.org.uk](http://www.clacksweb.org.uk)

**Greenfield, Alloa, Scotland, FK10 2AD (Tel.01259-450000)**

## **Education, Sport and Leisure Committee**

**Thursday 22 November 2012 at 10.00 am**

**Venue: Council Chamber, Greenfield, Alloa, FK10 2AD**

Date	Time
------	------

# EDUCATION, SPORT AND LEISURE COMMITTEE

---

To determine policies for the promotion of education, sport and leisure in Clackmannanshire within the strategic policy framework approved by the Council in relation to the following:

- early years education
- primary education
- secondary education
- additional support needs
- adult education
- community learning
- sports development and provision
- leisure development and provision

With the exception of those matters reserved to Council or delegated to a Committee or an officer, advising the Council on education matters and discharging functions of the Council in relation to education matters

In consultation with the Housing, Health & Care Committee, the promotion of children's health and welfare (including the preparation, publication and review of a plan for the provision of services for children in Clackmannanshire);

To set standards for service delivery.

To secure best value in the provision of services.

To consider valid petitions submitted which relate to the areas covered by the Committee

To monitor performance in the delivery of services including consideration of:

- quarterly service performance reports
- inspection or other similar reports
- financial performance
- reports on the development and implementation of shared services

To keep under review the impact of the Committee's policies on Clackmannanshire

To hear representations on petitions which have been accepted by the Director of Finance and Corporate Services as valid in accordance with the council policy and criteria. The Committee shall report on every petition in respect of which it has heard representations to Council with its recommendations on how the petition should be disposed of, which may include a recommendation that no action be taken.

**14 November 2012**

**A MEETING of the EDUCATION, SPORT AND LEISURE COMMITTEE will be held within the Council Chamber, Greenfield, Alloa, FK10 2AD, on THURSDAY 22 NOVEMBER 2012 at 10.00 am.**

**Elaine McPherson  
CHIEF EXECUTIVE**

**B U S I N E S S**

	<b>Page No.</b>
1. Apologies	--
2. Declaration of Interests Elected Members are reminded of their obligation to declare any financial or non-financial interest which they may have in any item on this agenda in accordance with the Councillors' Code of Conduct. A Declaration of Interest form should be completed and passed to the Committee Officer.	--
3. Confirm Minutes of Meeting held on 20 September 2012 (Copy herewith)	01
4. Education Quarter 2 Performance Report - report by Head of Education (Copy herewith)	07
5. Education – Revenue Budget 2012/13 - report by Head of Education (Copy herewith)	21
6. Scottish Qualifications Authority – 2012 Individual Schools - report by Head of Education (Copy herewith)	29
7. Excellence for All Co-ordinators Update - report by Head of Education (Copy herewith)	37
8. Educational Outcomes for Looked After Children - report by Head of Education (Copy herewith)	43
9. Campus-based Police Officers - report by Head of Education (Copy herewith)	51
10. Engagement with Legacy Project – Commonwealth Games - report by Head of Education (Copy herewith)	61
11. Consultation on School Term Dates - report by Head of Education (Copy herewith)	75

## EDUCATION, SPORT AND LEISURE COMMITTEE – MEMBERS (COMMITTEE QUORUM 4)

---

### Councillors

### Wards

Councillor	Ellen Forson	(Convenor)	4	Clackmannanshire South	SNP
Councillor	Walter McAdam, MBE	(Vice Convenor)	2	Clackmannanshire North	SNP
Councillor	Gary Womersley	(ex officio; non-voting)	3	Clackmannanshire Central	SNP
Councillor	George Matchett, QPM		1	Clackmannanshire West	LAB
Councillor	Les Sharp		1	Clackmannanshire West	SNP
Councillor	Jim Stalker		1	Clackmannanshire West	LAB
Councillor	Bobby McGill		2	Clackmannanshire North	LAB
Councillor	Alastair Campbell		5	Clackmannanshire East	CONS
Councillor	Irene Hamilton		5	Clackmannanshire East	SNP

### Appointed Members (3)

Rev Mhairi Lovett	Church of Scotland
Father Michael Freyne	Roman Catholic Church
Pastor David Fraser	Scottish Baptist Church



**MINUTE OF MEETING of the EDUCATION, SPORT AND LEISURE COMMITTEE held within the Council Chamber, Greenfield, Alloa, FK10 2AD, on THURSDAY 20 SEPTEMBER 2012 at 10 am.**

**PRESENT**

Councillor Ellen Forson, Convenor (In the Chair)  
Councillor Walter McAdam MBE, Vice Convenor  
Councillor Gary Womersley, Ex Officio  
Councillor Irene Hamilton  
Councillor George Matchett QPM  
Councillor Bobby McGill  
Councillor Les Sharp  
Councillor Jim Stalker  
Father Michael Freyne, Appointed Member

**IN ATTENDANCE**

Belinda Greer, Head of Education  
Alan Milliken, Assistant Head of Education  
Kevin Kelman, Assistant Head of Education  
Michael Boyle, Education Business Support Manager  
Elizabeth Hutcheon, Education Accountant  
Janice McCrum, Solicitor, Clerk to the Committee

**ESL.001      APOLOGIES**

Apologies were received from Councillor Alastair Campbell.

**ESL.002      DECLARATIONS OF INTEREST**

None

**ESL.003      QUARTER 1 PERFORMANCE REPORT**

The report provided the Committee with an update for the first quarter (April to June) of financial year 2012-13, on the progress made against the targets contained within the Business Plan for Education.

**Motion**

That the Committee notes the report, commenting and challenging where appropriate.

Moved by Councillor Ellen Forson. Seconded by Councillor Walter McAdam.

**Decision**

The Committee unanimously agreed to note the report and commented and challenged where appropriate.

**ESL.004 EDUCATION QUARTER 1 FINANCIAL PERFORMANCE REPORT**

The report provided the financial performance position to date on the delivery of the approved budget for Education during the first quarter of this financial year.

**Motion**

That the Committee notes the report, commenting and challenging on the current financial position as appropriate.

Moved by Councillor Ellen Forson. Seconded by Councillor Walter McAdam.

**Decision**

The Committee unanimously agreed to note the report and commented and challenged on the current financial position as appropriate.

**ESL.005 SCOTTISH QUALIFICATIONS AUTHORITY - EXAMINATION PERFORMANCE 2012 (PRE-APPEAL)**

The report provided the Committee with the 2012 pre-appeal SQA examination results for Clackmannanshire Council.

**Motion**

That the Committee note the pre-appeal SQA Examination Results and that a further report will be presented at the next Committee meeting giving a detailed analysis of school performance and national comparator data.

Moved by Councillor Ellen Forson. Seconded by Councillor Walter McAdam.

**Decision**

The Committee unanimously agreed to note the pre-appeal SQA Examination Results and that a further report will be presented at the next Committee meeting giving a detailed analysis of school performance and national comparator data.

**Action**

Head of Education

**ESL.006 RESERVED PLACES (PLACING REQUESTS)**

The report outlined the requirement for a placing request policy and the need to reserve an agreed number of places in schools where the roll is close to capacity. This will enable to Council to effectively manage the school estate, ensuring places for children living in the catchment area without extending the school or employing additional staff.

**Motion**

That the Committee:

1. Agree to the principle of reserving places at schools to ensure that local children have access to local schools (Appendix 1); and

2. Agree to delegate authority to the Head of Education to determine the allocation of reserved places at specific year stages in each school.

Moved by Councillor Ellen Forson. Seconded by Councillor Walter McAdam.

### **Decision**

The Committee unanimously agreed:

1. to the principle of reserving places at schools to ensure that local children have access to local schools (Appendix 1); and
2. to delegate authority to the Head of Education to determine the allocation of reserved places at specific year stages in each school.

### **Action**

Head of Education

## **ESL.007      DEVOLVED SCHOOL MANAGEMENT**

The report updated the Committee on the revised guidelines on Devolved School Management recently issues by the Scottish Government. It advises the Committee of amendments made to the Scheme of Devolved Management since the last report in 2007.

### **Motion**

That the Committee notes;

- a) that the National Devolved School Management Guidelines have been revised;
- b) the amendments made in 2011 to the Clackmannanshire Guidelines;
- c) that the Head of Education will review the Council's Scheme in consultation with head teachers and trade unions to ensure full compliance with the recently revised guidelines;
- d) that the updated Scheme will be presented to a future Committee; and
- e) that the Head of Education will continue to keep the Council's Scheme under review.

Moved by Councillor Ellen Forson. Seconded by Councillor Walter McAdam.

### **Decision**

The Committee unanimously agreed to note:

- a) that the National Devolved School Management Guidelines have been revised;
- b) the amendments made in 2011 to the Clackmannanshire Guidelines;
- c) that the Head of Education will review the Council's Scheme in consultation with head teachers and trade unions to ensure full compliance with the recently revised guidelines;
- d) that the updated Scheme will be presented to a future Committee; and
- e) that the Head of Education will continue to keep the Council's Scheme under review.

**Action**

Head of Education

**ESL.008            PROGRESS IN PREPARING FOR THE IMPLEMENTATION OF CURRICULUM FOR EXCELLENCE: SENIOR PHASE**

The report updated Committee on the progress of secondary schools in preparing for the implementation of the senior phase of the Curriculum for Excellence (S4-S6) from August 2013.

**Motion**

The Committee note the progress made in delivering the implementation of Curriculum for Excellence and in particular, the Senior Phase.

Moved by Councillor Ellen Forson. Seconded by Councillor Walter McAdam.

**Decision**

The Committee unanimously agreed to note the progress made in delivering the implementation of Curriculum for Excellence and in particular, the Senior Phase.

**ESL.009            EDUCATION SCOTLAND - HER MAJESTY'S INSPECTORATE OF EDUCATION INSPECTION PERFORMANCE UPDATE: MENSTRIE PRIMARY SCHOOL AND NURSERY CLASS AND ST JOHN'S PRIMARY SCHOOL AND NURSERY CLASS**

The report provided the Committee with an update on the inspection performance of establishments (April to June 2012) and to inform the Committee of the involvement of heads of establishments in reporting future inspection performance to the Committee.

**Motion**

That the Committee notes the inspection performance of establishments inspected in the first quarter of 2012/13; and notes the future involvement of heads of establishments in reporting on inspection performance to Committee.

Moved by Councillor Ellen Forson. Seconded by Councillor Walter McAdam.

**Decision**

The Committee unanimously agreed to note the inspection performance of establishments inspected in the first quarter of 2012/13; and notes the future involvement of heads of establishments in reporting on inspection performance to Committee.

**Action**

Head of Education

**ESL.010      GETTING IT RIGHT FOR EVERY CHILD UPDATE**

The report detailed the progress of the implementation of the Getting it Right for Every Child national programme in Education in Clackmannanshire.

**Motion**

That the Committee notes the progress of the implementation of the Getting it Right for Every Child national programme in Clackmannanshire within Education as detailed in the report.

Moved by Councillor Ellen Forson. Seconded by Councillor Walter McAdam.

**Decision**

The Committee unanimously agreed to note the progress of the implementation of the Getting it Right for Every Child national programme in Clackmannanshire within Education as detailed in the report.

**Ends: 11.50 am**



---

**Report to Education, Sport and Leisure Committee**

---

**Date: 22 November 2012**

---

**Subject: Quarter 2 Performance Report**

---

**Report by: Head of Education**

---

**1.0 Purpose**

- 1.1. The purpose of this report is to provide the Education, Sport and Leisure Committee with an update, for the second quarter (July - Sept) of 2012 –13, on the progress made against the targets contained within the Business Plan for Education.
- 1.2. The appendix to the report summarises the progress made in delivering Education Services in Clackmannanshire within the context of a shared model of service delivery.

**2.0 Recommendations**

- 2.1. It is recommended that the Committee note, comment on and challenge the progress made towards meeting the targets for the second quarter of the 2012 – 2013 plan.

**3.0 Considerations**

- 3.1. Our vision within the Education Service is one of high achievement, attainment and ambition for all. We believe that the vision will be realised through our commitment to the principles that underpin the National Priorities in Education, Curriculum for Excellence, Getting it Right for Every Child and the Early Years Framework.
- 3.2. We know that the life-chances of children and young people are shaped by the quality of their educational experiences. Therefore, it is essential for Clackmannanshire's future that the highest quality educational experience possible is available to all.
- 3.3. The Education Service is committed to supporting the continuous improvement of all of its establishments. The targets contained in the Business Plan highlight the focus on providing a high quality service which meets the needs of all users. There continues to be a particular focus on potentially disadvantaged groups and on individuals at risk of missing out.

- 3.4. The attached report for quarter 2 (July – September 2012) summarises the progress made towards achieving the strategic priorities of the service. Specific updates on exclusion and attendance data have been made.
- 3.5. The service is developing its use of COVALENT as a means of tracking and monitoring progress against agreed outcomes.

3.6. Service Achievements include

3.6.1 S3 Profiling

Good progress is being made in developing an agreed S3 profile. Establishments have established a short-life working group to develop profiling approaches. This has included the review of electronic profiles for young people.

3.6.2 Curriculum for Excellence

Teacher Learning Communities continue to strengthen establishment capacity to develop approaches to teaching and learning. Such communities provide teachers with opportunities to work collaboratively and to discuss and review practice. Teachers meet on a regular basis and are currently focusing on the development of the Broad General Education and National Qualification as part of the Senior Phase (S4-S6).

3.6.3 Physical Education, Physical Activity and Sport

A new Principal Teacher of Physical Education, Physical Activity and Sport has been appointed to Lornshill Academy. He will take up post mid November. This post will strengthen establishment links with the Sports Development Team and will improve the uptake of physical activity and sports activities in Clackmannanshire. A key aspect of this post will be to develop the Community Sports Hub and to strengthen links to a variety of club sports across Clackmannanshire.

3.6.4 Continuous Improvement

The Service is currently undertaking Performance Review visits with each secondary school. The visits not only review SQA examination performance but review wider performance issues including lowest 20% attendance and exclusions.

3.6.5 ECO Schools

The Education Service continues to support schools to participate in the ECO schools awards scheme. St Bernadette's Primary School was awarded its second green flag in September 2012.

3.6.6 Breakfast Clubs

Breakfast clubs have been successfully established in all primary schools throughout Clackmannanshire. The initial indication is that, overall breakfast clubs are well attended.

### 3.6.7 Forth Valley Health Promoting

There has been a strong emphasis on health within schools. Five primary schools achieved Forth Valley Health Promoting Schools Accreditation. The aim of the Forth Valley Health Promoting Schools Accreditation is to enable schools to provide an environment where the physical and mental wellbeing, health and safety of children and staff are supported, in partnership with family, community and external agencies.

## 4.0 Sustainability Implications

4.1. None

## 5.0 Resource Implications

5.1. *None*

## 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** (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 | <input checked="" type="checkbox"/> |
| Our communities are safer  | <input type="checkbox"/>            |
| Vulnerable people and families are supported                             | <input type="checkbox"/>            |
| Substance misuse and its effects are reduced                             | <input type="checkbox"/>            |
| Health is improving and health inequalities are reducing                 | <input type="checkbox"/>            |
| The environment is protected and enhanced for all                        | <input type="checkbox"/>            |
| The Council is effective, efficient and recognised for excellence        | <input type="checkbox"/>            |

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

## 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 Education BP 2012-13 progress report – Quarter 2


## 11.0 Background Papers

None

### Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Alan Milliken	Assistant Head of Education	01786 442945

### Approved by

NAME	DESIGNATION	SIGNATURE
Belinda Greer	Head of Education	
Elaine McPherson	Chief Executive	










## Education BP 2012-13 progress report









## Corporate Priority Outcome

Our children and young people are successful learners etc.












Covalent Ref.	PI Description	2011/12	2012/13	Q2 2012/13		Latest Note
		Value	Target	Value	Short Trend	
GOV SAB 01a	% Sickness Absence (Teachers)	3.2%	3.00%	1.95%		Close monitoring of teachers' absence. The absence in Q1 was 3.4%. This period includes the summer holidays.
SUS GOV SAB EDU	Percentage days lost due to staff sickness absence across Education	2.94%	2.9%	1.88%		Q1 2.91% This represents a significant drop.
EDU EYO 001	Percentage of pre-school settings achieving positive (satisfactory or better) inspection reports	100%	100%	100%		One pre school establishment was inspected and the report was published 29 August 2012.
EDU SCH 031	Percentage of primary schools achieving positive (satisfactory or better) inspection reports	100%	100%	N/A		No primary schools inspected in Q2 in 2012/13
EDU SCH 032	Percentage of secondary schools achieving positive (satisfactory or better) inspection reports	N/A	100%	N/A	N/A	No secondary schools inspected in Q2 in 2012/13
EDU SCH 033	Number of young people in Clackmannanshire aged 12 (S1) to 25 voting in the Scottish Youth Parliament Elections	N/A	1,500	N/A	N/A	We have 7 young people interested in Scottish Youth Parliament Elections to be held in March 2013. Young people will be elected to Scottish Youth Parliament.
EDU SCH 034	Number of schools with Rights Respecting School Award (at all levels)	11	14	11		Annual target will be reported in Q1 2013/14.
EDU SCH 037	Number of young people participating in Duke of Edinburgh (Gold, Silver, Bronze and Sectional)	80	90	86		There are currently 86 young people participating Duke of Edinburgh at various levels.
EDU SCH 038	Number of young people achieving Duke of Edinburgh (Gold, Silver, Bronze and Sectional)	26	40	N/A		This is reported on an annual basis and updates are provided by the Award Scheme for each academic year.






Covalent Ref.	PI Description	2011/12	2012/13	Q2 2012/13		Latest Note
		Value	Target	Value	Short Trend	
EDU SCH 040	Percentage of schools and nurseries accredited as Health Promoting. (Forth Valley 2011 scheme)	30%	35%	37%		Nine establishments are accredited as Health Promoting. Four establishments have level 3 accreditation and 5 establishments have level 2.
EDU SCH 041	Percentage of primary schools delivering 2 hours of quality curriculum PE (P1 to P7)	98%	100%	100%		Good progress continues to be made in delivery against the national benchmark of 2 hours PE per week.
EDU SCH 042	Percentage of secondary schools delivering 2 periods quality curriculum PE (S1 to S4)	95%	100%	100%		Good progress continues to be made in delivery against the national benchmark of 2 hours PE per week.
EDU SCH 043	Percentage of special schools delivering 2 hours quality curriculum PE (averaged across school)	100%	100%	100%		Good progress continues to be made in delivery against the national benchmark of 2 hours PE per week.
EDU SCH 044	Percentage of pupils participating in Active Schools activities – primary	62%	70%	30.82%		The value of 30.82% represents progress made to date. The programme has only recently commenced. The Sports Development Team are on course to achieve the overall target in this area.
EDU SCH 045	Percentage of pupils participating in Active Schools activities – secondary	25%	30%	21.87%		The value of 21.87% represents progress made to date. The programme has only recently commenced. The Sports Development Team are on course to achieve the overall target in this area.
EDU SCH 046	Percentage of P5 pupils participating in school's swimming programme	100%	100%	100%		
EDU SCH 047	Percentage of staff receiving Professional/Performance Review and Development	80%	100%	80%		This continues to be a service priority. Briefing sessions for heads of establishment have been developed in partnership with HR.
EDU SCH 048	Percentage of P7 pupils with a profile	100%	100%	100%		New profile introduced in June 2012. Target met on time.
EDU SCH 049	Percentage of S3 pupils with a profile	N/A	100.00%	N/A	N/A	S3 profile to be introduced in session 2012/13 and completed by June 2013.

Covalent Ref.	Action	Due Date	Progress	Expected Outcome	Latest Note
EDU SCH 005	Implement Curriculum for Excellence broad general education and senior phase: Senior phase of Curriculum for Excellence planning in place across all secondary settings	01-Jun-2013	50%		All secondary schools have developed appropriate plans to take forward the Broad General Education and Senior phase. The Link Officer for each secondary school will continue to support, challenge and monitor the implementation of the BGE in all establishments. All establishments engaged in a national survey.
EDU SCH 006	Develop assessment approaches consistent with the principles of Curriculum for Excellence to enable school, cluster and authority profiling; Establish a Service moderation plan to enable clusters to moderate learner assessment	01-Jun-2013	50%		Following consultation with all establishments, a Curriculum for Excellence moderation model has been developed for implementation in session 2012-13. This will ensure consistency of assessment practices within establishments as well as authority wide.
EDU SCH 007	Develop profiling process to articulate attainment and achievement at key stages of the learner journey: Profiles in places for all P7 pupils	01-Jun-2012	100%		This action was completed on target. At the end of the session all P7 pupils had a profile which was consistent with national expectations. Overall, parents have received the profiles positively. This will now be reviewed.
EDU SCH 008	Review and develop physical education provision.	01-Jun-2013	25%		Plans to develop the provision are being established.
EDU SCH 009	Increase range of opportunities for children and young people to participate in extra-curricular activities	01-Jun-2013	25%		The S6 activities were delivered in session 2011/12. Good progress has been made towards the overall target of 60 activities, with 48 activities having already been delivered. This includes 9 new activities.
EDU SCH 010	Develop strong sustainable sports partnerships	01-Mar-2013	25%		School of sport being established at Lornshill Academy. Principal Teacher of Physical Education, Physical Activity and Sport has been appointed and take up post in November.

**Corporate Priority Outcome**













Our children and young people get the best start in life etc.













Covalent Ref.	PI Description	2011/12	2012/13	Q2 2012/13		Latest Note
		Value	Target	Value	Short Trend	
EDU SCH 052	Percentage of partner provider pre-school establishments with access to qualified teacher	100%	100%	100%		
EDU SCH 053	Number of pre-school education hours per year provided for children receiving Local Authority pre-school education provision	475	600	475		
EDU SCH 054	Percentage of P1 to P3 pupils in classes of 18 or fewer	12%	12%	12%		
EDU SCH 055	Percentage of P1 to P3 pupils in classes of 18 or fewer across schools in areas of deprivation	28%	28%	28%		
EDU SCH 056	Percentage of P1 pupils in class sizes of 25 or fewer	100%	100%	100%		
EDU SCH 057	Percentage of attendance for Looked After Children	N/A	90%	N/A		Reported in Q4
EDU SCH 058	Rate of exclusion for Looked After Children (per 1,000 population)	N/A	220	N/A		Reported in Q4
EDU SCH 059	Average tariff score for Looked After Children	N/A	50	N/A		Reported in Q2
EDU SCH 060	Percentage of Looked After Children entering a positive destination on leaving school	N/A	35%	N/A		Reported in Q2
EDU SCH 061	Percentage of primary schools with over 30% Free School Meals with breakfast clubs	100%	100%	100%		
EDU SCH 062	Percentage of private sector and voluntary sector early years and childcare workers who meet SSSC requirements	100%	100%	100%		





Covalent Ref.	Action	Due Date	Progress	Expected Outcome	Latest Note
EDU SCH 011	Improve levels of attainment and achievement for the most vulnerable children and young people (lowest 20%): Improve attainment of the lowest performing 20%	01-Dec-2012	75%		Specific analysis of the performance of this group will take place following the results of the recent SQA examinations. Performance visits are now underway.
EDU SCH 012	Develop and implement a Health and Wellbeing strategy	01-Jun-2013	75%		A successful forum to examine issues with health and well being for parents of pupils with ASN was held. The forum welcomed contributions from many partner agencies. A home - hospital policy has been completed and guidance has been provided for schools to ensure the best possible support is available for children and young people absent from school through ill health.
EDU SCH 013	Develop and implement a training strategy for all involved in GIRFEC implementation: Implement an agreed training strategy	01-Jun-2013	50%		A Training For Trainers course has been completed. Over 30 education staff now have the skills to deliver core modules.
EDU SCH 014	Implement and embed the Integrated Assessment Framework in partnership with other agencies	01-Jun-2013	75%		Following the agreement of the GIRFEC Integrated Assessment Framework (IAF) in January 2012, activity has been to ensure that partner agencies have access to it. The Service paperwork and guidance has been amended to ensure alignment with the new framework. Key personnel have contributed to a national working group looking at the IAF and SEEMIS on behalf of shared services. A revised, common, staged intervention framework is in place across both authorities.
EDU SCH 015	Provide high quality education for Looked After Children (LAC) in line with corporate parenting developments: Improve the profile of attainment, exclusions and achievement of all looked after and looked after and accommodated children	01-Jun-2013	50%		2012 data has been reviewed and an action plan has been devised

### Corporate Priority Outcome

Our children and young people, particularly these at risk of disadvantage or failure, have improved life chances through the highest levels of attainment, achievement and attendance

Covalent Ref.	PI Description	2011/12	2012/13	Q2 2012/13		Latest Note
		Value	Target	Value	Short Trend	
EDU SCH 001	Percentage of half days attended by pupils in primary schools	95.36%	96%	96.80%		37753 half days out of a possible 39541 half days were attended in primary schools.
EDU SCH 002	Percentage of half days attended by pupils in secondary schools	91.52%	93%	93.13%		25526 half days out of a possible 27806 were attended in secondary schools.
EDU SCH 004	% of openings lost to exclusion in secondary schools	0.13%	0.11%	0.07%		9 openings were lost to exclusion
EDU SCH 005	% of openings lost to exclusion in primary schools	0.02%	0.01%	0.01%		6 openings were lost to exclusion
EDU SCH 006	% of pupils achieving SCQF Level 3 in Maths and English by end of S4	93%	94%	N/A		Reported annually - centre
EDU SCH 007	% of pupils achieving 5+ awards at Level 3 by end of S4	95%	96%	N/A		Reported annually - centre
EDU SCH 008	% of pupils achieving 5+ awards at Level 4 by end of S4	78%	79%	N/A		Reported annually - centre
EDU SCH 009	% of pupils achieving 5+ awards at Level 5 by end of S4	30%	31%	N/A		Reported annually - centre
EDU SCH 010	% of pupils achieving SCQF Level 3 in Maths and English by end of S5	93%	95%	N/A		Reported annually - centre
EDU SCH 011	% of pupils achieving 5+ awards at Level 3 by end of S5	93%	96%	N/A		Reported annually - centre
EDU SCH 012	% of pupils achieving 5+ awards at Level 4 by end of S5	81%	85%	N/A		Reported annually - centre
EDU SCH 013	% of pupils achieving 5+ awards at Level 5 by end of S5	49%	50%	N/A		Reported annually - centre













Covalent Ref.	PI Description	2011/12	2012/13	Q2 2012/13		Latest Note
		Value	Target	Value	Short Trend	
EDU SCH 014	% of pupils achieving 1+ awards at Level 6 by end of S5	43%	44%	N/A		Reported annually - centre
EDU SCH 015	% of pupils achieving 3+ awards at Level 6 by end of S5	23%	24%	N/A		Reported annually - centre
EDU SCH 016	% of pupils achieving 5+ awards at Level 6 by end of S5	9%	10%	N/A		Reported annually - centre
EDU SCH 017	Percentage of pupils achieving SCQF Level 3 in maths and English by end of S6	92%	93%	N/A		Reported annually - centre
EDU SCH 018	Percentage of pupils achieving 5+ awards at SCQF at Level 3 or above by end of S6	95%	96%	N/A		Reported annually - centre
EDU SCH 019	Percentage of pupils achieving 5+ awards at SCQF at Level 4 or above by end of S6	79%	81%	N/A		Reported annually - centre
EDU SCH 020	Percentage of pupils achieving 5+ awards at SCQF at Level 5 or above by end of S6	51%	52%	N/A		Reported annually - centre
EDU SCH 021	Percentage of pupils achieving 1+ awards at SCQF Level 6 or above by end of S6	48%	49%	N/A		Reported annually - centre
EDU SCH 022	Percentage of pupils achieving 3+ awards at SCQF Level 6 or above by end of S6	31%	32%	N/A		Reported annually - centre
EDU SCH 023	Percentage of pupils achieving 5+ awards at SCQF Level 6 or above by end of S6	20%	21%	N/A		Reported annually - centre
EDU SCH 024	Percentage of pupils achieving 1+ awards at SCQF Level 7 or above by end of S6	15%	16%	N/A		Reported annually - centre
EDU SCH 027	Percentage of school leavers who go on to positive destinations	84.8	86	N/A	N/A	Data published in December 2012 and will be reported in Q4.
EDU SCH 028	Percentage of school leavers who are in a follow-up positive destination	79	83	N/A	N/A	Data published in December 2012 and will be reported in Q4.
EDU SCH 029	Numbers of young people supported by CLD to engage in Activity Agreements	10	9	2		

Covalent Ref.	Action	Due Date	Progress	Expected Outcome	Latest Note
EDU SCH 001	Improve overall levels of attainment, achievement and attendance: Improve attainment levels across key national performance measures	01-Dec-2012	50%		A range of strategies is in place to meet the needs of individual pupils in order to improve attainment. Detailed performance is reported against relevant performance indicators. Excellence for all co-ordinators appointed to all secondary schools.
EDU SCH 002	Reduce number of exclusions	01-Jun-2013	50%		Number of exclusions monitored during performance visits.
EDU SCH 003	Improve number of young people entering positive destinations: Increase the % of young people securing positive and sustained destinations post school	01-Dec-2012	75%		The 'Risk Matrix' has been rolled out to all secondary schools to identify those pupils who may need additional support to enter and sustain a positive destination on leaving school.
EDU SCH 004	Deliver community based youth work programmes	01-Mar-2013	25%		Overall programmes being reviewed in order to maximise impact.

## APPENDIX 1

### Education Business Plan 2012 – 13 Progress Report

#### KEY TO SYMBOLS

Action Status		PI Status		PI Short Term Trends	
	Overdue		Performance is worse than target and outwith tolerance		Improving
	Check Progress		Performance is worse than target but within tolerance		No Change
	Not Started; In Progress		Performance is meeting or exceeding target		Getting Worse
	Completed		See Latest Note for PI		
	See Latest Note for Action				



---

**Report to Education Sport and Leisure Committee**

---

**Date: 22 November 2012**

---

**Subject: Education – Revenue Budget 2012/13**

---

**Report by: Head of Education**

---

**1.0 Purpose**

- 1.1. The purpose of this report is to provide the Education Sport and Leisure Committee with information on Education Service budget for 2012/13 based on actual spend to 30<sup>th</sup> September 2012 and projected spend to 31<sup>st</sup> March 2013.

**2.0 Recommendations**

The Committee is asked to note, comment on and challenge the current financial position.

**3.0 Background**

- 3.1. The second financial performance report to the Education Leisure and Sport Committee focuses on the projected position at the end of the financial year rather than simply reporting actual spend. The report provides more details than the summary report that goes to Resource and Audit Committee.
- 3.2. The report analyses the budget into the service areas that are used consistently across local authorities for reporting purposes.
- 3.3. The Education Service budget is split between the 61% that is devolved to primary and secondary schools under the Council's Scheme of Devolved Management and the remainder that comprises budgets such as additional support needs, early years, psychological services and the service management.
- 3.4. Employee costs account for 92% of the budget with the majority of those being teaching staff. Of the £3 million budget that is not staff costs the biggest single element is transport costs; home to school transport and additional support needs transport costs the service nearly £1 million.

## 4.0 Budget Position

4.1 The undernoted table provides an overview of the Education Service budget and provides a commentary on the material variances. The projected outturns are shown in addition to the actual spend and the budget to date.

	Annual Budget	Actual spend to 30/09/12	Projected spend at 31/03/13	Projected (under)/overspend	Commentary
Service Management	694,520	221,317	610,151	(84,369)	Savings due to posts in shared service structure not being filled
Early Years	2,665,480	1,286,666	2,614,419	(51,061)	Savings due to vacancies at ABC Nursery
Primary Education	11,578,230	5,817,899	11,512,602	(65,628)	Additional funding from Scottish Government for probationers
Secondary Education	12,598,660	5,926,448	12,866,333	267,673	Overspends due to providing maternity cover for teachers and additional transport costs due to inflation
ASN Education	5,106,090	2,460,510	4,997,250	(108,840)	Savings due to restructuring of service being implemented from August
Education Psychology Service	348,890	164,357	348,890	0	
School Crossing Patrols	87,070	43,428	83,380	(3,690)	Vacancies due to difficulties recruiting school crossing patrols
Sport Development	338,570	45,039	326,340	(12,230)	Additional income
Youth Services	475,310	238,820	457,597	(17,713)	Additional income from Clacks Works
<b>Total</b>	<b>33,892,820</b>	<b>16,204,482</b>	<b>33,816,962</b>	<b>(75,858)</b>	

4.2 Overall the service is projecting a small underspend for the year end. This is mainly due to delays in filling posts. School devolved budgets are all projected to be on budget with no school projecting a significant over or underspend.

## 5.0 Progress in Delivering Planning Budget Savings in 2012/13

5.1 The 2012/13 budget incorporated savings, detailed below, of £181,200 for the Education Service. All of these savings have now been achieved.

Nursery Teachers	£38,750
Support and Inclusion	£24,500
Redesign of Youth Services	£7,000
Expressive Arts Timetable	£10,000
School Crossing Patrols	£15,000
ESF Funding	£5,000
Redesign Inclusion Service	£40,950
Review of Classroom Assistants	£40,000
	£181,200

## 6.0 Conclusions

- 6.1 This is the second financial monitoring report under the new Committee reporting arrangements. This report focuses on outturns rather than budget v actual. This should aid effective scrutiny of service budgetary performance.
- 6.2 The budget monitoring approach is being designed to link with other reporting arrangements. The Service Committee financial reports will feed into the corporate financial reporting through the Resources and Audit Committee and Council Budget Strategy updates.

## 7.0 Sustainability Implications

There are no sustainability implications.

## 8.0 Resource Implications

- 8.1 The full financial implications of the recommendations are set out in the report. This includes a reference to full life cycle costs where appropriate.

Yes

- 8.2 Finance have been consulted and have agreed the financial implications as set out in the report.

Yes

- 8.3 There are no staffing implications arising from this report.

## 9.0 Exempt Reports

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

## 10.0 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
- Our communities are more cohesive and inclusive
- People are better skilled, trained and ready for learning and 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 environment is protected and enhanced for all   
 The Council is effective, efficient and recognised for excellence

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

Not applicable.

**11.0 Equalities Impact**

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

Yes  No

**12.0 Legality**

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

**13.0 Appendices**

13.1 Appendix A – Education Services Budget vs Outturn


**14.0 Background Papers**

14.1 None.

**Author(s)**

NAME	DESIGNATION	TEL NO / EXTENSION
Michael Boyle	Education Business Manager	01259 452520
Elizabeth Hutcheon	Accountant	01259 452038

**Approved by**

NAME	DESIGNATION	SIGNATURE
Belinda Greer	Head of Education	
Elaine McPherson	Chief Executive	

**Appendix A****Education Services Budget v's Outturn  
As at September 2012**

	Budget £'000	Outturn £'000	Variance £'000
<b>Education Outturn Variance</b>	<b>33,893</b>	<b>33,817</b>	<b>(76)</b>
<b>Service Management</b>			
Underspend due to a post in the school transport team being held vacant pending a review of the team			(31)
Severance payment			8
Underspend on the shared service budget due to vacancies not being filled			(63)
Other minor adjustments			2
<b>Service Management Total</b>	<b>695</b>	<b>611</b>	<b>(84)</b>
<b>Early Years</b>			
Vacancies at ABC and Kidzone due to reduction in demand, offset by loss of income			(58)
Property maintenance and repairs (Tullibody Project)			6
Other			1
<b>Early Years Total</b>	<b>2,665</b>	<b>2,614</b>	<b>(51)</b>
<b>Primary</b>			
Long term vacancy in the visiting arts specialist teachers team			(33)
Vacancies in the visiting PE teachers team (staffing is adjusted according to the number of classes each year)			(23)
Centrally held miscellaneous budget not used in previous two years			(6)
Teachers severance payment no budget			16
Other non Devolved - Computer Software 6k, clothing payments 3k			9
Additional Scottish Government grant for teachers induction scheme due to additional probationers			(21)
Other minor adjustments			(8)
<b>Primary Total</b>	<b>11,578</b>	<b>11,512</b>	<b>(66)</b>
<b>Secondary</b>			
Increased costs of long term supply due to increased maternity cover			165
Other Teachers non devolved Music Instructors			5
Apt&c -Centrally held (21k) staff moving to SSSS , Excellence for all (7k)			(28)
NEET projected over spend has been reduced by transfer of staffing to vacancies			66

**Education Services Budget v's Outturn  
As at September 2012**

	Budget £'000	Outturn £'000	Variance £'000
Inflation on home to school transport contract following 5 years without any inflationary increases			72
Other non devolved various including Music Instructors and Education Maintenance Allowances			(13)
<b>Secondary Total</b>	<u>12,599</u>	<u>12,866</u>	<u>267</u>
<b>Additional Support Needs</b>			
Learning Assistants surplus budget based on current staff			(82)
Early Years workers underspend			(12)
Teachers overspend			33
ASN Grant budget held corporately			12
Underspend on Escorts budget			(10)
Speech and language services reduction in anticipated demand			(13)
Increased income from other local authorities			(44)
Other non devolved			7
<b>Additional Support Needs Total</b>	<u>5,106</u>	<u>4,997</u>	<u>(109)</u>
<b>School Crossing Patrol</b>			
Other minor adjustments			(4)
<b>School Crossing Patrol Total</b>	<u>87</u>	<u>83</u>	<u>(4)</u>
<b>Sports Development</b>			
Rugby development additional income (4k) and staffing under spend			(4)
Active Communities - Staffing projected under spend			(7)
Other minor adjustments			(2)
<b>Sports Development Total</b>	<u>339</u>	<u>326</u>	<u>(13)</u>
<b>Youth Services</b>			
Employee costs under spend due to staff secondment. Sessional budget projected to under spend. Also one member of staff on maternity pay.			(20)
Other Income - very low income projected compared to previous year			9
Other council accounts income from Clacks Works more than budget			(12)
Other			4
<b>Youth Services Total</b>	<u>475</u>	<u>458</u>	<u>(17)</u>

**Education Services Budget v's Outturn**

As at September 2012

	<b>Budget £'000</b>	<b>Outturn £'000</b>	<b>Variance £'000</b>
<b>Education Services Total</b>	<u>33,544</u>	<u>33,468</u>	<u>(76)</u>



---

**Report to Education, Sport and Leisure Committee**

---

**Date: 22 November 2012**

---

**Subject: Scottish Qualifications Authority – 2012 Individual Schools**

---

**Report by: Head of Education**

---

**1.0 Purpose**

- 1.1. The purpose of this report is to provide the Education, Sport and Leisure Committee with the 2012 pre-appeal SQA examination results for Clackmannanshire schools.
- 1.2. The appendix to the report provides an overview of examination performance trend for Clackmannanshire Council over the last 5 years and the performance data for each of the secondary schools. (appendix 1)

**2.0 Recommendations**

- 2.1. It is recommended that the Committee note, comment on and challenge the performance of Clackmannanshire schools in the SQA Examinations, 2011/12.

**3.0 Considerations**

- 3.1. Young people undertook a diet of national examinations in the spring term 2012.
- 3.2. Examination performance is measured nationally against a number of key measures:

English and Mathematics Level 3 (Standard Grade Foundation level)

5 or more awards at Level 3 (Standard Grade Foundation level)

5 or more awards at Level 4 (Standard Grade General level)

5 or more awards at Level 5 (Standard Grade Credit level)

1 or more awards at Level 6 (Higher)

3 or more awards at Level 6 (Higher)

5 or more awards at Level 6 (Higher)

1 or more awards at Level 7 (Advanced Higher)

- 3.3. Overall in session 2011/12 there has been improvement in almost all measures. The most positive increase came in the number of young people in S5 achieving 1 or more Highers and achieving 3 or more Highers. The only measure which showed a decrease in performance was in the number of young people in S4 achieving 5 or more at level 5. This will be an area of focus for improvement for schools and Link Officers. Whilst overall performance has improved, more needs to be done to further raise levels of attainment.
- 3.4. The performance for each of our establishments is outlined in Appendix 1. This data includes comparator information for each establishment.
- 3.5. Alloa Academy reported good performance across the board for 2012 exam results. S6 performance was high, while S4 and S5 was more varied. S4 and S5 boys, however, achieved very high results across all measures this year. S6 performance was extremely good again in 2012 with the majority of measures reporting their highest or second highest results since 2001 and was well above comparator schools' averages. Art and Design, Music, Administration and Computing continued to demonstrate strong performance.
- 3.6. Alva Academy reported extremely high performance across all measures in S4, S5 and S6 this year. All measures were above or well above both national and comparator schools averages and nearly all reported their highest or second highest results since 2001. Chemistry, Modern Studies, Art and Design, Product Design and Graphic Communication have been strong performing subjects in Alva Academy over the last few years.
- 3.7. Lornshill Academy showed an improvement in performance from last year; across the majority of measures in 2012. Standard Grade Foundation and Access 3 performance in S4 improved noticeably this year and placed Lornshill Academy well above their comparator schools. S5 boys, results this year, were all higher than their comparators. The majority of S6 girls results were all much higher. Mathematics, Biology, Art and Design, Business Management and Administration have all reported significantly strong results in Lornshill Academy over the last few years.

#### **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.
- 5.3. Finance have been consulted and have agreed the financial implications as set out in the report.

N/A

## 5.4 Staffing

There are no staffing implications arising from this report.

## 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** (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 | <input checked="" type="checkbox"/> |
| Our communities are safer  | <input type="checkbox"/>            |
| Vulnerable people and families are supported                             | <input type="checkbox"/>            |
| Substance misuse and its effects are reduced                             | <input type="checkbox"/>            |
| Health is improving and health inequalities are reducing                 | <input type="checkbox"/>            |
| The environment is protected and enhanced for all                        | <input type="checkbox"/>            |
| The Council is effective, efficient and recognised for excellence        | <input type="checkbox"/>            |

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

## 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 The purpose of the paper is to note progress in schools' performance.

## 10.0 Appendices

10.1 Appendix: 1: Clackmannanshire Council Establishment SQA 2012 Pre-Appeal Results

10.2 Appendix 2: Alloa Academy SQA 2012 Pre-Appeal

10.3 Appendix 3 Alva Academy SQA 2012 Pre-Appeal

10.4 Appendix 4 Lornshill Academy SQA 2012 Pre-Appeal


## 11.0 Background Papers

None

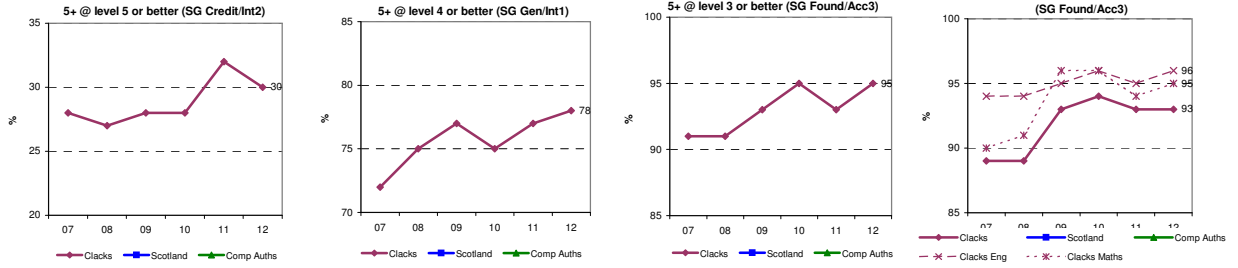
### Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Alan Milliken	Assistant Head of Education	452432

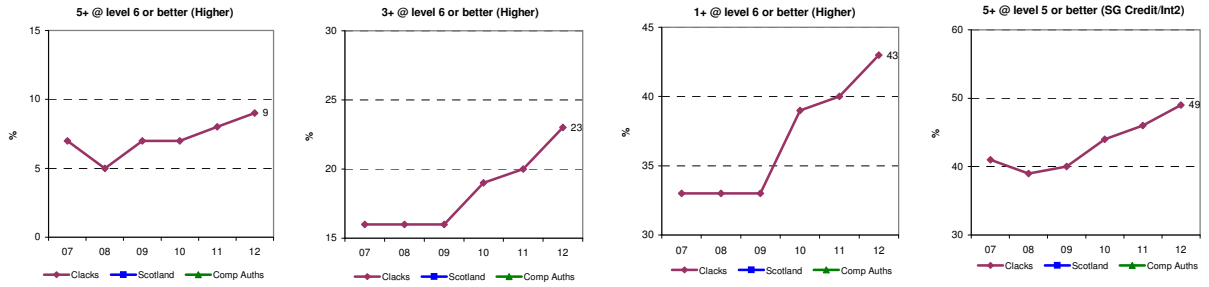
### Approved by

NAME	DESIGNATION	SIGNATURE
Belinda Greer	Head of Education	
Elaine McPherson	Chief Executive	

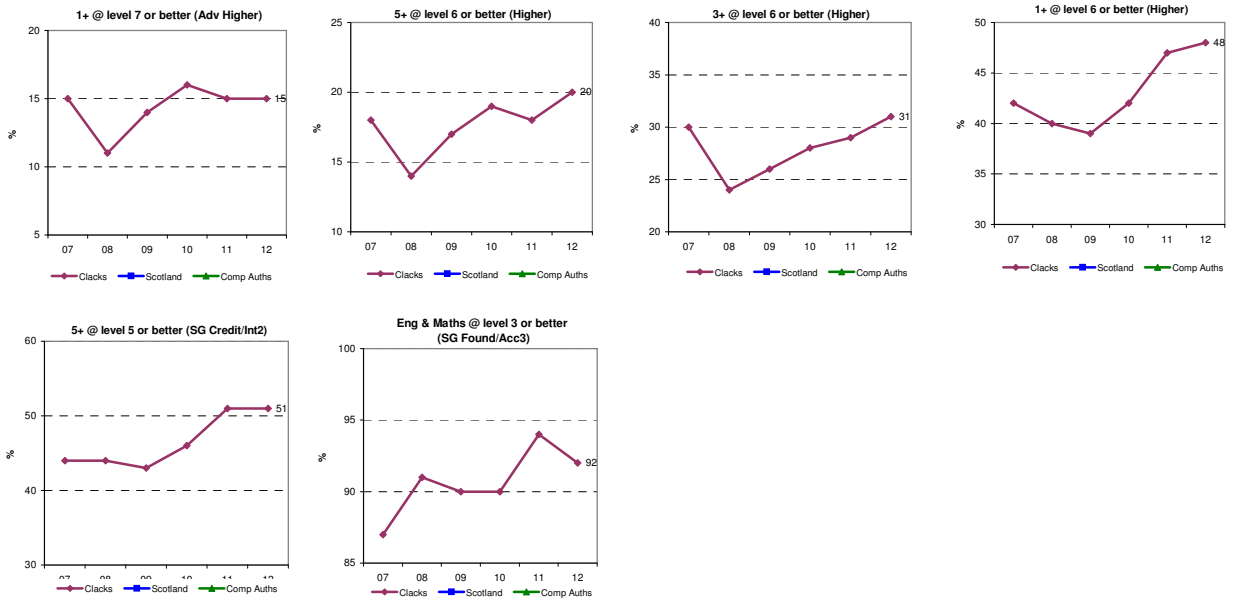
By the end of S4



By the end of S5

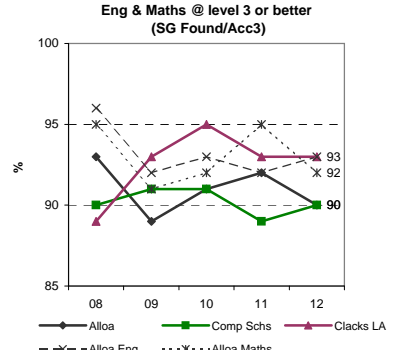
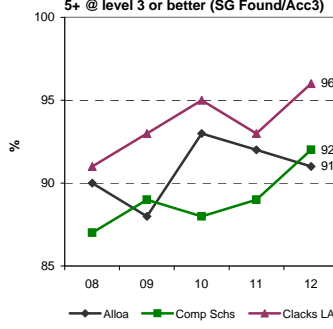
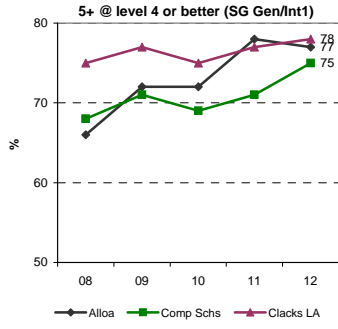
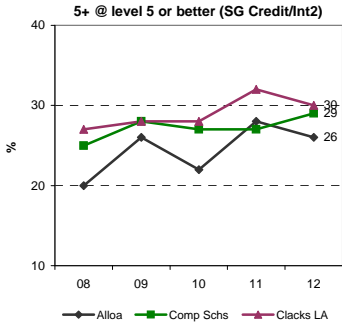


By the end of S6

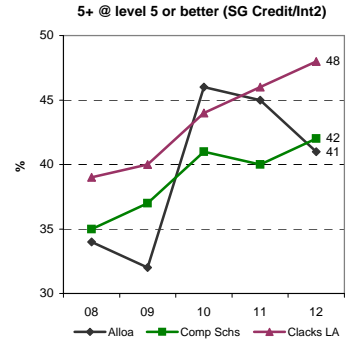
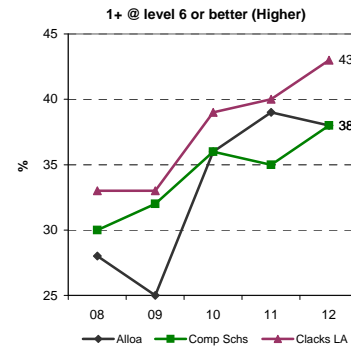
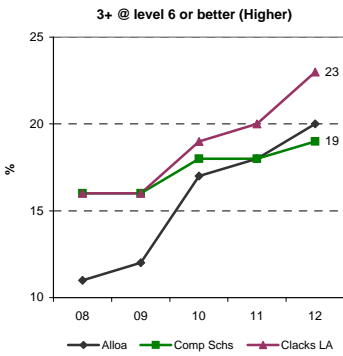
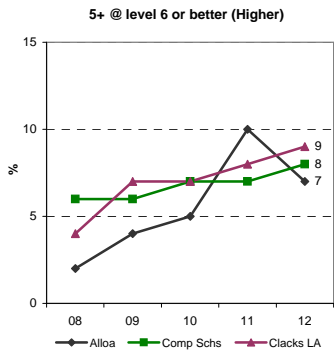


# Alloa Academy: SQA 2012 pre-appeal results

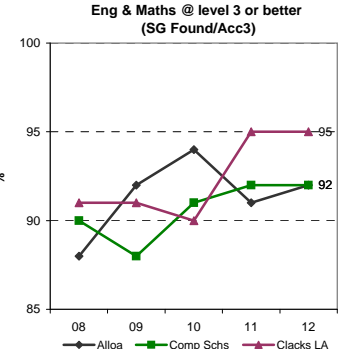
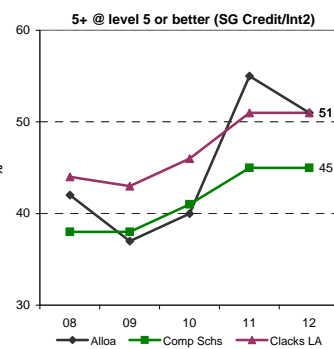
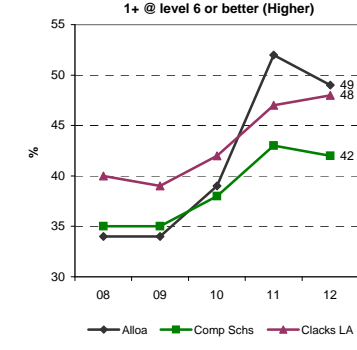
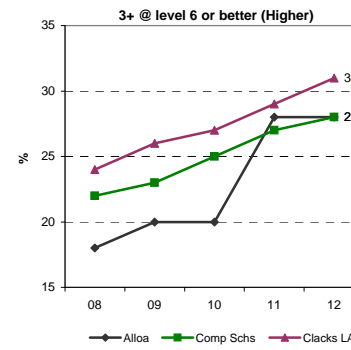
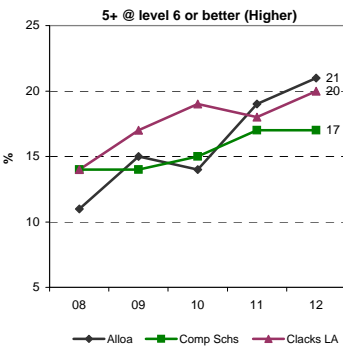
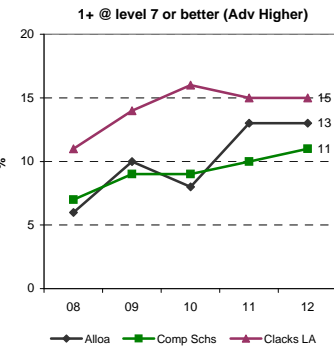
## By the end of S4



## By the end of S5



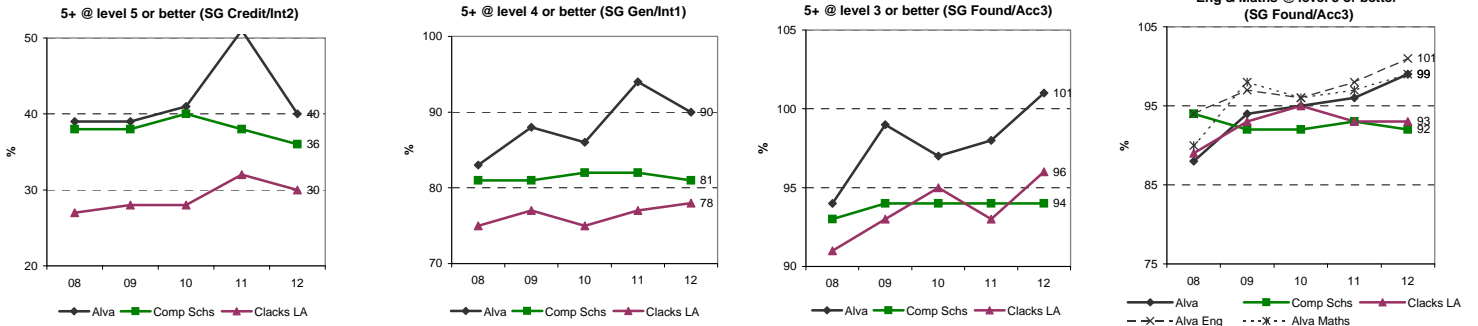
## By the end of S6



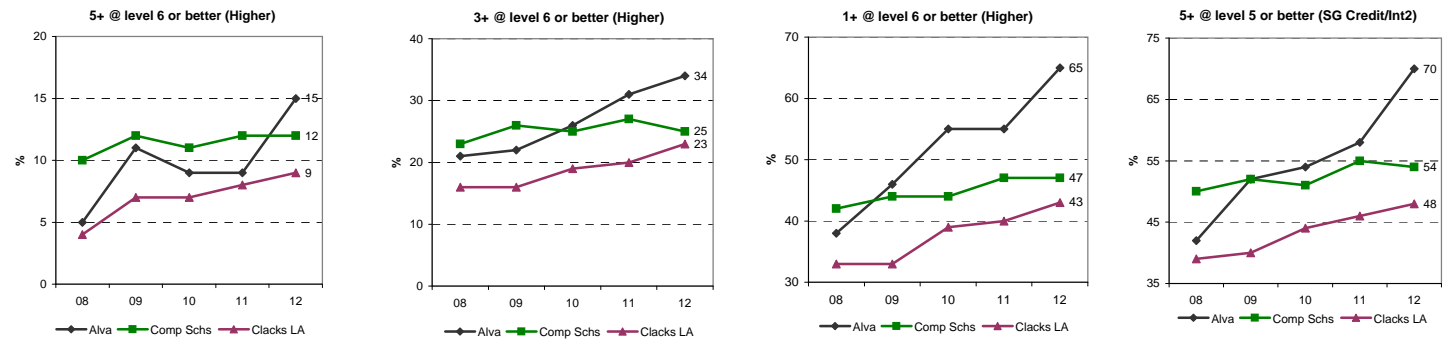
# Alva Academy: SQA 2012 pre-appeal results

APPENDIX 3

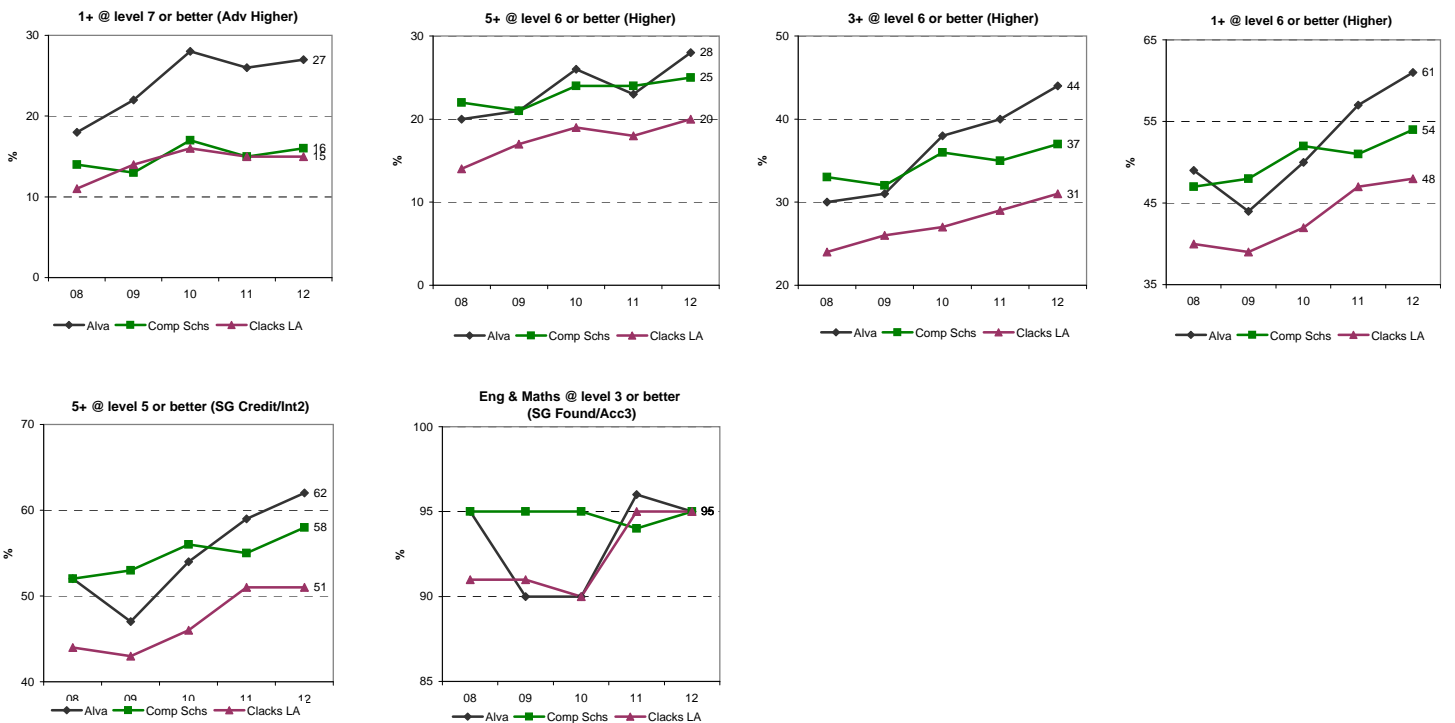
## By the end of S4



## By the end of S5

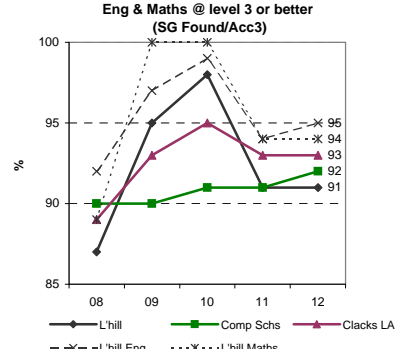
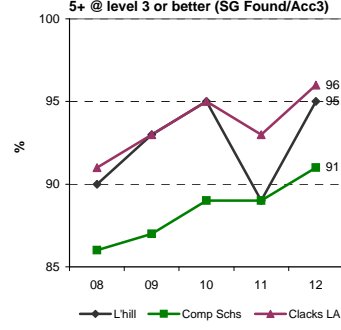
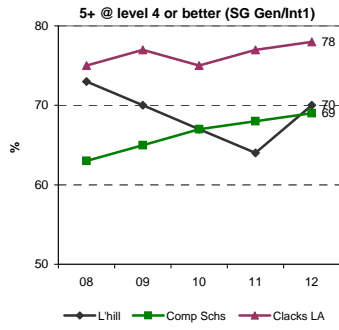
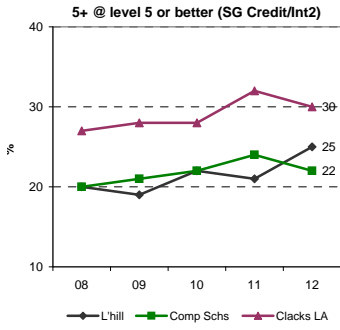


## By the end of S6

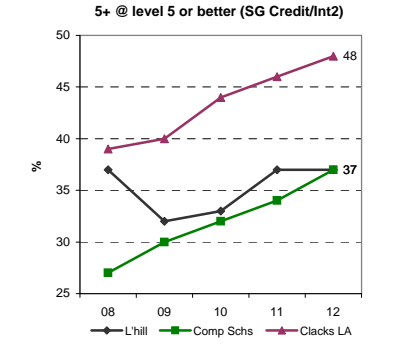
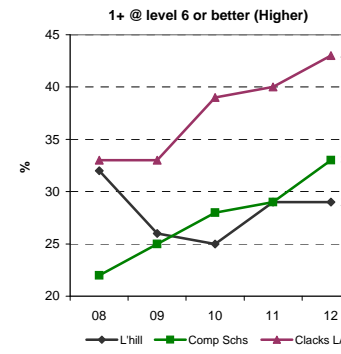
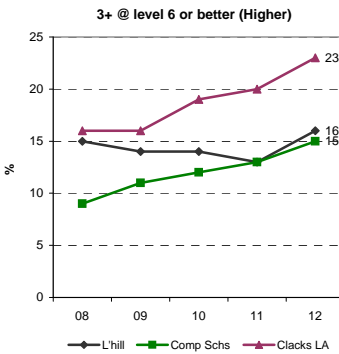
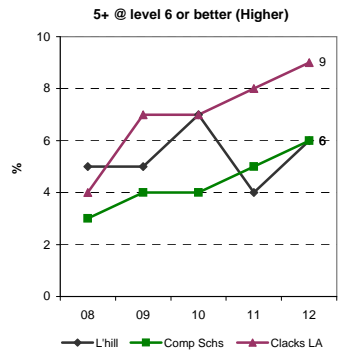


# Lornshill Academy: SQA 2012 pre-appeal results

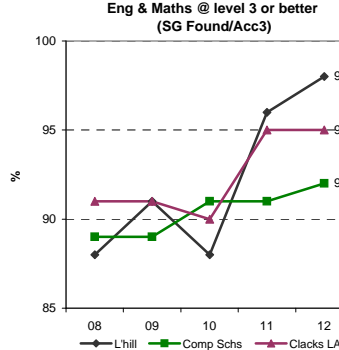
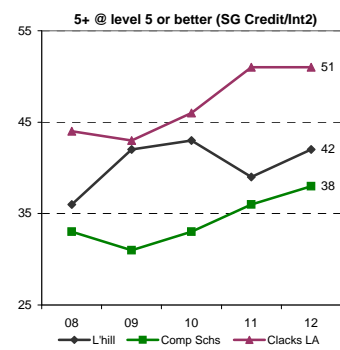
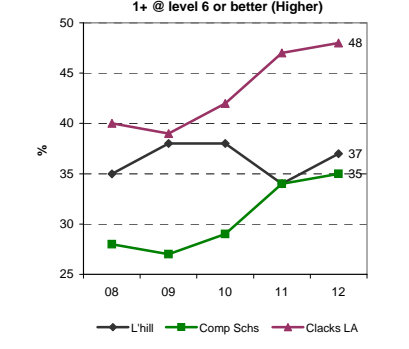
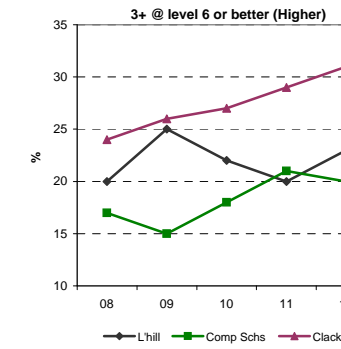
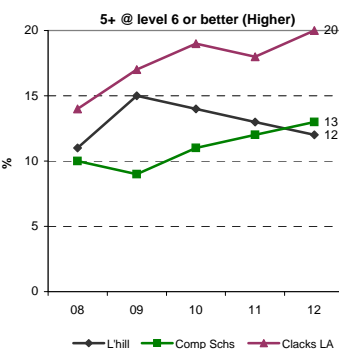
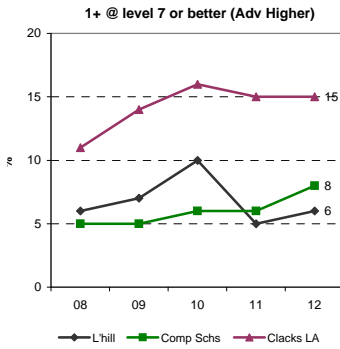
## By the end of S4



## By the end of S5



## By the end of S6



---

**Report to Education, Sport and Leisure Committee**

---

**Date of Meeting: 22 November 2012**

---

**Subject: Excellence for All Co-ordinators Update**

---

**Report by: Head of Education**

---

**1.0 Purpose**

- 1.1. The purpose of this report is to update the Committee on the progress made by Excellence for All Co-ordinators.

**2.0 Recommendations**

- 2.1. It is recommended that the Committee note, comment on and challenge the progress made with raising attainment through the Excellence for All Co-ordinators.

**3.0 Considerations**

- 3.1. The vision of the Education Service is one of Achievement, Inclusion, Ambition and Excellence for All.
- 3.2. The service believes that this vision will be realised through out commitment to the principles that underpin the National Priorities in Education, Curriculum for Excellence and Getting is Right for Every Child.
- 3.3. Each of the three secondary school has been provided with dedicated resources to raise attainment of young people – particularly those identified as being the most educationally vulnerable. This additional resource is designed to build long term capacity to raise attainment and tackle under achievement in schools.
- 3.4. Each school now benefits from additional staffing focussed on building capacity in raising overall attainment. This staffing equates to an additional 1 full time equivalent for each establishment.
- 3.5. Excellence for All staff liaise with Senior Management Team, Pupil Support staff and wider faculty staff to support analysis of performance data. This data includes: attendance, exclusion, Free Meal Entitlement, achievement and attainment.

3.6 The Excellence for All Co-ordinators are working with staff in each the secondary schools to identify pupils at risk of underachieving.

Individual pupils will be profiled and their additional needs identified.

Tracking and monitoring approaches will be further developed and used to closely monitor the progress of the pupils.

Early intervention will be made where there is insufficient progress or cause for concern such as:

- Individualised support plans to address specific issues
- Contact with parents/carers to agree supports
- Provision of specific study supports/guidance
- Individualised coaching and mentoring sessions

Parents and carers will be fully engaged in the action planning process and will be encouraged to support their children.

3.7 Establishment Progress is outlined in Appendix 1.

3.8 All schools are engaging positively with this initiative. Impact will be monitored and further reports will be provided to future Education, Sport and Leisure Committee.

**4.0 Sustainability Implications**

4.1. There are no sustainability implications.

**5.0 Resource Implications**

*5.1. Financial Details*

5.2. The full financial implications of the recommendations are set out in the report. This includes a reference to full life cycle costs where appropriate. Yes

5.3. Finance have been consulted and have agreed the financial implications as set out in the report. Yes

*5.4. Staffing*

**6.0 Exempt Reports**

6.1. Is this report exempt?    Yes  (please detail the reasons for exemption below)    No

## 7.0 Declarations

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

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

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

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

## 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 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes

## 10.0 Appendices

Appendix 1: Excellence for All Update

## 11.0 Background Papers

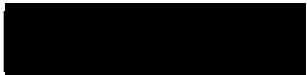
11.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

Yes  (please list the documents below) No

### Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Alan Milliken	Assistant Head of Education	01786 442945

### Approved by

NAME	DESIGNATION	SIGNATURE
Belinda Greer	Head of Education	
Elaine McPherson	Chief Executive	

Excellence for All Update

	Current Focus	Impact/success to date	Numbers of young people /year group
<b>Alloa Academy</b>	<p>Teacher groups set up for monitoring and cross observation with a new pro-forma and discussion format.</p> <p>Raising attainment by mentoring pupils at risk of not achieving 5@3 and 5@6 - including building capacity of all staff via HGL role; using comparator school data to set achievable goals for staff</p> <p>Raising aspiration by promoting former pupil success and knowledge of destinations, Saltire awards and ambassador roles.</p>	<p>Staff confidence in mentoring techniques has improved; pupils identified for mentoring feel better supported; parents engaged and supportive with mentoring.</p>	<p>All of S3 involved in Promoting Alloa enrichment days; 20+ S4 pupils identified; 17 S5 pupils identified.</p>
<b>Alva Academy</b>	<p>The current focus is to create a Mentoring Scheme within the school to raise attainment and recognise achievement within the selected group of pupils involved.</p>	<p>Impact of the Mentoring Scheme will be shown through the monitoring and tracking of the pupils as they engage in the scheme.</p>	<p>Overall, there are 48 pupils involved in the Mentoring Scheme</p> <p>There are 17 S3 pupils, 15 S4 pupils and 16 S5 pupils.</p> <p>These pupils were selected specifically due to their attainment profile.</p>

	<b>Current Focus</b>	<b>Impact/success to date</b>	<b>Numbers of young people /year group</b>
<b>Lornshill Academy</b>	<p>Work has taken place with all Christmas 2012 leavers and all 2013 leavers.</p> <p>The Christmas Leavers 2012 are in the process of receiving coaching and mentoring to support them in to a positive destination post December 2012.</p> <p>All other leavers for 2013 have been identified and sub divided into various co-horts. This includes an S6 Elite group (Top 20%) on a mentoring programme for 60%. S4/S5 have a similar programme.</p> <p>In addition, we are piloting a mentoring programme with 50 identified S5 pupils all who achieved 5 standard grades or more at level 5.</p>	<p>A key focus at the moment is work to secure positive destinations for all our 2012 Christmas leavers. We have developed a self development employability framework document and also a mentoring document which records all achievements and goals. Pupils are now better engaged.</p> <p>As part of the curriculum architecture review we are engaging with faculties to look at short courses to ensure increased access and progression and assist with positive destinations. We are in the process of developing an Opportunity and Awareness event for January for all senior pupils and parents. This opportunity will be made available to pupils from all secondary schools.</p>	<p>We are working with 105 S6 pupils, 82 S4/S5 leavers and 50 S5 Elite Pupils.</p>

---

**Report to Education, Sport and Leisure Committee**

---

**Date: 22 November 2012**

---

**Subject: Educational Outcomes for Looked After Children**

---

**Report by: Head of Education**

---

**1.0 Purpose**

- 1.1. This paper provides an overview of the educational outcomes for Clackmannanshire's Looked After Children in 2010/11. Information on the educational outcomes for session 2011/12 will be available in June 2013.

**2.0 Recommendations**

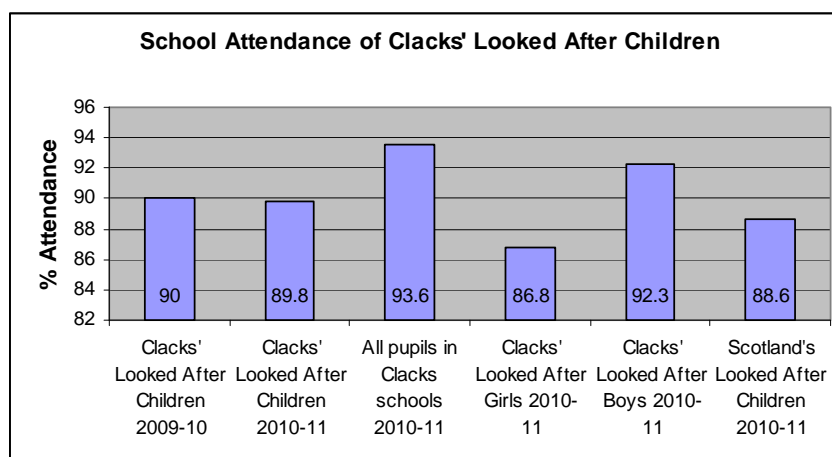
- 2.1. It is recommended that Committee:
- a) note the background and current position outlined in points 3.1 to 3.9;
  - b) as corporate parents, acknowledges the achievements of our Looked After Children;
  - c) approve the Education Service's actions outlined in point 3.10.

**3.0 Considerations**

- 3.1. "Clackmannanshire's Looked After Children" refers to children and young people looked after by Clackmannanshire Council continuously from 1<sup>st</sup> August 2010 to 31<sup>st</sup> July 2011. It includes those looked after at home as well as looked after away from home. Most attended schools in Clackmannanshire Council.
- 3.2. "Looked After Children in Clackmannanshire schools" refers to the 269 Looked After Children attending Clackmannanshire Council schools in 2010/11. This includes children who were looked after by Clackmannanshire Council, including those looked after for only part of the reporting period, and children who were looked after by other local authorities but attended Clackmannanshire Council schools. It excludes those of Clackmannanshire's Looked After Children who attended educational establishments outwith Clackmannanshire Council.

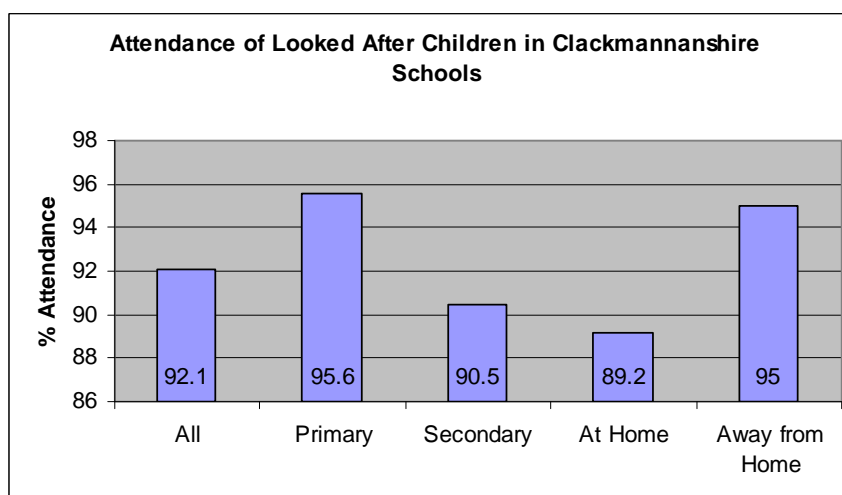
## The Clackmannanshire Looked After Children Position 2010/11

- 3.3. Information on the educational outcomes of Clackmannanshire's Looked After Children was published by Scottish Government in June 2012 as *Statistical Bulletin: Educational Outcomes for Scotland's Looked After Children 2010/11*.
- 3.4. The school **attendance** of Clackmannanshire's Looked After Children was similar to the previous year. It was lower than the average for all children in Clackmannanshire schools, but higher than the Scottish average for Looked After Children. The school attendance of Clackmannanshire's looked after boys was much higher than girls.

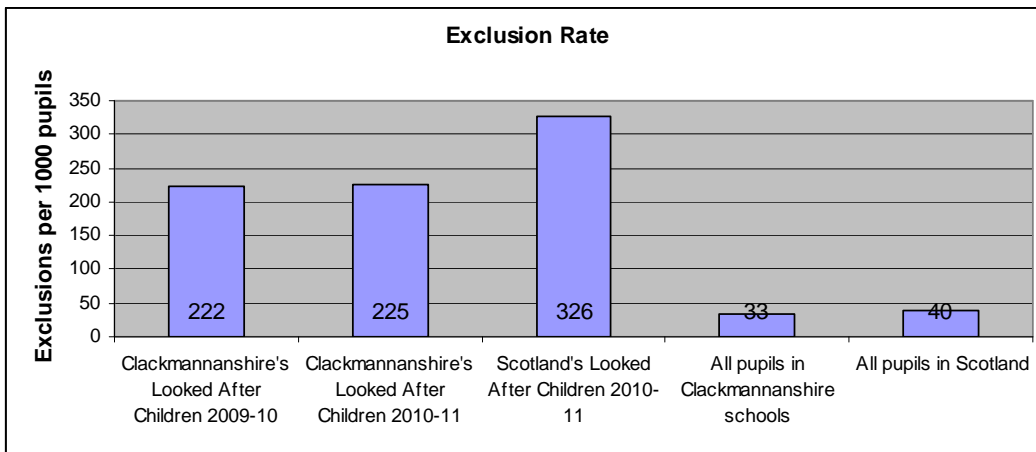


## Looked After Children in Clackmannanshire Schools

- 3.5. The attendance of Looked After Children in Clackmannanshire primary schools was higher than in Clackmannanshire secondary schools. Children in Clackmannanshire schools who were looked after away from home had a higher attendance rate than children looked after at home.

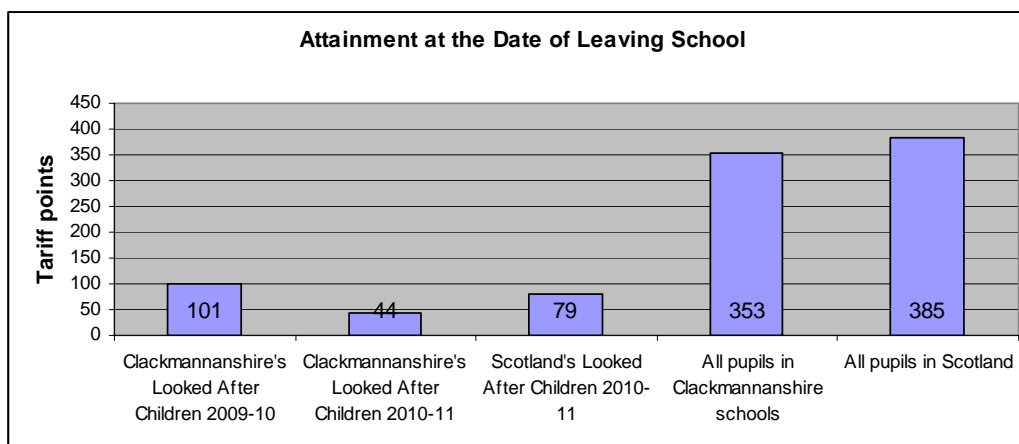


- 3.6. The rate 2010/11 **exclusion** from school for Clackmannanshire's Looked After Children was similar to that in 2009/10, and much lower than the Scottish average. The exclusion rate for all pupils in Clackmannanshire schools was slightly lower than the Scottish average. The exclusion rate for Clackmannanshire's Looked After Children was much higher than for all pupils in Clackmannanshire schools.

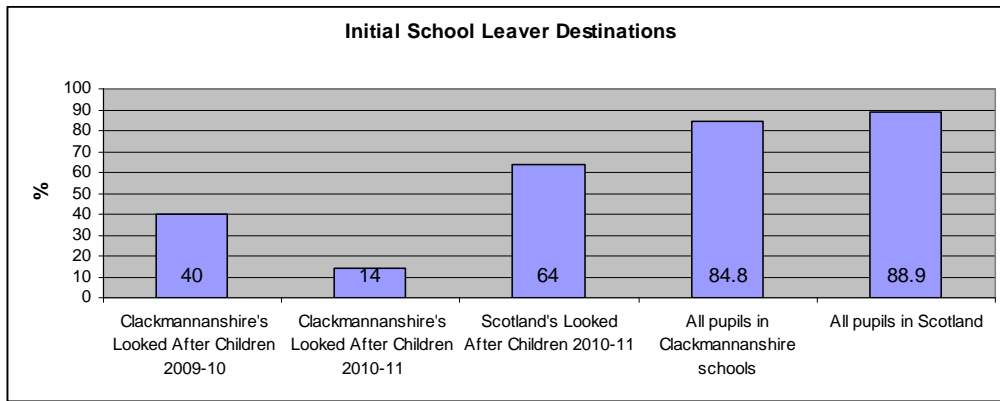


3.7. Seven of Clackmannanshire's Looked After Children left school in 2011. School **attainment**, as measured by their average tariff score on leaving school, was lower in 2010/11 than in the previous year and lower than the Scottish average. However, the very small number of individuals means it is difficult to draw conclusions from this change.

3.8. This average tariff score was very low compared to the average attainment of all Clackmannanshire pupils on leaving school. One reason is that the tariff score is cumulative while a pupil is eligible for SQA exams (usually S4-S6). This makes it difficult to compare the attainment of Looked After Children with that of all pupils, the majority of whom remain in school for S5 and S6.



3.9. A smaller proportion of Clackmannanshire's Looked After Children went into positive **school leaver destinations** in 2010/11 than in the previous year. However, the very small number of individuals (7, compared to 5 the previous year) means it is difficult to draw conclusions from this decrease.



## Actions

3.10. The Education Service recognises that educational outcomes for Looked After Children must continue to improve and is committed to the following actions.

- Looked after pupils and the lowest attaining 20% of pupils will be a particular focus for schools visits by Assistant Heads of Education and Link Officers in Autumn 2012-13. Link Officers will review with Head Teachers the progress of this cohort at key stages in both primary and secondary schools and challenge and support staff to deliver improved educational outcomes for these groups.
- A Service Manager in education with strategic responsibility for improving outcomes for Looked After Children has been appointed. She has taken up post October 2012.
- Attendance and Welfare Officers now report on attendance and exclusion for Looked After Children on a monthly basis via the Getting It Right For Every Child group. The group is responsible for monitoring this data and analysing themes and trends. This information is then shared with the Service Manager with responsibility for Looked After Children and Social, Emotional and Behavioural Needs Support (SEBN).
- Information on attendance and exclusion will be reported to the Corporate Parenting Board on a quarterly basis. The attainment levels for Looked After Children will be reported annually.
- The Corporate Parenting Strategy Group are reconvening in November 2012 to review their membership, remit and strategy for 2012-15.
- A programme of staff development using 'We Can and Must Do Better' training materials will continue. The Education Service aims to ensure at least one member of staff from every educational establishment attends the training and can support colleagues to further support the attainment and wider achievement of those children who are looked after.
- The Psychological Service is to pilot the use of Viewpoint (Computer Assisted Self Interviewing Programme) to obtain a measure of Looked After Children's emotional well being. The intention being to focus discussion with schools to monitor and target support so as to improve educational outcomes for Looked After Children.

- The Psychological Service provides a drop in consultation facility on a monthly basis. This can be accessed by individual workers, foster carers and kinship carers.
- Secondary schools are now using the Risk Matrix module in SEEMIS which makes it easier for them to monitor and support their children and young people who are looked after.
- The Education Service Manager will present the 2011-12 School Leaver Destination Report on looked after young people, due in early December 2012, to the Corporate Parenting Board for their consideration and advice.
- The post-school destinations of individual looked after young people and care leavers will be monitored. Support will be offered to individuals who require it. The Clackmannanshire Family Firm Programme, approved by the Council's Housing, Health and Care Committee on 23rd August 2012, will provide additional support through a tailored programme aimed at improving the employability of young people through a phased programme of confidence building, training, work based activity and ongoing support. For young people who progress through the early phases successfully, this would culminate in a full-time work placement within the Council of at least 3 months.
- Youth Services will continue to work closely with colleagues in the Education Service to support individuals who are looked after especially through the period of transition from secondary education.
- Work is currently being undertaken to formulate processes to ensure information between the Education Service and Social Services on Looked After Children is accurate and timely. The Council will continue to look at innovative ways to improve outcomes.
- The Access to Education Officer, headteacher of the Support Service and the Educational Psychologist with lead responsibility for Looked After Children are devising a monitoring process to measure attainment and wider achievement for young people in residential schools.

#### **4.0 Sustainability Implications**

4.1. There are no sustainability implications.

#### **5.0 Resource Implications**

5.1. There are no resource implications.

#### **6.0 Exempt Reports**

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

## 7.0 Declarations

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

(1) **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 checked="" type="checkbox"/> |
| People are better skilled, trained and ready for learning and employment | <input checked="" type="checkbox"/> |
| Our communities are safer  | <input checked="" type="checkbox"/> |
| Vulnerable people and families are supported                             | <input checked="" type="checkbox"/> |
| Substance misuse and its effects are reduced                             | <input type="checkbox"/>            |
| Health is improving and health inequalities are reducing                 | <input checked="" type="checkbox"/> |
| The environment is protected and enhanced for all                        | <input type="checkbox"/>            |
| The Council is effective, efficient and recognised for excellence        | <input type="checkbox"/>            |

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

Corporate Priorities - Better Opportunities – Priority Actions

- Continue to embed a policy of Early Intervention and Raising Attainment within Clackmannanshire's Schools
- Ensuring the best attainable start in life by implementation of the Getting it Right for Every Child principles and practices
- Continue to support the Scottish Government's promise of a job, training or education place for every 16 to 19 year old within Clackmannanshire
- Implement policies and initiatives to encourage local employers to take on local 19 to 24 year olds
- Implement an employability initiative for care leavers, in which Looked After Children leaving school are offered employment/training for one year at Clackmannanshire Council
- Introduce additional educational attainment staff in each of the three secondary schools, to give extra support, mentoring and coaching to pupils

## 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".

None

## 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)

- Scottish Government's Statistical Bulletin: Educational Outcomes for Scotland's Looked After Children 2010/11. (Published June 2012).

### Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Rosa Huczynksa	16+ Learning Choices Schools' Co-ordinator	01786 442701
Kevin Kelman	Assistant Head of Education	01786 442616

### Approved by

NAME	DESIGNATION	SIGNATURE
Belinda Greer	Head of Education	
Elaine McPherson	Chief Executive	



---

**Report to Education, Sport and Leisure Committee**

---

**Date: 22 November 2012**

---

**Subject: Campus-based Police Officers**

---

**Report by: Head of Education**

---

**1.0 Purpose**

- 1.1. The purpose of this report is to inform members of the Education, Sport and Leisure Committee of the campus-based police officers initiative and the opportunity for Clackmannanshire to become involved by enabling campus-based police officers to work in secondary schools.

**2.0 Recommendations**

- 2.1. It is recommended that committee:
- a) approves the principle of introducing campus-based officers; and
  - b) agrees to consult on Campus-based Police Officers with schools and parents
  - c) reviews any implementation of the initiative in Clackmannanshire Secondary Schools.

**3.0 Considerations**

- 3.1. Community Planning in Clackmannanshire has developed strong multi-agency working between the Council and a wide range of partners in the public and voluntary sectors. Central Scotland Police are key players in these arrangements, especially in relation to developing and supporting strategies to deal with anti-social behaviour and supporting the integration of services to children and families. It is within the context of partnership working that the initiative of campus-based officers should be viewed. Campus-based police officers is a national initiative and has been successfully implemented in a number of areas across Scotland. Central Scotland Police have campus-based police officers based in schools in Falkirk. Following on from the success in Falkirk, Central Scotland Police would like to extend campus-based police officers to other areas across Forth Valley. A report on campus-based officers by the Chief Constable in Falkirk schools is attached.
- 3.2. The objectives of the initiative are to:

- build upon the existing relationship between Central Scotland Police, and local communities, with particular emphasis on improving relationships between the police and pupils in associated schools in the community;
- reduce fear of crime amongst pupils, teachers and other members of the school community through the building of relationships and effective partnership and communication;
- assist in the development of and support of in-school restorative practices, focusing on working together to find solutions to problems.
- assist in reducing anti-social behaviour and youth crime by young people in the local community;
- reduce victimisation of the young people in the community and;
- reduce crime, bullying and truancy.

### 3.3. The role of the campus-based officer is to:

- assist in educating members of the community about the consequences of actions and the potential for positive citizenship;
- participate in multi-agency initiatives to improve the learning environment;
- assist in reducing anti-social behaviour and youth crime, including offending by and victimisation of young people within the school and local community;
- assist in promoting a positive image of Central Scotland Police with young people through establishment of positive partnerships.

### 3.4. The role of the campus-based officers in school has included:

- Group work targeted at children presenting challenging behaviour and children at risk was considered particularly important. The activity in itself whilst important was secondary to the opportunity it provided for children to receive focussed attention and interest.
- Information sharing with educational staff and other agency workers (for example, social workers, restorative practice workers) was also viewed as an integral part of the campus-based officer's role.
- A less common but still valuable role for campus-based officers was to provide advice to parents. Although this occurred in only a few case study schools, educational staff working in these schools felt that having an officer on site meant that parents who wanted to talk to the police, but who were reluctant to go to a police station, could go to the school instead. This was thought to be of particular value in areas where the community may be reluctant to visit a police station.
- Campus-based officers were not involved in incidents of discipline unless it involved potentially criminal behaviour.
- Campus-based officers were involved in organising or delivering lessons or sessions with pupils. This activity was well received by staff and pupils and was seen as adding authority and credibility to some issues.

3.5. The anticipated outcomes for the initiative are:

- a reduction in the number of exclusions from school;
- a reduction in the level of anti-social behaviour in schools and the community;
- an improved ethos within schools and local community;
- a reduction in bullying within school and the community;
- an increase in the successful use of restorative processes and;
- better joined up, inter-agency early intervention.

3.6. A Scottish Government Education and Lifelong Learning report in 2010 identified the following impact and effectiveness of campus-based officers:

- Overwhelmingly the message from those participating in the research was positive. The role that campus-based officers played in school was valued by educational staff, pupils and stakeholders alike.
- Most educational staff and campus-based officers felt that having a police officer regularly interacting with the pupils had improved relationships between the police and pupils.
- The improved information sharing between the police and school (primarily information held by the police) was deemed by police and educational staff to be one of the main benefits of the role. They felt it improved the welfare of pupils at the school, meant the school was better equipped to provide pupils with support and helped prevent offending behaviour.
- Educational staff and campus-based officers held a common view that the presence of a campus-based officer could help to reduce serious indiscipline, physical violence, gang and criminal activity in case study schools. They felt this was due to the officer(s) forging positive relationships with pupils, conducting targeted work with challenging children and children at risk and increased levels of information sharing between the school and the police (which helped stop incidents in the local community spilling into the school environment). This view was supported by crime data trends in two case study schools. However, it is not possible to attribute any decrease *directly* to the role of the campus-based officer.
- Educational staff and pupils had largely positive feelings towards their campus-based office.
- Educational staff and campus officers also felt that this role had successfully:
  - provided positive role models to pupils
  - improved information sharing between police and educational staff
  - *reduced serious indiscipline, physical violence and gang activity in case study schools*
  - increased feeling of safety at schools for pupils and staff
  - improved the way complaints made by the local community about pupils are handled

- A common view held by educational staff, campus-based officers and pupils was that having a campus-based officer in school increased the feeling of safety for pupils and/or staff. It was clear that some educational staff were reassured by the campus-based officer(s) presence when dealing with incidents of physical violence.
  - In several cases, the campus-based officer was shared between more than one school. Although the work of the officer(s) was viewed favourably by educational staff, it was evident that time constraints diluted the role which was likely to reduce their performance on all of the success criteria.
  - In some schools the campus-based officer accompanied the Education Welfare Officer (EWO) on home visits to speak to parents of truanting pupils. However, there was no clear evidence that in schools where the campus-based officer accompanied the EWO on home visits, that this had an effect on the attendance rate.
  - Educational staff in a few case study schools commented on the positive effect campus-based officers had on dealing with complaints made by the public. Some local residents also welcomed campus-based officer involvement as it gave them a consistent figure to deal with persistent problems, which they previously felt were not a priority for the school. Comparison school interviews however, indicated that this role could be completed by other staff instead of a campus-based officer.
- 3.7. Clackmannanshire Council has the opportunity to introduce a Campus-based Police Officer in one of the secondary schools. If the Council agrees to this initiative for Clackmannanshire, then a secondary school will be identified, following consultation with schools and parents. The Education Service will agree a set of criteria in consultation with headteachers.

#### **4.0 Sustainability Implications**

- 4.1. The paper has no sustainability implications.

#### **5.0 Resource Implications**

- 5.1. Central Scotland Police will fund the cost of one post.

#### **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
- Our communities are more cohesive and inclusive
- People are better skilled, trained and ready for learning and 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 environment is protected and enhanced for all
- The Council is effective, efficient and recognised for excellence

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

**8.0 Equalities Impact**

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

Yes  No

**9.0 Legality**

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

**10.0 Appendices**

10.1 Appendix 1 - Central Scotland Joint Police Board, School based Officer, 30 August 2012.

**11.0 Background Papers**

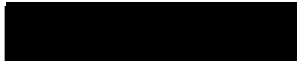
11.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

- The Scottish Government, Evaluation of Campus Police Officers in Scottish Schools. (Web only publication) [www.scotland.gov.uk/socialresearch](http://www.scotland.gov.uk/socialresearch)

**Author(s)**

<b>NAME</b>	<b>DESIGNATION</b>	<b>TEL NO / EXTENSION</b>
Kevin Kelman	Assistant Head of Education	01786 442616

**Approved by**

<b>NAME</b>	<b>DESIGNATION</b>	<b>SIGNATURE</b>
Belinda Greer	Head of Education	
Elaine McPherson	Chief Executive	

**CENTRAL SCOTLAND JOINT POLICE BOARD**

**Subject: SCHOOL BASED OFFICERS**  
**Meeting: CENTRAL SCOTLAND JOINT POLICE BOARD**  
**Date: 30 AUGUST 2012**  
**Author: REPORT BY CHIEF CONSTABLE**

**1. INTRODUCTION**

- 1.1 The purpose of this report is to update the Joint Board in relation to the 2 current School Based Police Officers in Falkirk Council area and proposals to extend this further across the 3 local authorities.

**2. BACKGROUND**

- 2.1 In 2004, Education Committee a joint proposal by Falkirk Council and Central Scotland Police proposal to base police officers in Larbert High School and later Denny High School. This has proved to be a success and proposals to extend this model across the 3 local authorities are at an advanced stage.

- 2.2 Community Planning across the Forth Valley has developed strong multi-agency working between the 3 local authorities and a wide range of partners in the public and voluntary sectors. Central Scotland Police are key players in these arrangements, especially in relation to developing strategies to deal with anti-social behaviour and the integration of services to children and families. It is within the context of partnership working that the initiative of school based police officers within the Larbert and Denny community of schools was developed.

- 2.2 The objectives of the initiative are to:

- Develop and build upon the existing relationship between Central Scotland Police and the high schools, with particular emphasis on improving relationships between the police and pupils in associated schools in the community;
- Reduce fear of crime amongst pupils, teachers and other members of the school community through the building of relationships and effective partnership and communication;
- Assist in the development and support of restorative practices;
- Assist in reducing antisocial behaviour and youth crime by young people;

- Reduce victimisation of the young people in the area; and
- Reduce crime, bullying and truancy within the area.

2.3 The role of the school based officer is to:

- Assist in reducing antisocial behaviour and youth crime, including offending by and victimisation of, young people within the cluster community;
- Assist in promoting a positive image of Central Scotland Police with young people in the area through the establishment of positive partnerships;
- Assist in educating members of the school community about the consequences of actions and the potential for positive citizenship;
- Participate in multi-agency initiatives to improve the learning environment within the high schools.

2.4 The outcomes for the initiative in both Larbert and Denny high Schools have included:

- Reduction in the number of exclusion incidents and numbers of pupils being excluded from school;
- Reduction in the level of anti-social behaviour in schools and the community;
- Reduction in staff illness and absence;
- Improved ethos within schools;
- Reduction in bullying within schools and the community;
- Increase in restorative processes; and
- Enhanced joined-up, inter-agency early intervention.

### **3. NEXT STEPS**

3.1 Progress to date has been very encouraging in both the Larbert and Denny school clusters, from the perspective of both the schools, the community and the force. As a result, and following discussions between the Education Departments in all three local authorities the force proposes to post an additional three school based officers in Falkirk school clusters, two in Stirling and one in Clackmannan as a further contribution to existing shared services.

3.2 As part of the GIRFEC agenda, it is proposed that these additional six officers are deployed across the identified localities of Falkirk, Stirling and Clackmannanshire Council, for an initial period of 1 year and then subjected to formal review. It is proposed that these officers would be based in secondary schools but work widely across all schools in the respective cluster.

#### **4. FINANCIAL IMPLICATIONS**

- 4.1 No cost recovery is proposed for this initial 1 year period and the officers will be funded from within existing force resources.

#### **5. PERSONNEL IMPLICATIONS**

- 5.1 There are no personnel implications arising from this report although this proposal will see six additional officers posted into Community Policing roles.

#### **6. DIVERSITY IMPLICATIONS**

- 6.1 There are no diversity implications arising from this report.

#### **7. RECOMMENDATIONS**

- 7.1 It is recommended that members note the contents of this report.

Chief Constable

Contact Officer: Chief Superintendent David Flynn, Communities Policing  
Telephone No: (01786) 456456



**CLACKMANNANSHIRE COUNCIL**

---

**Report to Education, Sport and Leisure Committee**

---

**Date of Meeting: 22 November 2012**

---

**Subject: Engagement with Legacy Project – Commonwealth Games**

---

**Report by: Head of Education**

---

**1.0 Purpose**

- 1.1. To provide the Education Committee within initial context information regarding 2014 Legacy Planning.

**2.0 Recommendations**

- 2.1. It is recommended that the Committee note and comment on the proposed role of the Education Service in relation to the forthcoming 2014 Legacy planning.

**3.0 Considerations**

- 3.1. The Commonwealth Games 2014 which will take place in and around Glasgow. Council engagement will enhance sports participation, health and understanding of the Commonwealth for school staff, families and pupils, it will also increase demand for participation in local sports clubs, fitness activities and demand for other sports. There will be significant opportunities to promote volunteering and to enhance wider community engagement.
- 3.2. The Commonwealth Games will take place in Glasgow from 13th July to 6th August 2014. This is the 20th Games to be organised for the Commonwealth Countries. There are a number of talented athletes, coaches and officials in Clackmannanshire who will be participating.
- 3.3. Although Clackmannanshire does not have the facilities to host any training camps or twin with a participating Commonwealth Country there are many ways in which we can benefit from the proximity of the Games. The international profile and Commonwealth messages before, during and after this international event could be of benefit to Clackmannanshire young people.
- 3.4. The Scottish Government have identified four key strands in their support of the Commonwealth Games; Flourishing, Sustainable, Connected and Active. Clackmannanshire has the ability to achieve legacy from focussing on "Flourishing" and "Active".

- 3.5. The Education Service has an important role to play in supporting the work of the Council in this area. We will support colleagues in progressing this in partnership with the Clackmannanshire Alliance.
- 3.6. The Sports Development Service will focus on the Active dimension of the strategy:
  - Active; help Scots be more physically active;
  - Improve the active infrastructure (people and places)
    - Increase physical activity and participation in sport
  - Improve Scottish sporting success
- 3.7. As part of the Council's aspiration to have excellent infrastructure for Physical Education, Sport and Physical Activity the Council is keen to build on this by branding existing events with the Commonwealth Games.
- 3.8. Clackmannanshire has well established grassroots sports programmes which along with local clubs can be developed into more competitive opportunities. The concept of "Team Clacks" based on "Team GB" from the Olympics, will help our young people develop skill, confidence and build self esteem.
- 3.9. Clackmannanshire Council delivered an effective and, well co-ordinated approach to support the Olympic Torch Relay for the London 2012 Games from which lessons were learnt and can be built on to support the Queens Baton Relay.

**4.0 Sustainability Implications**

4.1. There are no sustainability implications.

**5.0 Resource Implications**

*5.1. Financial Details*

5.2. The full financial implications of the recommendations are set out in the report. This includes a reference to full life cycle costs where appropriate. Yes

5.3. Finance have been consulted and have agreed the financial implications as set out in the report. Yes

*5.4. Staffing*

**6.0 Exempt Reports**

6.1. Is this report exempt?    Yes  (please detail the reasons for exemption below)    No

**7.0 Declarations**

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

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

- The area has a positive image and attracts people and businesses
- Our communities are more cohesive and inclusive
- People are better skilled, trained and ready for learning and 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 environment is protected and enhanced for all
- The Council is effective, efficient and recognised for excellence

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

**1. Active Schools initiative, 2 hours PE, Sport and Leisure Strategy.**

**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 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes

**10.0 Appendices**

10.1 A Games Legacy for Scotland

## 11.0 Background Papers

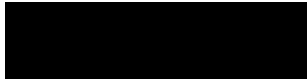
11.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

Yes  (please list the documents below) No

### Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Alan Milliken	Assistant Head of Education	01786 442945

### Approved by

NAME	DESIGNATION	SIGNATURE
Belinda Greer	Head of Education	
Elaine McPherson	Chief Executive	

---

**Report to Education Sport and Leisure Committee**

---

**Date: 22 November 2012**

---

**Subject: Consultation on School Term Dates**

---

**Report by: Head of Education**

---

**1.0 Purpose**

- 1.1. The purpose of this report is to provide the Education Sport and Leisure Committee with information on the process used by the Education Service for determining school term dates. The report seeks approval from the Committee for the Education Service to consult on the pattern of term dates and holidays with specific reference to the pattern for the holiday in October.

**2.0 Recommendations**

- 2.1. It is recommended that the Committee:
- a) Approve the proposal to consult on the current pattern of school term dates and holidays.
  - b) Note that a report on the outcome of the consultation be brought to the Education, Sport and Leisure Committee meeting on 18 April 2013, with a view to either amending or affirming the present pattern of term dates.

**3.0 Considerations**

- 3.1 Following the disaggregation of Central Regional Council in 1996, a formula to determine school term dates was agreed between the three Councils to ensure dates were aligned. Autumn term starts on the Monday of the third full week in August. October holiday week starts on the Monday of the second full week in October. Christmas holiday for two full weeks to include two public holidays on 1st and 2nd January. Easter holiday starts on the first Monday in April, for two weeks, regardless of when Easter weekend falls (A full week is a week that commences on a Sunday).
- 3.2 The catchment area for St Modan's High School in Stirling covers the three Council areas. In the current session (2012/13) 158 young people from Clackmannanshire attend St Modan's High School.
- 3.3 Many members of school based staff live in one of the three Council areas and work in another.

- 3.4 Patterns of pupils' attendance would indicate that there is a lower level of unauthorised absenteeism when school terms start on Monday and end on Friday, rather than having broken weeks. This is one of the considerations in setting school term dates.
- 3.5 Some Authorities in Scotland have a pattern of term dates that allows for a two week closure in October.
- 3.6 Given the lapse of time since the pattern of term dates was set, it is recommended that Education Service carries out a consultation between the end of November 2012 and February 2013 on the present pattern of holidays. In particular views should be sought on whether there would be support for a longer October break.
- 3.7 Currently term dates are consulted on through the Council's formal staff consultation mechanisms of JCC (Joint Consultative Committee) and LNCT (Local Negotiating Committee for Teachers). Term dates are agreed for two years in advance, so the results of any changes following this consultation would impact on school session 2015-16.

#### **4.0 Sustainability Implications**

- 4.1. The report has no sustainability implications.

#### **5.0 Resource Implications**

- 5.1. The report has no financial implications.
- 5.2 The report has no implications for staffing.

#### **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 checked="" type="checkbox"/> |
| People are better skilled, trained and ready for learning and employment | <input checked="" type="checkbox"/> |
| Our communities are safer  | <input type="checkbox"/>            |
| Vulnerable people and families are supported                             | <input type="checkbox"/>            |

- Substance misuse and its effects are reduced
- Health is improving and health inequalities are reducing
- The environment is protected and enhanced for all
- The Council is effective, efficient and recognised for excellence

**(2) Council Policies**

None.

**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 None

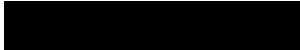
**11.0 Background Papers**

11.1 None.

**Author(s)**

NAME	DESIGNATION	TEL NO / EXTENSION
Michael Boyle	Education Business Manager	01259 452520

**Approved by**

NAME	DESIGNATION	SIGNATURE
Belinda Greer	Head of Education	
Elaine McPherson	Chief Executive	

