



**Clackmannanshire
Council**

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

Education, Sport and Leisure Committee

Thursday 19 September 2013 at 10.00 am

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

Date	Time
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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.

11 September 2013

A MEETING of the EDUCATION, SPORT AND LEISURE COMMITTEE will be held within the Council Chamber, Greenfield, Alloa, FK10 2AD, on THURSDAY 19 SEPTEMBER 2013 at 10.00 am.

**Nikki Bridle
DIRECTOR OF FINANCE AND CORPORATE SERVICES**

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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 June 2013 (Copy herewith)	07
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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 Sang Y Cha	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 JUNE 2013 at 10.00 am.

PRESENT

Councillor Ellen Forson, Convenor (In the Chair)
Councillor Alastair Campbell
Councillor Irene Hamilton
Councillor George Matchett, QPM
Councillor Bobby McGill
Councillor Les Sharp
Councillor Jim Stalker
Councillor Gary Womersley (S)

Pastor David Fraser, Scottish Baptist Church (Appointed Member)
Father Michael Freyne, Roman Catholic Church (Appointed Member)
Rev Sang Y Cha, Church of Scotland (Appointed Member)

IN ATTENDANCE

Belinda Greer, Head of Joint Education Services
Kevin Kelman, Assistant Head of Education
Alan Milliken, Assistant Head of Education
Michael Boyle, Education Business Support Manager
Mary Fox, Team Leader, Youth Services
Alison Mackie, Active Schools Manager
Janice McCrum, Solicitor, Legal Services (Clerk to the Committee)
Marjorie MacFarlane, Sports Development Manager

ESL(13)41 APOLOGIES

Apologies for absence were received from Councillor Walter McAdam, MBE. Councillor Gary Womersley attended as substitute for Councillor McAdam.

Councillor Womersley was present at today's meeting as a substitute for Councillor Walter McAdam, MBE, and was not present in his capacity as a non-voting ex-officio member. As a substitute member, Councillor Womersley was, therefore, eligible to vote.

ESL(13)42 DECLARATIONS OF INTEREST

None.

ESL(13)43 MINUTES OF MEETING: THURSDAY 25 APRIL 2013

The minutes of the meeting of the Education, Sport and Leisure Committee held on Thursday 25 April 2013 were submitted for approval.

A minor typographical error on page 8 (ESL(13)33) was pointed out - "ex-officio" to be amended to read "ex-officio".

Decision

Subject to the above minor amendment, the minutes of the meeting held on Thursday 25 April 2013 were agreed as a correct record and signed by the Convenor.

ESL(13)44 EDUCATION SERVICE - FINANCIAL PERFORMANCE 2013-14

A report which provided the Committee with an update on progress made to implement the 2013/14 budget approved by Council on the 8 February 2013 was submitted by the Head of Education.

The Head of Education confirmed that from August 2013, there will be a total of 6 additional teacher posts in nurseries in Clackmannanshire.

Motion

That Committee agrees the recommendations set out in the report.

Moved by Councillor Ellen Forson. Seconded by Councillor Irene Hamilton.

Decision

Having commented on and challenged the progress detailed in the paper, the Committee agreed to note the information set out in the report.

ESL(13)45 EDUCATION SERVICE - DRAFT BUSINESS PLAN

A report which presented the Committee with the draft Education Service Business Plan for 2013/14 was submitted by the Head of Education. The report outlined key benefits from the formulation and publication and highlighted the additions to the planning template, particularly within the context of a shared model of service delivery.

The Assistant Head of Education introduced the report and pointed out the following typographical errors in the paper:

Paragraph 1.1 (Page 19) (line 2/3) to be amended to read, "The draft plan is appended to the report in Appendix A."

Paragraph 3.3.1 (Page 20) (line 1) to be amended to read, "The integrated plan makes explicit the Service's continued commitment to making best use of the combined capacity of each Council."

The Team Leader, Youth Services, pointed out an error at page 38 in relation to the percentage of young people involved with Youth Services who achieve an accredited award and undertook to provide clarification as well as report back to a future Education, Sport and Leisure Committee with proposals for taking forward the Council's ambitions for young people.

Motion

That Committee agrees the recommendations set out in the report.

Moved by Councillor Ellen Forson. Seconded by Councillor Irene Hamilton.

Decision

Having commented on and challenged priorities, risks and actions contained in the draft plan, the Committee agreed to note the information set out in the draft Education Service Plan for 2013/14.

ESL(13)46 EDUCATION - ANNUAL GOVERNANCE STATEMENT ACTION PLAN

A report which provided the Committee with an update on progress within the Education Service's Education Annual Governance Statement process for 2011/12, following the annual governance challenge which took place in April 2012, was submitted by the Head of Education.

All of the Council's services will present their Governance Improvement Plan to the relevant service committee to provide assurance of actions agreed and to enable elected members to make clear links to the business planning process.

Motion

That Committee agrees the recommendations set out in the report.

Moved by Councillor Ellen Forson. Seconded by Councillor Irene Hamilton.

Decision

Having commented and challenged as appropriate, the Committee agreed to :

- (1) Note the process of the implementation of the Annual Governance Statement within the context of the Education Improvement Plan.
- (2) Note the intention to explicitly link Governance Improvement plans to service business plans for 2013/14.

ESL(13)47 BREAKFAST CLUBS

A report which informed the Committee of the progress in implementing breakfast clubs in Clackmannanshire was submitted by the Head of Education.

Following additional funding being made available as part of the Council's budget in February 2012, breakfast clubs were introduced in all schools in Clackmannanshire.

Councillor George Matchett, QPM, gave notice of an amendment.

Following introduction of the report by the Assistant Head of Education, and opportunity for members to ask questions of officers, the meeting adjourned at 1107 hrs to consider the amendment submitted by Councillor Matchett, QPM. When the meeting resumed at 1116 hrs, 8 elected members and 3 appointed members remained present.

Having considered the content of the amendment, the Convenor ruled that the amendment, submitted by Councillor Matchett, did not relate to the paper before the committee and in terms of Standing Order 13.9, would not be accepted, however, the Convenor gave an undertaking that the service would work with Councillor Matchett on the terms of the amendment and a paper on the provision of 'community based meals' to help mitigate the anticipated effects of welfare reform on children would be submitted to a future meeting of the Education, Sport and Leisure Committee.

Motion

That Committee agrees the recommendations set out in the report.

Moved by Councillor Ellen Forson. Seconded by Councillor Irene Hamilton.

Decision

The Committee agreed to note the progress in implementing breakfast clubs and agreed that schools be encouraged to continue to promote breakfast clubs to parents and children and that regular reporting on uptake of breakfast be included as part of the Education Service performance reporting.

Action

Head of Education/Assistant Head of Education

ESL(13)48 COMMUNITY SPORTS HUBS IN CLACKMANNANSHIRE

A report which provided the Committee with information about the national Community Sport Hub initiative which is being rolled out in Clackmannanshire and the opportunities that this provides for sports clubs and for residents was submitted by the Head of Education.

The Community Sport Hub initiative is a national initiative funded by sportscotland to increase participation in sport and physical activity.

Motion

That Committee agrees the recommendations set out in the report.

Moved by Councillor Ellen Forson. Seconded by Councillor Irene Hamilton.

Decision

Having commented on the paper, the Committee agreed to note the information set out in the report in relation to the Community Sports Hub initiative in Clackmannanshire.

Councillor George Matchett, QPM, withdrew at this point in the proceedings (1140 hrs). Seven (7) members remained present.

ESL(13)49 RECOGNISING ACHIEVEMENT THROUGH A LOCAL YOUNG SCOT PROGRAMME

A report which provided the Committee with information on the local Young Scot Programme and how it links with Clacks Youth Timebank accreditation was submitted by the Head of Education.

Young Scot is the national youth information and citizenship charity which provides young people aged 11-26 with a wide range of information, ideas and incentives to help them become confident, informed and active citizens.

The Assistant Head of Education introduced the report and pointed out the following typographical errors in the paper:

Paragraph 3.2 (Page 75) (line 1) to be amended to read, "There has been a 9% increase in the number of people with a Young Scot Card in the past 6 months."

Paragraph 3.6 (Page 76) (line 3) to be amended to read, "The scheme enables young people to obtain national reward points for positive participation in programmes, eg. sports, leisure, community events, achieving accreditation, participating in consultations, focus groups and conferences."

An appendix to the report, "Young Scot Reward Points Locally" was made available to committee members for information.

Following introduction of the report, the Committee then heard a presentation from Mary Fox, Team Leader, Youth Services, and had opportunity to put questions to Mrs Fox.

Motion

That Committee agrees the recommendations set out in the report.

Moved by Councillor Ellen Forson. Seconded by Councillor Irene Hamilton.

Decision

Having commented on the paper, the Committee agreed to note the information in relation to the local development and use of the national Young Scot reward scheme to recognise young people's achievement.

ESL(13)50 NOTICE OF MOTION IN TERMS OF STANDING ORDER 16.0 - ALLOA ATHLETIC FOOTBALL CLUB

A notice of motion in terms of Standing Order 16.0 was submitted by Councillor Ellen Forson.

Motion

"That the Education, Sports and Leisure Committee congratulates the players, staff and management of Alloa Athletic Football Club on their well deserved promotion to the first division of the Scottish Football League; acknowledges its excellent achievement of securing a second successive promotion which will see the team play in the first division for the first time in ten seasons; notes the hard work and success of the manager, Paul Hartley; recognises the team for its hard work throughout the season, as well as their dedicated supporters; highly commends its Chairman and Board for their leadership and wishes all those at the club continuing success for the future."

Moved by Councillor Ellen Forson. Seconded by Councillor Bobby McGill.

Decision

The Committee agreed unanimously to support the motion.

Resignation of Head of Joint Education Services

The Convenor, on behalf of the Committee, thanked Belinda Greer as Head of Joint Education Services and wished her well in her new post and forthcoming move to Hong Kong.

Councillors Womersley and McGill, on behalf of their respective political groups, paid tribute to the Head of Joint Education Services and also wished her well on her forthcoming move to Hong Kong.

ENDS 1210 hrs

Report to Education, Sport and Leisure Committee

Date of Meeting: Thursday, 19 September 2013

Subject: Quarter 1 Performance 2013 / 2014 Progress Report

Report by: Assistant 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 first quarter, April – June 2013, on the progress made against the targets contained within the Business Plan for Education.
- 1.2. Appendix 1 of the report summarises the progress made in delivering education services in Clackmannanshire Council within the context of a shared model of service delivery.
- 1.3. In addition, the report highlights key service activity over the period April – June 2013.

2.0 Recommendations

- 2.1. It is recommended that the Committee notes the content of the report while commenting on and challenging the performance of the Education Service over the first quarter of the 2013 – 2014 plan.

3.0 Considerations

- 3.1. The attached report for quarter 1 (April – June 2013) summarises the progress made towards achieving the strategic priorities of the service.
- 3.2. Quarter 1 2013 – 2014 correlates with the final term of the academic session 2012 – 2013.
- 3.3. Quarter 1 performance data for attainment, attendance and exclusions is measured against targets as determined by most recently published data (2011 – 2012). Therefore, these targets will be reviewed on Covalent upon publication of next data set: August 2013 for attendance and exclusion; September 2013 for attainment. This is highlighted further in the notes column in Appendix 1.

3.4. Attainment performance of pupils who sat national examinations during academic session 2012 – 2013 is made available to the Education Authority in September 2013; therefore, a comprehensive report on pre-appeal performance will be tabled at the next scheduled Education, Sport and Leisure committee.

3.5. Service Activity: Key Developments

3.5.1. *Health and Wellbeing: Health Promoting Schools*

As part of the process towards accreditation schools across all sectors have worked creatively and proactively in mobilising the community around the issues of health promotion and wellbeing. A further two primary schools: Menstrie Primary and Banchory Primary, and Alva Academy, were accredited in June 2013.

3.5.2 *Hillfoots Music for Youth*

The Concert Band took part in the Scottish Concert Band festival regional event in Livingston. Despite participating this session for the first time, the Band was awarded a 'silver plus' grading.

The Fiddle Orchestra performed their own fund raising Ceilidh at the Devonvale Hall in Tillicoultry. This was a very successful community event and was well attended. Also in attendance were visitors from Tillicoultry's French twin town, Crevecoeur Le Grand.

Over 150 young people performed at a 'Grand Concert' in Alloa Town Hall. The concert showcased all of the Hillfoots Music for Youth ensembles and Academy singers.

3.5.3 *Literacy Across Learning*

An English Teacher at Alva Academy took part in the Scottish Book Trust's *teacher ambassador programme*. As part of this initiative, and in collaboration with the school's art department, young people engaged in a cross-curricular project using the author Darren Shan as a context. Pupils and teachers from Alva Academy shared their learning and experiences by hosting CPD activities for teachers and librarians from across the authority. The sessions were well attended and positively evaluated.

Authors John Chalmers and Susan Mars of acclaimed Louis Graphic Novels visited Alloa Academy to work with S2 pupils. Pupils participated in a masterclass with the authors and were shown the important content features of graphic novels. Following this input, pupils created and showcased their own novels. To provide a context for this learning, the school library ran a competition to find the most compelling graphic novel.

3.5.4 *International Study Visit to Clackmannanshire*

In June 2013, Clackmannanshire played host to a Head Teacher visitor from Perth, Australia. The Head Teacher, who was taking study leave to research contemporary and effective methods to teach reading to children, visited three schools: Banchory Primary, Deerpark Primary and Park Primary. He commented positively on children's level of engagement in reading and upon their range of skills within early literacy.

3.5.5 *Curriculum for Excellence*

Moderation of Assessment:

Good progress is being made in building confidence in the moderation of assessment against *Curriculum for Excellence* levels among teaching staff at school, learning community and authority levels. Teachers from each learning community attended the local authority moderation event in February 2013; this event was evaluated positively by staff. Moderation of assessment will continue to be a focus of development for the Service in 2013 – 2014.

Reporting Progress:

All establishments embraced the request to report pupils' progress through SEEMiS. The Service will consult with schools on the successes and challenges of this approach with a view to issuing for guidance and support.

3.5.6 *Curriculum for Excellence - Motivating contexts for learning:*

- Lornshill Academy organised a '*Pi Day*' during which pupils and staff across the school entered into tasks, games and activities related to the relationship between the circumference of a circle and its diameter. The Advanced Higher Mathematics group set a challenge for younger pupils to memorise as many digits as possible after the decimal point; an S4 pupil recalled an impressive 116 digits.
- Pupils in Craigbank Primary School participated in a very successful Science and Technology day. The initiative was very well supported by the local and wider community. The day culminated in a 'vertical challenge' where children from P1 – P7 worked together to produce 3D models using newspaper. Children reported that the day was challenging but very enjoyable.

- Pupils of Muckhart Primary School showcased their artwork at a special 'Art Auction'. Parents, staff and members of the local community came along to admire and purchase some of the exhibits on display. The event raised £580 for school funds.
- Pupils of Abercromby Primary School gave guided tours of their art exhibition for parents, staff and visitors. The event provided an opportunity for children to talk to adults about their experiences and their learning within the art and design aspect of Expressive Arts. Those who attended reported that they were impressed by the range of art on display and further by the way in which pupils explained the artistic process.
- Pupils of Fishcross and Strathdevon primaries benefited from a visit made by Keith Brown MSP. Pupils posed questions to the Minister on local and national issues of concern to them. Through such opportunities, children are gained important insight into Scottish society and democracy.
- Pupils, staff and parents have worked together to plan, fund and install a new sensory garden on the grounds of Clackmannan Primary School. As a result, pupils work outside daily to tend the garden and take forward an area of particular responsibility and focus. Using the garden, the children are experiencing real-life contexts for learning for applying their numeracy skills.

3.5.7 *Lornshill Learning Community: Supporting Effective Transitions*

P7 children in the Lornshill Learning Community jointly participated in a residential experience to Dalguise Outdoor Activity Centre. This enabled children to form friendships with peers from the other schools in the Lornshill Academy Learning Community. Lornshill Academy Pupil Support staff worked with and supported primary pupils at the Centre, furthering the transition process. Children, staff and parents evaluated the experience very positively. Plans are already underway to repeat this approach next session to strengthen further arrangements for supporting the transition process.

3.5.8 *Psychological Services*

The Educational Psychology Service in Clackmannanshire developed and delivered a series of 8 twilight seminars focussing on the subject of *developmental attachment*. The sessions were oversubscribed and evaluations from those who attended were very positive. Due to the positive response to this training, and with the continued interest in the subject matter, the Service will repeat the training again in the autumn.

In addition, the Service has been piloting the use of Viewpoint, an online survey tool, to obtain a measure of the emotional wellbeing of a cross-section of pupils in Clackmannanshire schools who are Looked After. The Service intends to roll out this approach more widely in session 2013/14 and add to it as a means of improving targeted support.

3.5.9 *Rights Respecting Schools*

12 establishments in Clackmannanshire are registered with UNICEF UK on the *Rights Respecting School* programme; 4 establishments are accredited at Level 1: 3 primary schools and Clackmannanshire Schools' Support Service (CSSS). The programme asks schools to prioritise the United Nations Convention on the Rights of the Child (UNCRC) through its planning, policies, practices and ethos. Accredited schools have demonstrated their commitment to promoting the rights of children and young people. In addition, pupils are able to demonstrate a developing awareness of complex issues such as children's right to play and education, climate change and international aid.

3.5.10 *Education Scotland – HMIE: Inspection and Review*

- Craigbank Primary School participated in a 3-18 Curriculum Impact Project in Religious and Moral Education (RME) and Religious Observance (RO). Inspectors, during their 1-day visit to the school, commented positively on the school's work in developing the RME aspect of the curriculum. Suggestions made during the visit have been incorporated into the school's improvement plan for 2013/14.
- Banchory Primary School was visited again for a follow-through review to evaluate progress made by the school since its last inspection June 2011. The review was very positive and resulted in the inspection team concluding that further monitoring would be best carried out by the Education Service and that there needed to be no further involvement of HMIE directly in connection with the original inspection.
- Two officers from Education Scotland visited Deerpark Primary School with the aim of gaining insight into factors that mitigate educational risk within communities of deprivation. Officers spoke to a range of stakeholders in the school. The school's contribution will feature as part of a future publication by Education Scotland entitled 'Making the Link'.

3.5.11 *Pupil Voice*

In June 2013, selected pupils of Deerpark Primary and Tillicoultry Primary were involved in appointment of Head Teacher for their schools through participating in a pupil interview panel. Pupils worked together to select a number of appropriately challenging questions to pose to candidates. During the interview, it is reported that pupils conducted themselves maturely and with aplomb. Commendably, they demonstrated an acute sense of fairness and empathy throughout and, consequently, proved able ambassadors for their school.

4.0 Sustainability Implications

4.1 This paper has no sustainability implications.

5.0 Resource Implications

5.1 *None*

6.0 Exempt Reports

6.1 Is this report exempt? No ✓

7.0 Declarations

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

(1) Our Priorities

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

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: Education Business Plan 2013 – 14 Progress Report - Quarter 1 Performance


11.0 Background Papers

11.1 None

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Alan Milliken	Assistant Head of Education	01786 233225/33225
Lisa McCabe	Quality Improvement Officer	01786 233201/33201

Approved by

NAME	DESIGNATION	SIGNATURE
Kevin Kelman	Assistant Head of Education	
Nikki Bridle	Director of Finance and Corporate Services	






Education BP 2013-14 progress report













Corporate Priority Outcome					
Our children and young people, particularly those at risk of disadvantage or failure, have improved life chances through the highest levels of attainment, achievement and attendance / access to services.					
PI Description	2012/13	2013/14	Q1 2013/14		Latest Note
	Value	Target	Value	Short Trend	
Percentage of half days attended by pupils in primary schools.	95% (prov)	97%	95%		2012/13 value provisional till schools finalise figs in Aug 2013. 2013/14 Q1 initial figs are in line with previous yrs Q1 figs.
Percentage of half days attended by pupils in secondary schools	91% (prov)	94%	91%		2012/13 value provisional till schools finalise figs in Aug 2013. 2013/14 Q1 initial figs are in line with previous yrs Q1 figs.
Cases of exclusion rate per 1000 pupils (primary)	11 (prov)	8	5		2012/13 is set using internal figures from SEEMiS; however, the Service uses nationally reported data, available December 2013. The 2013/14 target is set against previous national reported data, which in 2012/13 for Clacks schools was 11.
Cases of exclusion rate per 1000 pupils (secondary)	39 (prov)	61	8		2012/13 is set using internal figures from SEEMiS; however, the Service uses nationally reported data, available December 2013. The 2013/14 target is set against previous national reported data, which in 2012/13 for Clacks schools was 67.
%age of pupils achieving SCQF Level 3 in Maths and English by end of S4 (pre-appeal)	-	95%	-	N/A	Annual Figure 2011/12 = 93% 2012/13 exam results available in Aug 2013 2013/14 exam results available in Aug 2014
% of pupils achieving 5+ awards at SCQF Level 3 by end of S4 (pre-appeal)	-	97%	-	N/A	Annual Figure 2011/12 = 96% 2012/13 exam results available in Aug 2013 2013/14 exam results available in Aug 2014
% of pupils achieving 5+ awards at SCQF Level 4 by end of S4 (pre-appeal)	-	79%	-	N/A	Annual Figure 2011/12 = 78% 2012/13 exam results available in Aug 2013 2013/14 exam results available in Aug 2014







Corporate Priority Outcome					
Our children and young people, particularly those at risk of disadvantage or failure, have improved life chances through the highest levels of attainment, achievement and attendance/ access to services.					
PI Description	2012/13	2013/14	Q1 2013/14		Latest Note
	Value	Target	Value	Short Trend	
% of pupils achieving 5+ awards at SCQF Level 5 by end of S4 (pre-appeal)	-	32%	-	N/A	Annual Figure 2011/12 = 31% 2012/13 exam results available in Aug 2013 2013/14 exam results available in Aug 2014
% of pupils achieving 5+ awards at SCQF Level 5 by end of S5 (pre-appeal)	-	50%	-	N/A	Annual Figure 2011/12 = 49% 2012/13 exam results available in Aug 2013 2013/14 exam results available in Aug 2014
% of pupils achieving 1+ awards at SCQF Level 6 by end of S5 (pre-appeal)	-	45%	-	N/A	Annual Figure 2011/12 = 45% 2012/13 exam results available in Aug 2013 2013/14 exam results available in Aug 2014
% of pupils achieving 3+ awards at SCQF Level 6 by end of S5 (pre-appeal)	-	25%	-	N/A	Annual Figure 2011/12 = 23% 2012/13 exam results available in Aug 2013 2013/14 exam results available in Aug 2014
Percentage of pupils achieving 5+ awards at SCQF Level 6 by end of S5 (pre-appeal)	-	11%	-	N/A	Annual Figure 2011/12 = 9% 2012/13 exam results available in Aug 2013 2013/14 exam results available in Aug 2014
Percentage of pupils achieving 1+ awards at SCQF Level 6 or above by end of S6 (pre-appeal)	-	49%	-	N/A	Annual Figure 2011/12 = 49% 2012/13 exam results available in Aug 2013 2013/14 exam results available in Aug 2014
Percentage of pupils achieving 3+ awards at SCQF Level 6 or above by end of S6 (pre-appeal)	-	33%	-	N/A	Annual Figure 2011/12 = 31% 2012/13 exam results available in Aug 2013 2013/14 exam results available in Aug 2014

Corporate Priority Outcome					
Our children and young people, particularly those at risk of disadvantage or failure, have improved life chances through the highest levels of attainment, achievement and attendance/ access to services.					
PI Description	2012/13	2013/14	Q1 2013/14		Latest Note
	Value	Target	Value	Short Trend	
Percentage of pupils achieving 5+ awards at SCQF Level 6 or above by end of S6 (pre-appeal)	-	22%	-	N/A	Annual Figure 2011/12 = 20% 2012/13 exam results available in Aug 2013 2013/14 exam results available in Aug 2014
Percentage of pupils achieving 1+ awards at SCQF Level 7 or above by end of S6 (pre-appeal)	-	17%	-	N/A	Annual Figure 2011/12 = 16% 2012/13 exam results available in Aug 2013 2013/14 exam results available in Aug 2014
Average tariff score of lowest performing 20% of S4 pupils in mainstream schools (pre-appeal)	-	75	-	N/A	Annual Figure 2012/13 exam tariff scores available after Aug 2013 2013/14 exam tariff scores available after Aug 2014
Average tariff score of highest performing 80% of S4 pupils in mainstream schools (pre-appeal)	-	220	-	N/A	Annual Figure 2012/13 exam tariff scores available after Aug 2013 2013/14 exam tariff scores available after Aug 2014
Percentage of school leavers who initially go on to positive destinations.	-	87%	-	N/A	Annual Figure – 1 year lag in reporting due to timing of collection of destination. 2012/13 Leaver destination data published in June 2014 2013/14 Leaver destination data published in June 2015
Percentage of school leavers who are in a follow-up positive destination. (x-ref SPI CHN11)	-	84%	-	N/A	Annual Figure – 1 year lag in reporting due to timing of collection of destination. 2012/13 Leaver destination data published in June 2014 2013/14 Leaver destination data published in June 2015











Corporate Priority Outcome					
Our children and young people are successful learners, confident individuals, effective contributors and responsible citizens making a positive contribution to their communities.					
PI Description	2012/13	2013/14	Q1 2013/14		Latest Note
	Value	Target	Value	Short Trend	
Percentage of nursery settings achieving positive (good or better) HMIE inspection reports.	100%	100%	100%		There were no inspections carried out by HMIE in Q1. A full analysis of Care Inspectorate activity will be reported in the Standards and Quality report December 2013.
Percentage of primary schools achieving positive (good or better) inspection reports.	100%	100%	100%		There were no inspections carried out by HMIE in Q1. In June 2013, Banchory Primary School was visited by HMIE for a follow-through visit and was given a positive report. No evaluations are given for follow-through visits; therefore, this activity is not recorded on Covalent.
Percentage of secondary schools achieving positive (satisfactory or better) inspection reports.	100%	100%	100%		There were no inspections carried out by HMIE in Q1.
Percentage of pupils accessing paid instrumental music tuition where entitled to a concession.	3.7%	4%	3.7%		The Q1 value is the baseline figure for academic session 2013/14.
Percentage of schools and nurseries accredited as Health Promoting.	35%	40%	36%		Menstrie Primary, Banchory Primary and Alva Academy were accredited in Q4 2012/13.





Corporate Priority Outcome					
Our children and young people are successful learners, confident individuals, effective contributors and responsible citizens making a positive contribution to their communities.					
PI Description	2012/13	2013/14	Q1 2013/14		Latest Note
	Value	Target	Value	Short Trend	
Percentage of primary schools delivering 2 hours of quality curriculum PE (P1 to P7)	95%	95%	95%		Banchory and St Serf's do not yet offer 2 hours per week of PE for every child. These schools offer 1.5 hours per week and have identified creative solutions to additional PE activities outdoors. Banchory Primary has been commended for the range of sports activities offered to pupils both at break times, as extra curricular activities and as part of their overall experience. The Education Service has appointed a Development Officer to work closely with these schools to provide targeted support to achieve the targeted 2 hours.
Percentage of secondary schools delivering 2 50 minute periods quality curriculum PE (S1 to S4)	100%	100%	100%		
Percent of primary school roll taking part in extra curricular activities based on distinct participant data submitted as part of ASMO (Sportscotland's monitoring system for Active Schools)	61%	63%	61%		The Q1 value is the baseline figure for academic session 2013/14.
Percent of secondary school roll taking part in extra curricular activities based on distinct participant data submitted as part of ASMO (Sportscotland's monitoring system for Active Schools)	25%	31%	28%		The Q1 value is the baseline figure for academic session 2013/14.
Percentage of teaching staff receiving Professional Performance Review and Development.	90%	95%	90%		The Q1 value is the baseline figure for academic session 2013/14. PRD processes are under review and guidance is being finalised. Work with the GTCS to plan for the introduction of professional update is underway.

Corporate Priority Outcome					
Our children and young people are successful learners, confident individuals, effective contributors and responsible citizens making a positive contribution to their communities.					
PI Description	2012/13	2013/14	Q1 2013/14		Latest Note
	Value	Target	Value	Short Trend	
Percentage of days lost due to sickness absence (teaching)	3.2%	3%	3.2%		The Q1 value is the baseline figure for academic session 2013/14. Trends in Stirling for teacher absence continue to be low. New i-Trent system will continue to improve reporting.
Percentage of days lost due to sickness absence (education)	3%	3%	3%		The Q1 value is the baseline figure for academic session 2013/14. Trends in Stirling for teacher absence continue to be low. New i-Trent system will continue to improve reporting.
Percentage of the total number of reported health and safety occurrences that are physical assaults against staff	50%	47%	50%		Aim to decrease. The Service is continuing to work with schools staff to improve reporting which may, in the short-term increase the number of incidences. The Q1 value is the baseline figure for academic session 2013/14.
Percentage number of young people undertaking a work experience placement as part of their senior phase	64%	68%	64%		New contract procured with Gateway for session 2013/14. Placements have been sourced. The Q1 value is the baseline figure for academic session 2013/14.
Percentage of young people involved with Youth Services who achieve an accredited award.	50%	60%	50%		The Q1 value is the baseline figure for academic session 2013/14. There are 330 young people registered with Youth Services. Percentage is calculated as the total number of young people supported by Youth Services who enrol on an accredited scheme and who subsequently complete and achieve.

Corporate Priority Outcome					
Our children and young people get the best start in life through early intervention and through the implementation of Getting it Right for Every Child (GIRFEC) principles and practice.					
PI Description	2012/13	2013/14	Q1 2013/14		Latest Note
	Value	Target	Value	Short Trend	
Percentage of primary schools with a breakfast club.	100%	100%	100%		
Percentage of pupils participating in a FRIENDS programme showing a reduction in self-reported anxiety and low mood and an increase in self-esteem.	N/A	83%	N/A		This is a new KPI and is owned by Psychological Services. The FRIENDS programme has been piloted in a number of schools. Qualitative feedback has shown this to be an effective means of improving social and emotional skills in young children. Psychological Services will roll this out formally across school in session 2013/14.
Percentage of pupils participating in a Seasons for Growth programme evaluating the programme as being helpful in coping with grief and loss.	N/A	80%	N/A		This is a new KPI and is owned by Psychological Services. The Seasons for Growth programme has been piloted in a number of schools. To date, evaluations have been informal. Psychological Services will roll this out formally across school in session 2013/14 as the core programme for supporting children and young people who are bereaved or have experienced loss.
Number of hours of early learning and care available for three and four year olds.	475	600	475		The Service is about to engage with stakeholders on possible models of delivery of 600 hours of early learning and childcare for all 3 & 4 year olds. The service is confident of meeting the all appropriate deadlines.
Number of hours of early learning and care available for looked after two year olds and 2 year olds subject to Kinship Care Orders.	N/A	600	N/A		Currently children under 2 years who are looked after can be referred for nursery provision; however, there is no baseline as to the number of hours. The service is confident of meeting the target for implementation, August 2014.
Number of schools and nurseries using Integrated Assessment Framework.	N/A	100%	N/A		Staff in all establishments have received training. Formal evaluation of establishment compliance will be reported in the next quarter.













SERVICE ACTION PLAN – 1st QUARTER PROGRESS

Action	Due Date	Progress	Expected Outcome	Latest Note
Identify and share best practice in improving overall levels of attainment, achievement and attendance among particularly vulnerable groups of learners.	01-Jun-2014	25%		The Service will continue have this area of work as standard items in meetings with senior officers.
Promote nurturing approaches within establishments.	01-Jun-2014	20%		Links to Psychological Services programmes. Roots of Empathy programme has been delivered in 5 primary schools. New Nurture Group in Sunnyside Primary School (from August 2013).
Continue to improve the school estate so that children and young people are able to attain, achieve and flourish.	01-Jun-2014	30%		Particular work has been undertaken by schools to improve pupils' experience outdoors.
Make the most of culture and sport for personal and community wellbeing including Community Sports Hubs in Clackmannanshire.	01-Jun-2014	25%		Very good progress is continuing to be made with this action.
Prioritise the sustainability of post school destinations for our young people by further building effective partnerships with local employers, Forth Valley College, Stirling University and Skills Development Scotland (SDS).	01-Jun-2014	50%		New contract with Gateway for sourcing work placements has been secured.
Create opportunities for life long learning.	01-Jun-2014	25%		Links with priority to affect positive parenting. Youth Services and Adult Learning Services are core members of all strategic working groups. Links made through community Sports Hubs to community clubs will be monitored.
Improve co-ordination of work experience placements for our young people.	01-Jun-2014	80%		Gateway contract has been secured.
Develop the capacity of staff to plan and assess children and young people's emerging skills for learning, life and work.	01-Jun-2014	30%		Audit carried out June 2013. CPD programme for implementation 2013-14 priorities moderation of assessment and other key aspects of assessment.
Increase provision for children and young people with Autistic Spectrum Disorders (ASD).	01-Jun-2014	80%		Very good progress. Provision has been installed in Lochies School. This is likely to move to Alva Primary session 2014/2015. PT (ASD) appointments to Alva Academy and Lochies.
Enable positive parenting of children and young people.	01-Jun-2014	30%		The Service is building its capacity to deliver positive parenting classes. The EY Collaborative has an emphasis locally on improving parenting through a range of interventions.

Action	Due Date	Progress	Expected Outcome	Latest Note
Protect vulnerable children and young people from risk and harm through implementation of inspection recommendations.	01-Jun-2014	25%		A multi agency self- evaluation was undertaken, February – March 2013; an Education Officer played a key role in the review. The self-evaluation team included inspectors from the Care Inspectorate. The review report was shared with Chief Officers 16/04/13. An action plan is process of being written to be approved by the Multi Agency Continuous improvement Group (MACIG).
Ensure the provision of 600 hours of high quality, accessible and affordable early learning and childcare for all 3 & 4 year olds Looked after two year olds and 2 year olds subject to Kinship Care Orders.	August-2014	25%		The Service is confident of meeting the national implementation target August 2014.
Ensure that staff working in nurseries are suitably qualified.	01/06/14	100%		Further CPD opportunities will be afforded to ensure that early years staff fulfil the requirements of their registration with Scottish Social Services Council (SSSC).
Improve the resilience, empathy and social competences of children and young people who are vulnerable and at risk.	01-Jun-2014	60%		There are a range of means through which schools are improving the social and emotional competences of children and young people.

Education Business Plan 2013 – 14 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 of Meeting: 19 September 2013

Subject: Financial Performance at the end of July 2013

Report by: Assistant Head of Education

1.0 Purpose

- 1.1. The purpose of this report is to provide the financial performance of Education in respect of revenue spend for the financial year 2013/14, based on activity to date up to the end of July 2013. Projected outturns up to March 2014 are also set out in the report.

2.0 Recommendations

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

3.0 Considerations

- 3.1 The first financial performance report for 2013/14 to Education Sport and Leisure Committee focuses on the projected outturn.
- 3.2 Budget monitoring reports to Committees offer more service specific detail than the overall Council position that is reported to the Resources & Audit Committee. Members will be supported to gain a greater understanding and awareness of service activities, which in turn will facilitate more effective scrutiny and the maximisation of the use of resources.
- 3.3 Outturn positions reflected in this report are based on rigorous reviews of service spending activity by accountants and service managers which have been reinforced through ongoing budget challenge sessions conducted by the Directors' Group.

4.0 Priority Initiatives

- 4.1 The undernoted table provides an overview of Education Services outturn position within each service expenditure area.
- 4.2 Appendix A to this paper contains a detailed analysis of variances in respect of each service area.

	Annual Budget 2013/14	Actual to 31/07/13	Projected Outturn to 31/03/14	Variance Outturn v Budget
	£'000	£'000	£'000	£'000
Service Management	658	55	545	(113)
Early Years	2,682	176	2,676	(6)
Primary Education	11,886	1,204	11,733	(153)
Secondary Education	12,503	1,187	12,737	234
ASN Education	5,079	492	5,084	5
Education Psychology Service	251	24	251	0
School Crossing Patrols	91	22	107	16
Sports Development	316	(151)	313	(3)
Youth Services	465	40	474	9
	33,931	3,049	33,920	(11)

4.3 The service is currently projecting a small underspend at the end of the financial year. The main underspend arises from vacancies in Shared Service staff. Other vacancies are in relation to the Transport Team in Kilncraigs.

4.3.1 The projected underspend in primary education relates to income received from Scottish Government because Clackmannanshire Council were able to provide vacancies for newly qualified teachers participating in the teacher induction scheme.

4.3.2 The projected overspend in secondary education is due to pressures in relation to school transport budgets and an assumption that the pattern of long term sickness absence will be similar to last year. The service continues to work with schools and HR to take action to minimise absences for example through offering staff an opportunity to obtain an influenza vaccination.

4.3.3 The sports development service's actual spend to 31 July is showing a negative figure as the arrival income from Sports Scotland was received at the beginning of the financial year prior to expenditure being incurred.

4.4 Following the annual school census of pupils and teachers in September, school budgets will be confirmed for 2013/14 session.

4.5 The authority was able to secure additional probationary teachers this year, some of whom will be funded by Scottish Government and this funding will offset budget pressures elsewhere.

4.6 The outturn includes projected budget pressures in relation to absence cover for long-term teacher absences. These have been forecast at the same level as last year.

4.7 The outturn also includes provision for budget savings that were not achieved in relation to term-time working for school ICT technicians and changes in the Secondary Support Service where the budget savings will not be achieved until 2014 as staff are entitled to one year's conservation.

5.0 Resource Implications

5.1 The resource implications are contained in the paper.

6.0 Exempt Reports

6.1 Is this report exempt? No

7.0 Declarations

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

(1) Our Priorities

The area has a positive image and attracts people and businesses	<input checked="" 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 checked="" type="checkbox"/>
Health is improving and health inequalities are reducing	<input checked="" type="checkbox"/>
The environment is protected and enhanced for all	<input checked="" type="checkbox"/>
The Council is effective, efficient and recognised for excellence	<input checked="" type="checkbox"/>

(2) Council Policies (Please detail)

Not applicable

8.0 Equalities Impact

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

Yes 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 A: Education Services budget v Outturn at July 2013


11.0 Background Papers

11.1 None

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Michael Boyle	Education Business Manager	01259 452477
Angela Aitken	Education Accountant	01259 452079

Approved by

NAME	DESIGNATION	SIGNATURE
Kevin Kelman	Assistant Head of Education	
Nikki Bridle	Director of Finance and Corporate Services	

Education Services Budget v's Outturn
As at July 2013

	Budget £'000	Outturn £'000	Appendix A(I) Variance £'000
Education Outturn Variance	33,931	33,920	(11)
Service Management	658	545	
Vacancy Management - Team Leader Post (Transport)			(44)
Shared Services - due to vacancy mangement and secondments			(68)
Other			(1)
			(113)
Early Years	2,682	2,676	
Teachers initiative			6
Vacancies in ABC and Kidzone (reduced staffing)			(21)
Pre 5 Grant Payments (saving taken a few years ago not achieved due to Dollar under 5's			7
SCSWIS registration fees			2
			(6)
Primary	11,886	11,733	
Tillicoultry Primary - Additional teacher			25
Teachers Flexibility - to be used to offset overspends in schools			0
PE Team - Vacancies			(33)
RCCT - Vacancies			(8)
Probationer Preference Waiver payments to be offset with income			6
SEEMIS costs - insufficient budget			7
Probationer income to be offset with overspends in the schools			(152)
Other			2
			(153)
Secondary	12,503	12,737	
Supply Cover overspend			31
Teacher Refresh to be allocated out to schools			50
Home to school transport- costs per day increased in August 12 (part year effect for 12/13), full year effect 13/14, offset by withdrawal of transport provided for home to school at Alva Academy placing requests			110
Gaelic Overspend - less funding being received			6
SQA Fees - costs estimated based on 12/13 spend			(10)
EMA - overspend based on 12/13			8
Technicians budget progressed			30
Other			9
			234
Additional Support Needs	5,079	5,084	
Overspend on learning assistants - based on current staffing			39
Vacancy mangement underspends			(24)
Pupil Conveyance underspend based on spend to date			(44)
Overspend on Student support service due to conservation costs			30
Other			4
			5
Psychology Service	251	251	0
School Crossing Patrols	91	107	
Death in service payment			14
Staff travel overspend			2
			16
Sports Development	316	313	(3)
Youth Services	465	474	
Reduction in funding from Opportunities for all programme			8
Other			3
			11
	33,931	33,920	(11)

EDUCATION SUMMARY

APPENDIX A (II)

Jul-13

	Actual Prior Year 11/12	Actual Prior Year 12/13	Annual Budget 2013/14	Budget To 31/07/13	Actual To 31/07/13	Projected Outturn to 31/03/14	Variance Outturn v Budget	Variance Actual To Date v Bud To Date	Outturn Variance
Service Management	399,953	628,667	658,030	82,126	55,158	544,667	(113,363)	(26,968)	544,667
Early Years Non Devolved	2,437,514	2,471,503	2,580,540	855,081	158,006	2,564,833	(15,707)	(697,075)	2,564,833
Early Years Devolved	106,592	104,460	101,940	33,977	17,765	111,583	9,643	(16,211)	111,583
Primary Non Devolved	2,264,467	1,485,918	1,572,440	522,254	244,105	1,422,085	(150,355)	(278,150)	1,422,085
Primary Devolved	9,963,789	10,082,446	10,313,760	3,437,577	959,788	10,310,902	(2,858)	(2,477,789)	10,310,902
Secondary Non Devolved	2,043,274	1,968,594	1,644,220	514,796	287,922	1,880,438	236,218	(226,874)	1,880,438
Secondary Devolved	10,887,101	10,458,097	10,857,130	3,618,681	898,487	10,857,022	(108)	(2,720,195)	10,857,022
ASN Non Devolved	2,989,605	3,370,114	3,501,640	1,239,089	363,304	3,500,390	(1,250)	(875,785)	3,500,390
ASN Devolved	1,347,126	1,536,240	1,577,550	535,796	129,041	1,583,348	5,798	(406,755)	1,583,348
Education Psychology Service	323,849	302,653	251,380	82,712	24,291	250,740	(640)	(58,420)	250,740
School Crossing Patrols	85,064	86,614	90,650	30,020	22,099	106,508	15,858	(7,921)	106,508
Sport Development	292,498	320,821	316,460	131,318	(151,485)	313,243	(3,217)	(282,804)	313,243
Youth Services	450,942	482,457	465,420	169,210	40,093	474,400	9,399	(129,117)	474,400
	33,591,772	33,298,584	33,931,160	11,252,639	3,048,574	33,920,161	(10,581)	(8,204,065)	33,920,161
Incurred as follows :									
Employee Related Expenditure	31,670,268	31,122,512	31,966,160	10,704,656	2,645,199	32,013,568	47,408	(8,059,457)	32,013,568
Premises Related Expenditure	54,541	114,846	52,500	17,498	(16,409)	37,314	(15,186)	(33,907)	37,314
Transport Related Expenditure	1,038,608	1,050,291	999,270	333,057	280,149	1,045,732	46,462	(52,908)	1,045,732
Supplies & Services	1,061,777	1,130,801	1,262,300	370,768	399,937	1,230,076	(32,224)	29,169	1,230,076
Third Party Payments	1,133,270	1,354,147	1,192,720	246,919	263,587	1,217,133	24,413	16,669	1,217,133
Transfer Payments	251,989	258,594	251,330	83,768	86,693	260,578	9,248	2,925	260,578
Support Services	0	0	0	0	0	0	0	0	0
Capital Financing Costs	0	0	0	0	0	0	0	0	0
	35,210,452	35,031,191	35,724,280	11,756,666	3,659,157	35,804,401	80,121	(8,097,509)	35,804,401
Income	(1,618,680)	(1,732,607)	(1,793,120)	(504,027)	(610,582)	(1,884,240)	(91,120)	(106,556)	(1,884,240)
Net Expenditure	33,591,772	33,298,584	33,931,160	11,252,639	3,048,574	33,920,161	(10,999)	(8,204,065)	33,920,161

Report to Education, Sport and Leisure Committee

Date of Meeting: 19 September 2013

Subject: Increase in Entitlement to Early Learning and Childcare

Report by: Assistant Head of Education

1.0 Purpose

- 1.1 The purpose of this paper is to provide an overview of the Scottish Government's proposal to increase the entitlement to nursery provision from 475 hours to 600 hours.
- 1.2 The paper highlights the requirement to consult on the demand for childcare places and the needs of parents.
- 1.3 The paper provides details on the proposed approach to the development of a delivery model for increased hours by August 2014.

2.0 Recommendations

- 2.1 It is recommended that the Committee note and comment on the proposed increase to the entitlement to nursery provision from 475 hours to 600 hours as detailed in this report.
- 2.2 It is recommended that the Committee note that a further report will be presented to the Education, Sport and Leisure Committee in January 2014, once there is further information on the progress of the Children and Young People's Bill and the Financial Memorandum. The report will include an analysis of Clackmannanshire Council's consultation results on the proposed delivery models.

3.0 Considerations

- 3.1 The current consultation on the Children and Young People's Bill states the Scottish Government's intention to:
- Increase the funded annual provision from 475 hours of pre-school education for 3 and 4 year olds to 600 hours.
 - Guarantee a minimum annual provision of 600 hours for looked-after 2-year olds and 2-year olds subject to Kinship Care Orders, including joint work with parents and carers within settings appropriate to the age and needs of the child.

- Place a duty on education authorities to consult locally on the needs of parents and demand for childcare places at least every two years.

- 3.2 Preliminary work on costing possible delivery models for the increase in hours is now under way. In Clackmannanshire, a consultation group will be formed to help shape the redesign of early years services to meet the requirements of the Children and Young People's Bill.
- 3.3 A survey will be developed and will be available for all parents and carers of children under 5 within Clackmannanshire Council to complete between October and November 2013.
- 3.4 As part of the implementation of the Children and Young People's Bill by August 2014, local authorities are required to survey patterns of early learning and childcare. Parents will be consulted about this every two years. Officers intend to find out the views of parents and carers in Clackmannanshire Council by generating both qualitative and quantitative data.
- 3.5 Families will be asked to indicate their preferred options for accessing 600 hours of early learning and childcare which can be reasonably delivered by August 2014. The options provided will cover nursery class provision and partner service provision. Additional information from families on factors which are important when choosing early learning and childcare and information about parents' work and study will be sought as part of the survey.
- 3.6 The results will be analysed and will provide the Education Service with information to support the development of flexible early learning and childcare services for children under school age.
- 3.7 A delivery model for 2014/15 will be developed by a multi- agency group for approval by the Committee in January 2014.

4.0 Sustainability Implications

- 4.1. N/a

5.0 Resource Implications

5.1. Financial Details

- 5.2. The resource implications are contained in the paper. Yes x
- 5.3. Finance have been consulted and have agreed the financial implications as set out in the report. Yes **X**

5.4. Staffing

- 5.5. Increase in staffing, however this will be fully funded. Yes **X**

6.0 Exempt Reports

- 6.1. Is this report exempt?

Yes (please detail the reasons for exemption below) No **X**

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 **X**
- People are better skilled, trained and ready for learning and employment **X**
- Our communities are safer
- Vulnerable people and families are supported **X**
- 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)

N/a

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 x
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 x

10.0 Appendices

- 10.1 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)
Yes (please list the documents below) No x

Author(s)

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Sharon Johnston	Acting Assistant Head of Education	01786 233202

Approved by

NAME	DESIGNATION	SIGNATURE
Kevin Kelman	Assistant Head of Education	
Nikki Bridle	Director of Finance and Corporate Services	

Report to Education, Sport and Leisure Committee

Date of Meeting: Thursday, 19 September 2013

Subject: Multi-Agency Child Protection Self Evaluation
1st February 2013 - 31 March 2013

Report by: Assistant Head of Social Services, Childcare

1.0 Purpose

- 1.1. The purpose of the report is to advise committee of the findings of the multi agency self evaluation of services (*Appendix 1*) who work together to protect children and young people.

2.0 Recommendations

- 2.1. It is recommended that the Committee reviews this report and comments and challenges as appropriate.

3.0 Considerations

Background Information

- 3.1. This work was commissioned by chief officers in order that a comprehensive self evaluation be undertaken to secure continuous improvement across the agencies who work to protect children and young people.
- 3.2. The exercise was supported by Inspectors from the Care Inspectorate. A letter from the Care Inspectorate is attached as *Appendix 2*, giving their comments on the process of the self-evaluation exercise.
- 3.3. The self evaluation focussed on the key areas identified for improvement from the CP2 Inspection of services in Clackmannanshire.
- Immediate response to concerns
 - Early and effective intervention
 - Assessment of risk and need
 - Planning for individual children
- 3.5. The self-evaluation team consisted of officers at senior level from Health, Education, Social Work and Police.

- 3.6 The self-evaluation exercise noted areas of good practice, continued improvement in services to protect children, and areas for improvement.

An action plan to support continued improvement has been presented to the Child Protection Committee in August 2013.

4.0 Sustainability Implications

- 4.1. This work supports the developments of sustainable services by promoting a culture of continuous improvement.

5.0 Resource Implications

5.1. *Financial Details*

- 5.2. There are no financial implications in this report.

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

5.4. *Staffing*

There are no staffing implications in this report

6.0 Exempt Reports

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

6.0 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 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 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)

7.0 Equalities Impact

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

N/A on this occasion Yes No

8.0 Legality

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

9.0 Appendices

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

Appendix 1 - Self-Evaluation Report findings in Clackmannanshire Council Area

Appendix 2 - Clackmannanshire & Stirling Supported Self-Evaluation Letter

10.0 Background Papers


10.1 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)

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Approved by

NAME	DESIGNATION	SIGNATURE
John Scott	Assistant Head of Social Services, Child Care	
Nikki Bridle	Director of Finance and Corporate Services	

**Self-Evaluation of Services to protect children
Self-Evaluation Report findings in Clackmannanshire Council Area**

<p align="center">Elaine Murray Anne Salter Brian Johnston Sandra Hunter</p>	<p align="center">Date 1 February 2013 – 31 March 2013</p>
<p align="center">Completion date: 28 March 2013</p>	

Introduction

Chief Officers recommended that a comprehensive self-evaluation be undertaken to provide clear and measurable evidence of outcomes and delivery of services to protect children and young people across both Clackmannanshire and Stirling Council areas.

The purpose of this self-evaluation process is to secure continuous improvement of the services leading to positive outcomes for children, young people and families.

This self-evaluation was to be guided by the following principles;

- The self-evaluation to be owned by the partnership agencies of Stirling Council, Clackmannanshire Council, NHS Forth Valley and Central Scotland Police.
- The self-evaluation team to have nominated officers of a senior level from within Health, Education, Social Work and Police. The officers were Sandra Hunter, Child Protection Nurse Advisor; Elaine Murray, Quality Improvement Officer Education; Brian Johnston, Chief Inspector. The fourth member of the Self-evaluation Team was Anne Salter, Lead Officer Child Protection, Clackmannanshire and Stirling Child Protection Committee.
- The self-evaluation team to have dedicated support from Lead Officers from each of these Agencies, with the capability to access relevant staff across the partner agencies to ensure an accurate analysis of current practice and culture. The Lead Officers were Maureen Berry, Nurse Consultant and Strategic Lead for Child Protection, NHS Forth Valley; Kevin Kelman, Assistant Head of Education, Clackmannanshire and Stirling Council; Allan Moffat, T/Assistant Chief Constable and Jane Menzies, Assistant Head of Social Work, Clackmannanshire and Stirling Council.
- Inspectors from the Care Inspectorate to provide support, challenge, guidance and signpost the teams to areas of good practice.
- The self-evaluation proposals to be marketed widely and all staff encouraged to actively participate.
- The self-evaluation to include representation and views from the voluntary sector.
- The self-evaluation to take place between 01/02/13 and 31/03/13.

- The self-evaluation to focus on the key areas as identified from the CP2 Inspections of Clackmannanshire and Stirling from April and June 2010. These are:

Work stream 1 Immediate Response to Concerns
 Work stream 2 Early and Effective Intervention
 Work stream 3 Assessment of Risks and Needs
 Work stream 4 Planning for Individual Children

The activity arising from these work streams to form an evidence base of progress in regard to Self-Evaluation and Leadership by the Child Protection Committee.

- The Chair of the Child Protection Committee and the Lead Officer to be involved and committed to the process from planning through to completion
- Final reports to be completed individually for both Stirling and Clackmannanshire Council areas, commenting on all four work streams, and the overarching two areas of self-evaluation and leadership by the Child Protection Committee. These reports to include findings, strengths, areas for development and recommendations.

Methodology

- Introductory meeting with inspectors, Chair of Child Protection Committee, leads and self-evaluation team to agree outline of process
- Briefing to Child Protection Committee – 5th February, 2013
- Briefing paper out to all agencies to introduce team, outline process and share terms of reference.
- Weekly written updates to leads and inspectors
- Regular support and challenge meetings with Inspectors
- Examination of all relevant documentation to determine work stream priorities
- Development of self-evaluation proformas and distribution to relevant people across all agencies
- Identification of key people to speak with in focus groups and one to one meetings
- Distribution of specific questions in order to obtain further information in relation to perceived gaps in information or further clarification
- Multi-agency case file audit
- Invitation to staff from all agencies and services to contact the team with any relevant information including examples of good practice
- Gathering of information from all of above for evidence bank
- Preparation of reports on individual work streams
- Collation of final composite report

Sources

In order to consider how well we plan together to protect children and as a starting point for our continuous improvement a number of sources of evidence were collated and interrogated.

Information was gathered from self-evaluation proformas, questionnaires, interviews, focus groups, scrutiny of childrens' plans and case file audits.

The tools used for the self-evaluation were the HMle 'How Well do we Protect Children and meet their Needs?' and the new Care Inspectorate guide 'How Well are we improving the Lives of Children and Young People?' (This is the new guidance currently being piloted and which will be adopted for future inspection of children's services).

The self-evaluation team was given specific direction and guidance in the use of these tools by the Inspectors from the Care Inspectorate who supported the self-evaluation process.

Other documents which informed the self-evaluation included:

- Joint inspection of services to protect children and young people in the Clackmannanshire Council area, April 2010
- Clackmannanshire and Stirling Child Protection Committee Joint Multi-Agency Continuous Improvement Action Plan, October, 2012
- Care Inspectorate Joint Inspection of Children's Services Guidance to support Review of Practice through Case File Reading, January, 2013
- Child Care Long Term Team Progress Report, January 2013
- Transitional Strategic Plan Clackmannanshire Child Care Service, January 2013 – June 2014

Examples of Good Practice

- An area recognised as a strength in the HMle Joint Inspection of Services to Protect Children and Young People was the Pre Birth Planning Service, led by NHS Forth Valley maternity services. This continues to expand and develop, ensuring multi-agency systems of support are available for vulnerable pregnant women.
- Central E-Safety Partnership is a multi-agency group which works across Forth Valley with a variety of organisations in the public and private sector as well as engaging directly with the public. It was nominated for a Scottish Policing Award in 2013 in recognition of the impact of this work in communicating messages about internet safety.
- The Young Runaways Co-ordinator liaised with Stirling High School in Stirling and Lornshill Academy in Clackmannanshire with a cross section of children and young people between First Year and Fourth Year to establish their views on the service and resources provided. The outcome of this was to update current leaflets, progress a design competition, and consider the use of technology such as DVD, Facebook Page and Phone Applications.
- The Early Effective Intervention work with children and young people who have committed offences (EEI) has been nationally recognised as improving outcomes for children and Young People by focusing on the needs of children and not the offence, often avoiding a criminal outcome and providing supportive actions in a prompt manner.
- Secondary education staff provide a fifteen minute Nurture Registration Class which aims to address unmet need for vulnerable children at the start of the school day which allows children to socialise and learn having had an opportunity to discuss any worries they may have or have practical hunger or clothing issues attended to.
- All secondary schools in Clackmannanshire have multi-agency lunch time drop-in sessions facilitated by School Nurses where a wide variety of health related issues

can be addressed 1:1 or on a group basis. Children and Young People can be referred to other agencies through health drop-ins or participate in nurse-led work.

Key Issues

- Local and national issues, e.g. restructuring of National Health Service (NHS), Clackmannanshire and Stirling Councils (including shared services); the creation of Police Scotland and the new Forth Valley Policing Division; Getting It Right For Every Child (GIRFEC); National Child Protection Guidance and a National Fire and Rescue Service, have all impacted and continue to impact on delivery of service. This needs to be recognised and staff supported accordingly.
- A continued commitment to the development of GIRFEC should build on current improving multi-agency practice.
- There is evidence of improved information-sharing particularly within the co-located Child Protection Team. The quality of information-sharing can be inconsistent across agencies however.
- Further work is required to embed a more systematic approach to capture the views of children, young people and families both strategically and across all areas of practice.
- Services should build on current plans to promote an effective and reliable multi-agency approach to Self-Evaluation and Quality Assurance through the Multi-Agency Continuous Improvement Group (MACIG). Quality assurance/self-evaluation work has been evident primarily on a single agency basis (eg. The Child Protection Action Group and Clinical Governance Group, NHS Forth Valley and Stirling Council Social Work Service and Education Service).
- The work of the Multi-Agency Referrals Screening Group (MARSG) was recognised as valuable when reviewing IRDs and Child Protection investigations. There is no evidence that the Group is currently meeting.

Process of Self-Evaluation

The key areas identified in previous inspections in 2010 were merged into workstreams identified prior to the Self-Evaluation Team commencing this work.

The Team would like to highlight that there are many other areas of practice relevant to Child Protection which may not have been included in this process due to the specific focus of this piece of work. Information was gathered as described within the Sources section to inform these workstreams;

- | | |
|--|------------------|
| – Immediate Response to Concerns | – Brian Johnston |
| – Early and Effective Intervention | – Sandra Hunter |
| – Assessment of Risks and Needs | – Anne Salter |
| – Planning for Individual Children | – Elaine Murray |
| – Self-Evaluation | – Elaine Murray |
| – Leadership by the Child Protection Committee | – Anne Salter |

Individual Responses

1. Immediate Response to Concerns

The social care intake team screen and respond to all new referrals about children and young people. If an immediate child protection response is required a process exists where the

social care service manager forwards a referral to the Police at the Forth Valley Public Protection Service (FVPPS). If the child is known to social care then a decision is made to either pass the case to the FVPPS or to the long term social care team.

The gathering of information in respect of an Initial Referral Discussions (IRD) by Police, Education and Health is conducted consistently and effectively due to these services being co-located at the FVPPS. It is noted that social care services are no longer represented at the FVPPS. Since this development there have been occasions, in a few cases, where delays had taken place in respect of sharing information (IRD process) prior to a child protection investigation. An inconsistent picture exists in respect of the IRD process "out of hours". Communication between agencies exists but there have been occasions when all information surrounding children and young people has not been known to key staff.

The responsibility for carrying out immediate child protection investigations is held by social workers and specialist police officers. The evaluation team did learn that some social workers would benefit from increased exposure to multi-agency joint investigations. The police officers work with health staff and are co-located at the FVPPS. Co-location has led to improved relationships between Police and Health.

The process of information sharing has improved but remains inconsistent. The evaluation team learned that there had been occasions when information was not shared on a multi-agency basis prior to an investigation. Examination of case files revealed that improved information sharing would improve practice in respect of looked after and accommodated children and children who are living in the same house as those affected by sexual abuse. It was also ascertained that the Police had encountered delays in trying to alert social care at the point of instigating a child protection investigation. Police lead a high number of joint interviews of children, as they felt confident if they were carrying out this role. Social care services have recruited new members to the child protection team. Increased exposure and staff development would enhance multi-agency working.

Evidence exists when following an IRD that the outcome is communicated to someone that is known to the child at the earliest opportunity. All four agencies keep their own records of the IRD. This process is time consuming and creates variable records.

A significant challenge exists to Police and Health in respect of staffing within the FVPPS as evidence suggests that there has been a yearly increase in respect of investigations and IRDs.

The process for multi-agency discussions surrounding CP1 forms received from education and health is not clear. There was no evidence that the Multi-Agency Referral Screening Group (MARSG) is currently in operation to review referrals to the social care intake team, IRD's and child protection investigations. A report has gone to G5RG with regard to the capacity issues relating to this and guidance as to how to progress this is awaited.

Multi-agency screening of Vulnerable Person Reports (VPR) is working effectively to identify the most vulnerable children and families. The VPR ensures that the views of children and families are recorded against SHANARRI indicators. Children and families benefit from prompt information sharing as VPRs are now being sent to Social Care Services and Health Named Persons. It has been recognised that Education services have created guidance for staff although they are not yet able to receive VPRs electronically.

A prompt response from Social Workers in respect of child protection orders has been clear. Improved multi-agency training and guidance in respect of CPOs would be beneficial to staff.

Strengths	Areas for Development
<ul style="list-style-type: none"> • Social workers and police officers consider the need for a medical examination and consult a paediatrician when appropriate. Health practitioners are consistently consulted in the IRD process in relation to the need for medical examinations or more comprehensive health assessments. • Evidence exists that staff from all agencies receive some training in respect of basic child protection. • Children and Young people involved in the investigative process are assessed against the GIRFEC wellbeing indicators. This includes an assessment of risk using the 'my world triangle' and the resilience matrix. • Social workers carry out suitability checks quickly when they need to place children with family and friends in an emergency. This is now embedded in practice but further work is required in terms of sharing information with partners. 	<ul style="list-style-type: none"> • Further consideration should be given to how child protection/child welfare referrals are processed. • Social Work Services and Police should improve the initial response to concerns about children if referred 'out of hours'. • The Police should consider an on duty rota system in respect of cp investigators 'out of hours'. • Together agencies should implement the agreed procedure for recording decisions made during the IRD process to ensure efficiency and consistent information sharing. • All services should consider reviewing links with independent schools and nurseries through the legislation relating to Named Persons and GIRFEC. • Multi-agency training in respect of child protection orders should be incorporated into existing training. • Education should further develop their systems for gathering and giving feedback to schools on CP1, IRD, VPR and become involved in young runaway discussions • Meetings of the Multi-Agency Referral Screening Group (MARSG) should be re-established to review referrals to the Social Care Intake Team, IRDs and child protection investigations as part of the development of quality assurance processes. • Staffing arrangements to the Police Family Unit should be reviewed. Any increase in support would alleviate the backlog of investigations. • Further development of information sharing between local Authorities, including Clackmannanshire and Stirling, is required. • Further work needs to be done to ensure children's long-term needs are consistently taken into account by all agencies.

	<ul style="list-style-type: none"> • An alert system in respect of elevating single agency concerns into a multi-agency discussion should be developed. • A calendar of child protection development days for multi-agency staff at all levels including managers should be developed alongside the practitioner forums. • Social work services should consider the implications of creating a dedicated single intake team for Stirling and Clackmannanshire. • The Child Protection department within NHS Forth Valley should be resourced to meet increased demands. • Current Level 1 child protection training for staff across all agencies should be evaluated with regard to content, uptake and impact. Agencies should also identify any staff groups not currently receiving Level 1 training (e.g. school catering, administrative, cleaning and crossing patrol staff, taxi-drivers, child-minders) and extend provision to take account of this. • The process of conducting initial referral discussions should be improved so that information sharing across agencies is undertaken at the earliest opportunity. • Social work should consider developing a more effective process for progressing initial referrals.
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2. Early and Effective Intervention

The principles of Getting it Right for Every Child (GIRFEC) ensure more children and families get the help they need at an early stage before their situation becomes more serious, builds and promotes resilience and provides additional help and support in a timely and effective way.

GPs in some areas had information with regards to GIRFEC but there should be stronger links between the GIRFEC Implementation Group and GPs to enhance this. Some GPs recognised Health Visitors as key professionals in the protection of children and described concerns at the reduction of Health Visitor numbers having a negative effect on child protection. One GP described liaising with the Health Visitor and Social Worker in relation to unmet needs for children and parents particularly with regards to neglect.

The Pre Birth Planning Service reflects GIRFEC principles and continues to plan in the early stages of pregnancy to reduce risks to unborn babies by assessment of pregnant mothers and their partners. Siblings of the unborn baby are considered when required. An Annual Report is produced which includes a plan for the year ahead with a recent focus on reducing alcohol use in pregnancy promoted via resources and advice for parents and training to staff.

Clear guidance is available to escalate pre-birth planning concerns to child protection when necessary.

Work has begun to look at the range of parenting programmes that are running across Stirling and Clackmannanshire as part of the anticipated development of a joint Parenting Strategy across the area in partnership with NHS Forth Valley and Third Sector partners.

The Early Years Service is involved in Parenting capacity assessments in Clackmannanshire and supports parents to access a range of other groups in the Family Centre, Young Parents Group and Under 1's group which is facilitated jointly by Health Visiting Teams and Family Centre.

The Young Parents Project improves support to young parents, promoting their ability to cope and become successful parents while maintaining links for employment, it was held up as an excellent example of strong and effective partnership during a Ministerial visit in September 2012. The project was promoted to the self-evaluation team from Clackmannanshire Council and during a Health Visitors focus group. A celebration event was held in March 2013 and allowed young parents and their families to feedback and showcase the work of the project. The project hopes to expand from a single designated officer.

Clackmannanshire has recently developed a single early years screening group linking with Social Work, Family Centre, Action for Children, Health Visitors, Housing and Mental Health Services. A designated house is used for the purpose of intensive parenting capacity assessments. The group have identified they need time to embed the new model in practice.

Advice from midwives in the ante-natal period continues to develop to meet the needs of the parents, with the Ready Steady Baby parenting resource becoming available as a phone application and ante-natal classes being delivered in a non-English speaking presentation.

Health visitors also continue with 1:1 parenting advice routinely.

Following a variety of training sessions evidence shared suggested an increase in confidence that GIRFEC work is improving outcomes for children. Police officers producing Vulnerable Person Reports are receiving continued support to improve on their use of SHANARRI in reports which are shared with Named Persons.

Most Health Visitors are aware of written guidance from NHS Forth Valley, in support of receiving Vulnerable Person Reports, and attended briefing sessions prior to receiving them. Health visitors were confident they received them within acceptable timescales.

Where Education had received Vulnerable Person Reports, the information was described as helpful in supporting them and understand children's presentation and behaviour in class or indeed the absence of children from school.

The Staged Intervention process remains an effective response from Education which continues to identify and support children according to their level of need from an early stage and is developing to embed the principles of GIRFEC. There is a consistent theme from health, education and social work relating to the extensive paperwork with regards to GIRFEC and the time it takes to complete but also identified time and practice improves this.

Named Persons have a positive view of chronologies and have described a move towards analysis leading to effective plans to improve outcomes for children.

The team around the child meetings happen regularly and examples of effective outcomes for children in short timescales produce a confidence in the Named Person role.

Early and Effective Intervention (EEI) for child offending has been fully implemented in Clackmannanshire. It offers prompt and effective action as a priority to protect children who have offended where there are concerns about their safety. A focus on the child's needs

rather than the offence is promoted. There is strong evidence of Quality Assurance which can be evidenced from both external evaluation and Self- evaluation. Progress to multi-agency meetings, assessment and planning at an early stage and supports to vulnerable families offers useful strategies but health representation needs to be developed. Neglect is noted as a theme for reasons for referral to the Reporter, with lack of parental care or parental substance misuse recognised consistently. This has led to the service requesting direct access to appropriate Parenting groups, specifically for Teenage Parenting.

There is a perceived difficulty by some in regarding this project as Early and Effective intervention, as the circumstances which have often led to the offending behaviour have not been identified and addressed at an earlier stage. Sustainability of EEI for child offending is not secure due to the project funds being reviewed in September 2013 by the Scottish Government.

Evaluations evidence that the lives of children are improving from the EEI interventions and supports the recommendation for sustainability.

Strong links were identified with the Central Scotland Police Young Runaways Project are facilitated by the co-located office which promotes good communication. Police leading the Young Runaway Project have conducted a single agency review of the process and identified a year on year reduction in episodes of children reported missing. They have identified good practice in capturing children's views during Return Home Interviews, in multi-agency information sharing discussions and decision making in Young Runaway Discussions.

Ensuring children are empowered to keep themselves safe at an early stage and in an effective way prevents difficulties arising or increasing.

Evidence has been shared which suggests this continues to be promoted in many ways.

School children are offered sessions by the Road Safety Officer and Central Scotland Fire and Rescue Service who report statistics suggest a reduction in road deaths, fire calls and hoax fire calls. S4 pupils attend a multi-agency event Safe Drive Stay Alive which has a facebook page for young people to access and comment.

Campus Police Officers, a new initiative, described their work with pupils as building positive relationships and gave examples of promoting safety, describing consequences of criminal behaviour and supporting issues such as bullying with a recognition of the negative effect bullying has on children and young people.

Education staff support children to develop a language of feelings and emotions through such resources as Box of Feelings. Circle time continues to be a powerful way to encourage children and young people to explore issues which may concern them.

Feel, Think, Do is a sexual abuse prevention programme facilitated by the Health Promotion Department in NHS Forth Valley for P6 pupils. It empowers children to deal with risk, keep safe and encourages an activity 'MY5', promoting children to consider and plan five appropriate adults they can identify to share any concerns they may have. There has since been an evaluation with a review and update. The numbers of teachers trained continues to increase.

Central E-safety Partnership works with young ambassadors to assist with developing and implementing an E-safety strategy. Internet safety material for children and parents is available and promoted within schools and communities and a dedicated E-safety vehicle visits different locations including public events across the Clackmannanshire Council area. This partnership was nominated for a Scottish Policing Award in 2013.

Strengths	Areas for Development
<ul style="list-style-type: none"> • Pre Birth Planning Service continues to expand and develop • Feel, Think, Do has progressed service user and professional evaluation feedback, to review and update their approach and has increased the number of teachers trained • There is an increase in confidence from staff regarding the role of Named Person. • Improved links between Police and Named Persons and sharing VPRs have led to improved outcomes for children. • Health Visitors value the written guidance and briefing sessions prior to receiving VPRs and are confident they receive them in good time. • Staged Intervention processes in Education is embedding GIRFEC principles. • Named Persons are beginning to see the value of multi-agency chronologies and related analysis leading to improved plans for children. • EEI child offending evidences improved outcomes for children and Young People who offend by focusing on the needs of children and not the offence, often avoiding a criminal outcome and providing supportive actions in a prompt manner. • The Young Runaway process offers supportive Return Home Interviews which can be either single or joint agency offering safer options and coping mechanisms to children and families and addressing any concerns assessed during the interview. • The Young Runaway Police Officer met focus groups in high schools for evaluation and is consequently reviewing options for new leaflets, facebook page and possible phone application. • Training focusing on the transition from health to education by Named Persons 	<ul style="list-style-type: none"> • Teenage Parenting support should be more available • Education should have guidance and training about receiving VPRs. • Guidance for receiving VPRs as a Named Person should be included in orientation resources for new Health Visitors in post • Education staff should receive VPRs timeously and consistently. • The fifteen minute Nurture Registration Class should be rolled out all across relevant schools. • IT systems should promote communication, particularly with regards to creating multi-agency chronologies. • Sufficient administrative support to the Team around the Child meetings should be available to Named Persons • Young Runaway Discussions should include Education. • Other agencies in health should routinely contribute to multi-agency chronologies, such as Child and Adolescent Mental Health, Physiotherapy and Speech and Language Therapists. • EEI child offending should improve the capturing of Service User Views, by continuing with steps already taken to include the use of technology. • Health Representatives should be participating in the EEI child offending multi-agency processes. • Stronger links between the GIRFEC Implementation Group and GPs should increase awareness of roles and responsibilities in relation to the GIRFEC agenda. • The use and understanding of chronologies should continue to develop

<p>is being planned.</p> <ul style="list-style-type: none"> • The NHS Forth Valley Child Protection Department was noted by various health professionals to be supportive and helpful. • Work has begun to look at the range of parenting programmes that are running across Stirling and Clackmannanshire as part of the anticipated development of a joint Parenting Strategy across the area in partnership with NHS Forth Valley and Third Sector partners. • The Young Parent Project was highlighted as good practice by more than one agency and recognised in a Ministerial Visit as a strong and effective partnership. • Links between GPs, Health Visitors and Social Work are addressing unmet needs for children in early stages. • Education staff provide a fifteen minute Nurture Registration Class which aims to address unmet need for vulnerable children at the start of the school day which allows children to socialise and learn having had an opportunity to discuss any worries they may have or have practical hunger or clothing issues attended to. 	
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3. Assessment of Risks and Needs

Responses indicate that the introduction of GIRFEC processes and related paperwork together with related staff development are leading to improved multi-agency assessment of risks and needs in relation to children and young people within Clackmannanshire.

However communication and information-sharing between services and agencies to inform assessment is inconsistent and processes around this need to become more robust.

The quality of assessments can also be inconsistent and more attention needs to be given to the use of chronologies; the significance of emotional abuse, neglect and domestic abuse; disability (of the child or young person or of their carers); young people's substance use/misuse; the circumstances of siblings and other children in the household; the history of the child and family; the home environment; and community issues.

There is not always a clear understanding of the difference between child protection and child welfare or that the latter may merit intervention to prevent a child's circumstances deteriorating. A child protection response may be required even when a formal joint police and social work child protection investigation is not progressed.

Attendance and the quality and timing of submission of reports at key meetings (core groups and case conferences) where child protection assessments are discussed is generally good but on occasion there are issues around key people not being invited/attending or reports not being submitted/arriving late.

The lack of sufficient administrative support can impact negatively on the process of these key meetings as well leading to lack of adherence to local and national guidance.

Risk assessment and decision making training for staff and managers within children's services has been commissioned across Forth Valley from Stirling University and an ongoing programme is now being delivered on a multi-agency basis.

In addition some services and agencies (e.g. MAPPA, Education Psychology, Youth Justice, Substance Misuse services, maternity services) use specialist assessment tools where appropriate.

The views of children and young people and of their families are included in some assessment processes in a variety of ways but it is generally recognised that this is an area requiring further development.

The new National Risk Assessment Framework needs to be integrated into current practice and training.

A formal single and multi-agency quality assurance process for assessment of risks and needs should be developed as part of a wider quality assurance framework.

Strengths	Areas for Development
<ul style="list-style-type: none"> • The introduction of GIRFEC processes and related paperwork together with related staff development is leading to improved multi-agency assessment of risks and needs in relation to children and young people within Clackmannanshire. • Increased involvement of staff from a wider range of services and agencies in child protection processes including investigations, core groups and case conferences is also contributing to improved assessment of risks and needs. • The Initial Referral Discussion process ensures greater consistency between agencies in relation to assessments of risks and needs. • Some services and agencies (e.g. MAPPA, Education Psychology, Youth Justice, Substance Misuse services, maternity services) use specialist assessment tools where appropriate. • The views of children and young people and of their families are included in some assessment processes e.g. Education use a variety of methods with children including talking mats and photographs. 	<ul style="list-style-type: none"> • The views of children and young people and their families should be consistently reflected in assessments and related meetings. • Processes around communication and information-sharing between services and agencies to inform assessment should become more robust to ensure consistency. • More attention in assessments should be given to the use of chronologies; the significance of emotional abuse, neglect and domestic abuse; disability (of the child or young person or of their carers); young people's substance use/misuse; the circumstances of siblings and other children in the household; the history of the child and family; the home environment; and community issues. • All CP1 referrals should be considered child protection until a multi-agency discussion agrees otherwise. • There should be a clearer understanding of the difference between child protection and child welfare and that the latter may merit intervention to prevent a child's circumstances deteriorating. • All CP1 referrals must be shared on a multi-agency basis.

<ul style="list-style-type: none"> • Risk assessment and decision making training for staff and managers within children's services has been commissioned across Forth Valley from Stirling University and an ongoing programme is now being delivered on a multi-agency basis. • The Alcohol and Drug Partnership has developed links with Fire Services to identify vulnerable substance-misusing households. • Pre-birth planning meetings and the CADS maternity liaison group regularly assess the impact of parental substance misuse on parenting. • Reflective supervision and peer support contribute to effective assessment by social work staff. • There is improved communication and information-sharing between the Scottish Children's Reporters Administration and social work staff. • NHS Forth Valley regularly audits child protection reports including the quality of assessment. • The Multi-Agency Early Years Screening Group helps identify and target support to families where neglect is an issue. • A designated house is used for intensive parenting capacity assessments. 	<ul style="list-style-type: none"> • Supervision/support should be available to staff involved in assessment of risks and needs in all services and agencies. • The new National Risk Assessment Framework should be integrated into current practice. • Attendance and reports at key meetings (core groups and case conferences) where child protection assessments are discussed should be consistent and in line with agreed guidelines. • There should be a formal process initiated by the named person to review a child's circumstances in terms of assessment of risks and needs if he/she has been subject to an agreed number of VPRs/CP1s. • A formal single and multi-agency quality assurance process for assessment of risks and needs should be developed as part of a wider quality assurance framework. • Increased administrative support should be made available to key meetings (child protection case conferences and core groups) to ensure compliance with local and national guidelines.
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4. Planning for Individual Children

A continuum of planning and support for children and young people is evident and the development of the GIRFEC delivery model is bringing clarity to the way in which children and young people are appropriately supported. Universal support and planning for children, young people and families is accessed through their entitlement to Education, Health and Voluntary Services such as youth groups. Within education the Staged Intervention process is part of the universal planning and support for children and young people. It is a well-established process where participation in meetings and planning for learning is embedded. Young people's views are regularly recorded and within planning there is evidence of their input with them often commenting on their preferred learning styles. Staged intervention meetings and planning are recorded on GIRFEC paper work and the process is becoming increasingly integrated with the service delivery model. Support Coordinators interviewed as part of this self-evaluation were confident in the process, clear about their roles and able to evidence positive outcomes for children and young people. The continuum of support is also evident across the duration of a young person's life from pre birth planning services to an established protocol for working with young people aged sixteen to eighteen which identifies that it is the responsibility of both children and adult protection services to support this age group.

For those children, young people and families who require enhanced, targeted and intensive support the principles of GIRFEC guide the Team Around the Child to work together to plan effectively for children and young people in a timeous and outcomes-focussed way. Members of the TAC identified a collaborative approach to decision-making and jointly assessing information and risk assessment. The Integrated Assessment Framework (IAF) supports multi-agency planning and the quality of reports was described as good with a focus on outcomes for children. Increasing use of the IAF was evident with forms being consistently used at planning meetings, however paperwork is still often described as being burdensome. The multi-agency Child's Plan is agreed at the Initial Child Protection Case Conference and populated at the first core group thereafter. The plan will cross-reference with single agency planning. The plan is reviewed and the outcomes are evaluated at subsequent core group meetings and case conferences. Education staff reported the need to have further meetings out with this process with a focus on meeting educational needs. Planning meetings continue to meet after de-registration and interviewees noted that the focus of the plan is responsive to the changing needs of the child or young person.

There was a recognition that at all stages of the child protection process there may be a need for single or multi-agency escalation where there is not agreement that appropriate action is being taken to protect children. Currently NHS Forth Valley have guidance in relation to escalation and this now needs to be considered by all partners

All staff require further guidance on aligning recording processes for their own services with GIRFEC paperwork. Education requires further guidance on managing chronologies effectively and agreement as to how to align with school process such as pastoral notes. Health services continue to move forward with regard to using GIRFEC paperwork and the public health nurse for looked after children is piloting the paperwork. Social work staff need to continue to develop practice in relation to multi-agency chronologies, which are regularly updated at case conferences and core group meetings. They also need to share information more timeously with other agencies, some respondents commented that they provided information to social work with regard to changing circumstances for families but did not receive new information.

Lead Professionals demonstrated understanding of their role in relation to seeking clarity and further information and ensuring actions are implemented. However some difficulties were identified when the Lead Professional was from an agency other than their own, Education professionals reported difficulties with regard to getting information in a timeous way and social workers reported a lack of understanding about their roles and responsibilities from other agencies. There is also a lack of clarity as to how best to contribute to, update and use the chronology when it is not available in "real time" There is a recognition that single agency chronologies are a very useful tool in understanding a child's journey: this was identified on many responses from both health and education. However although a multi-agency chronology is seen as best practice it still presents some practical difficulties.

Most people said they were clear about their role as a Named Person and confident about organising TAC meetings but capacity is an issue. However health professionals identified difficulty with locating appropriate space and administrative support. All professionals who responded said as part of their role as Named Person they ensured that either they or someone known to the child gathered the views of the young person and gave feedback to them following meetings. The team identified that information re CP1 referrals from various agencies was not always fed back to the Named Person.

The experience of the Chair Person during LAC reviews, core groups and case conferences was highlighted in both interviews and questionnaires as being a clear factor in determining the quality of meeting, ensuring SMART plans and allowing for honest dialogue and challenge to service users, framed in a constructive way. Respondents were clear that a consistent Chair Person supported best outcomes for children and families and reported that this had been the case for case conferences recently. The core groups are however not consistently chaired by team leaders which affected the quality of planning and dialogue. They welcomed the recent introduction of minute takers.

Strengths	Areas for Development
<ul style="list-style-type: none"> • The use of SHANARRI and the My World Triangle reflects the impact of neglect • The increase in information sharing between named persons improves the response to children experiencing neglect, SHANARRI indicators support recognition of neglect. • Recent outcome focus training offered by Barnardos continues to inform practice • All agencies prioritise sending staff to core groups and case conferences • Within health clear links with learning from audits of reports and future training • Evidence of increased practice and improved liaison between professionals organising the TAC meetings. Staff confident in taking on role of Named Person • Good uptake from agencies for further training, inter-agency training highly valued by respondents • Social work staff request regular written updates from staff in residential placements in order to keep Chronologies current. 	<ul style="list-style-type: none"> • An agreed electronic method of safely sharing information about a child or family between agencies would promote further information sharing where relevant. • A reporting mechanism or monitoring tool should be developed in accordance with national legislation to demonstrate an accurate picture of children in Forth Valley outwith mainstream public sector services e.g. children receiving Home Education and in Independent Schools/Nurseries. • Chronologies should be developed in all children's education files. • Chronologies should be updated regularly at core groups with further guidance developed to support this. • Guidance should be developed to ensure consistent systems and standards are maintained in relation to record keeping in children's files. NHS Forth Valley will need to follow national guidance. • A systematic way of gathering and responding to Service users views following engagement with child protection services should be developed. • Further sessions of GIRFEC training should be delivered as some health staff have not been able to attend sessions so far and the gap between staff attending GIRFEC paperwork training and using the paper work has caused a need for a refresh. • Further training to address the needs and change the lives of children experiencing neglect should be delivered and include the different thresholds of understanding what can be shared and included in a multi-agency chronology. • There should be guidance developed to encourage better engagement with hard to reach families e.g. families who lack capacity to change due to parents' Learning Disability • Staff should gather information proactively for reports in order to adhere to time frames outlined in National Child Protection Guidance. • A focus for a future Child Protection Practitioners Forum meeting should be understanding each others' roles and responsibilities. • Consider should be given to how

	<p>Child protection case conferences can ensure the voice of young people are heard, including those young people whose babies are being considered for placement on the register.</p> <ul style="list-style-type: none"> • Develop further opportunities for multi-agency training, specifically around understanding the barriers for each service. (To include housing) • Further consideration of how form 4 can usefully support planning for young people supported Youth Justice team. • Develop a range of advocacy services children and young people referred to Child Protection.
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5. Self-evaluation

We have not as yet established a multi-agency framework for self-evaluation and although it is generally understood that self-evaluation is a broad term which describes all activities which services undertake to effect improvement we do not have a model of cyclical activity which identifies priorities, takes action, and evaluates impact.

This self-evaluation process is a useful focus for future areas of work and will need a strong commitment from all stakeholders and strong leadership to drive forward change. It is necessary to build on the work of MACIG to create a framework for self-evaluation which collates a range of activities both formal and informal into a comprehensive, systematic approach.

This activity should support the development of a self-reflective culture which encourages all colleagues to identify and learn from innovative and excellent practice.

Strengths	Areas for Development
<ul style="list-style-type: none"> • All agencies are committed to taking forward self-evaluation. 	<ul style="list-style-type: none"> • There is a need to develop a multi-agency self-evaluation model which would support staff to come together to reflect on practice and identify priorities for development.

6. Leadership by the Child Protection Committee

Information received from members of the Child Protection Committee and staff from across agencies and services suggests the Child Protection Committee provides an opportunity to discuss and explore key child protection priorities and share information about local and national issues.

It has been strengthened by the appointment of an independent chair who is able to challenge more effectively services and agencies and it has developed effective links with the Alcohol and Drug Partnerships, the Adult Support and Protection Committee, the Forth Valley Child Protection Action Group, MAPP, the Voluntary and Independent sector sub-group, the Violence against Women Partnerships and the Community Safety Partnerships.

The Child Protection Committee produces a quarterly newsletter updating on national and local child protection news and has led on developing an outcomes framework for child protection in partnership with Barnardos and a protocol for working with young people aged

sixteen to eighteen.

The Child Protection Committee logo and community awareness raising events have raised the public and professional profile of child protection.

The Multi-Agency Continuous Improvement group is beginning to take forward some of the key areas of responsibility around self-evaluation, performance management and quality assurance of the Child Protection Committee more effectively and the quality assurance and performance management information being presented to the Child Protection Committee is being developed.

Attendance at the Child Protection Committee varies significantly with some members regularly attending or identifying a substitute to attend in their place and others not. Similarly some members actively share information from the Child Protection Committee with and bring information to the Child Protection Committee from their own services and agencies but this is not consistent for all members.

The relationships between the Child Protection Committee, the G5, the G5 Reporting Group, the high level Multi-Agency Continuous Improvement Group and the three Forth Valley Child Protection sub-groups need to be made clearer to provide a robust interface and seamless service.

There is a need to engage more actively with frontline staff and service users, including children and young people, in relation to the work of the Child Protection Committee.

Strengths	Areas for Development
<ul style="list-style-type: none"> • The appointment of an Independent Chair continues to provide independent leadership and challenge to all services and agencies represented on the Child Protection Committee. • The Child Protection Committee is seen by members as providing an opportunity to discuss and explore key child protection priorities and share information about local and national issues. • The Child Protection Committee has developed effective links with the Alcohol and Drug Partnerships, the Adult Support and Protection Committee, the Forth Valley Child Protection Action Group, MAPPa, the Voluntary and Independent sector sub-group, the Violence against Women Partnerships and the Community Safety Partnerships. Written update reports are provided to the Child Protection Committee by all the above and the Lead Officer Child Protection provides written update reports to all and attends all but the Stirling Alcohol and Drugs Partnership of which she is not a member. • There have been joint training events 	<ul style="list-style-type: none"> • Attendance at the Child Protection Committee should be prioritised by all members and an appropriate substitute identified when unable to attend. • Information from the Child Protection Committee should be consistently shared by members with their own agencies and information brought to the Child Protection Committee from the same. • The relationship between the Child Protection Committee, the G5, the G5 Reporting Group, the high level Multi-Agency Continuous Improvement Group and the three Forth Valley Child Protection sub-groups should be clarified. • There should be an Annual Development Day to assist in focussing the work of the Child Protection Committee on agreed priorities for which ownership is shared. • The Child Protection Committee

<p>and conferences organised by the Child Protection Committee and the Alcohol and Drug Partnerships and the Child Protection Committee and the Violence against Women Partnerships.</p> <ul style="list-style-type: none"> • The Child Protection Committee produces a quarterly newsletter updating on national and local child protection news which is available on the councils' websites and disseminated to partner agencies. • The quality assurance and performance management information being presented to the Child Protection Committee is being developed. • The Multi-Agency Continuous Improvement group is beginning to take forward some of the key areas of responsibility of the Child Protection Committee around self-evaluation, performance management and quality assurance more effectively. • The Child Protection Committee has led on developing an outcomes framework for child protection in partnership with Barnardos and a protocol for working with young people aged sixteen to eighteen. • The Child Protection Committee logo and community awareness raising events have raised the public and professional profile of child protection. • The Multi-Agency Child Protection Practitioner Forum meetings are now well established and well evaluated by attendees in Stirling and are beginning to be rolled out in Clackmannanshire. 	<p>should become more effective in using the experience and expertise of members, including the voluntary and independent sector, and should identify members to take forward agreed areas of work through sub-groups.</p> <ul style="list-style-type: none"> • The Chair's activities should be more visible between meetings with a formal report from the Chair to the meeting to support this. • The resilience of the Child Protection Committee should be enhanced with cover for the Lead Officer and administrative staff in their absence. • There should be more engagement with frontline staff and service users, including children and young people, in relation to the work of the Child Protection Committee. • The Child Protection Committee website should be developed, in consultation with frontline staff, service users, children and young people. • The Multi-Agency Child Protection Practitioner Forums should be further developed to include practitioner representation on the planning group.
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Recommendations

- This self-evaluation exercise has reinforced the value of self-evaluation and there is now renewed recognition that ongoing self-evaluation needs to be further embedded in both single and multi-agency processes.
- The multi-agency self-evaluation quality assurance framework currently being developed by MACIG should be taken forward as a matter of priority and a multi-agency team should be identified as a sub-group to implement, evaluate and report back on agreed outcomes recognising the current work relating to the Barnardos Outcomes Framework.

- Together agencies should consider escalation processes on both a single and multi-agency basis and appropriate guidance developed which ensures each agency understands the process by which they can escalate concerns to child protection level.
- Single and multi-agency action plans with identified leads need to be developed to address the areas for development identified in the Comprehensive Report.
- Ongoing auditing processes should be agreed in order to continue to explore practice issues arising from the Self-evaluation process.
- Consideration should be given by all agencies to strengthening the response to child protection referrals which are received out of hours.
- The focus for all the above should be improved outcomes for all children and young people living in the Clackmannanshire Council area.

29 JUL 2013

Ms Elaine McPherson
Chief Executive
Clackmannanshire Council
Greenfield House
ALLOA
Clackmannanshire FK10 2AD

25 July 2013
Our Reference: AB/YD

Dear Ms McPherson

Clackmannanshire and Stirling Supported Self-Evaluation

Following your own self-evaluation and the views of Care Inspectorate staff on the process, please find below comments from the Care Inspectorate which you may wish to include or refer to in your August Committee Reports. Given the multi-agency nature of the Chief Officers Group and of the self-evaluation team, I can confirm that I am happy for these comments to be shared with your NHS and Police colleagues.

The current **Assurance and Improvement Plans** for Clackmannanshire and Stirling Councils confirmed that the Care Inspectorate had reached agreement with chief officers to build capacity for improvement in services to protect children through supporting a programme of joint self-evaluation.

The partners moved quickly to establish the joint self-evaluation team which received support and reported to senior managers from the shared social work and education services, NHS Forth Valley and Central Scotland Police. The self-evaluation team were also supported by Inspectors from the Care Inspectorate who met with the team on four occasions during February and March 2013. The Inspectors provided a support and challenge role as the self-evaluation team planned their work plan and programme, gathered information and evidence and undertook their analysis. Outwith the meetings, the Inspectors were available to provide on-going support by telephone and e-mail contact and the team made appropriate use of this.

The Inspectors saw that there was strong support for this self-evaluation activity from all the partner agencies and that there was regular communication between senior managers and the self-evaluation team. The team undertook the self-evaluation in a diligent and effective manner. The team was fully aware of the need for the self-evaluation to be an honest and accurate review of current position of services to protect children and for its findings to be evidence based.

By means of questionnaires, one to one interviews, focus groups and a joint case file audit, they gathered a substantial evidence bank. The team analysed this information and used this analysis in producing reports of the self-evaluation findings for the Clackmannanshire and Stirling areas. Whilst services to protect children were the primary focus of the self-evaluation, the team also looked more broadly at children's services and made use of the Care Inspectorate's draft self-evaluation guide and quality illustrations in doing so.

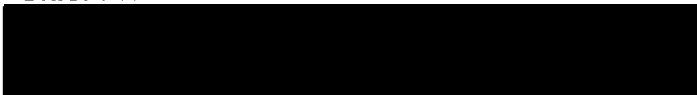
The self-evaluation reports provide a significant amount of useful information about services to protect children and services more broadly for children in Clackmannanshire and Stirling. The reports identify areas of good practice and of where practice has improved. They also identify a number of areas for development. The joint children's services inspections scheduled for February 2014 will provide an opportunity for the scrutiny bodies, including the Care Inspectorate to evaluate children's services, including the implementation of GIRFEC in the two council areas. The self-evaluation activity and the findings provide a very useful basis on which the partners can jointly work together to plan continued improvement. The next and very important stage is for both joint and single action plans to be developed and implemented based on the self-evaluation findings.

We look forward to discussing progress with you through the work of the Link Inspector over the coming months.

Yours sincerely



Annette Bruton
Chief Executive



Report to Education, Sport and Leisure Committee

Date of Meeting: 19 September 2013

Subject: Excellence for All Co-ordinators Update

Report by: Assistant Head of Education

1.0 Purpose

- 1.1. The purpose of this report is to update the Committee on the impact made by Excellence for All Co-ordinators. The report provides background information on this development. Further detail will be provided in a presentation to the Committee.

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 our commitment to the principles that underpin the National Priorities in Education, Curriculum for Excellence and Getting it Right for Every Child.
- 3.3. Each of the three secondary school was provided with dedicated resources to raise attainment of young people – particularly those identified as being the most educationally vulnerable. This additional resource was designed to build long term capacity to raise attainment and tackle under achievement in schools.
- 3.4. 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.

4.0 Sustainability Implications

4.1. There are no sustainability implications.

5.0 Resource Implications

5.1. *Financial Details*

5.2. There are no financial implications in this report.

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

5.4. *Staffing*

5.5. There are no staffing implications in this report.

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
- 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 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

N/A


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)

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Approved by

NAME	DESIGNATION	SIGNATURE
Kevin Kelman	Assistant Head of Education	
Nikki Bridle	Director of Finance and Corporate Services	

Report to Education, Sport and Leisure Committee

Date: 19 September 2013

**Subject: Scottish Qualifications Authority – Examination Performance
2013 (Pre-Appeal)**

Report by: Assistant Head of Education

1.0 Purpose

- 1.1. The purpose of this report is to provide the Education, Sport and Leisure Committee with an overview of the 2013 pre-appeal SQA examination results for Clackmannanshire Council.

2.0 Recommendations

- 2.1. It is recommended that the Committee notes the pre-appeal SQA examination results for Clackmannanshire Council and notes that a more detailed report showing Clackmannanshire Council performance against national and comparator authorities will be presented at the next committee meeting.

3.0 Considerations

- 3.1. Young people undertook a diet of national examinations in the spring term 2013.
- 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 2012/13 performance has improved or remained constant across the majority of measures.
- 3.4. S4: SQA results levels 3, 4 and 5 (as a % of the S4 cohort)

S4	2012	2013
English & Maths	93%	97%
5+ level 3	96%	98%
5+ level 4	78%	79%
5+ level 5	31%	28%

The most positive increases in S4 came in the number of young people achieving English and Maths. Disappointingly, the number of young people achieving 5 or more at level 5 has fallen again. This will be a specific focus forthcoming performance visits.

- 3.5 S5: SQA results level 6 (as a % of the original S4 cohort)

S5	2012	2013
1 + level 6	45%	44%
3 + level 6	23%	23%
5 + level 6	9%	9%

Performance in S5 has remained fairly constant from 2012 to 2013.

- 3.6 S6: SQA results levels 6 and 7 (as a % of the original S4 cohort)

S6	2012	2013
1 + level 6	49%	53%
3 + level 6	31%	34%
5 + level 6	20%	20%
1 + level 7	16%	16%

Positive increases can be seen in the number of young people achieving 1 or more and 3 or more Highers in S6. Performance in other measures has remained more constant.

- 3.7 Performance visits to schools will commence at the beginning of October and discussions will focus on the school's SQA performance including areas of strength and areas for improvement.

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

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

10.0 Appendices

10.1 Appendix: 1: Clackmannanshire Council SQA 2013 Pre-Appeal Results

10.2 Appendix 2: St Modan's High school SQA 2013 Pre-Appeal Results


11.0 Background Papers

None

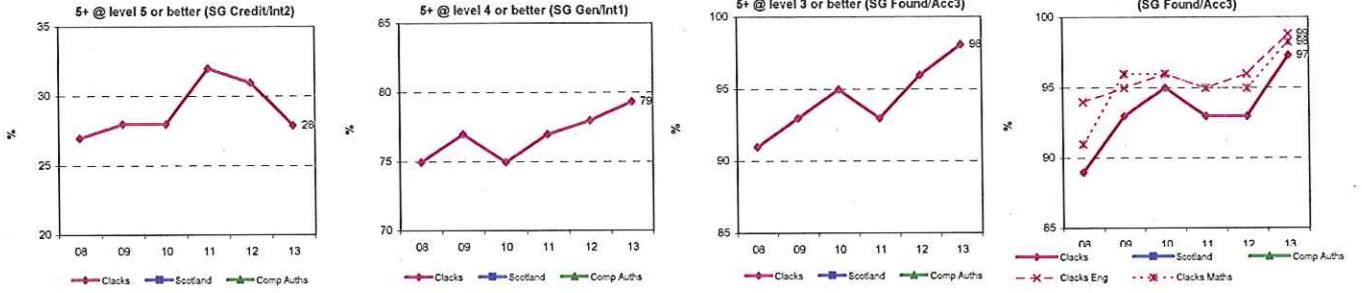
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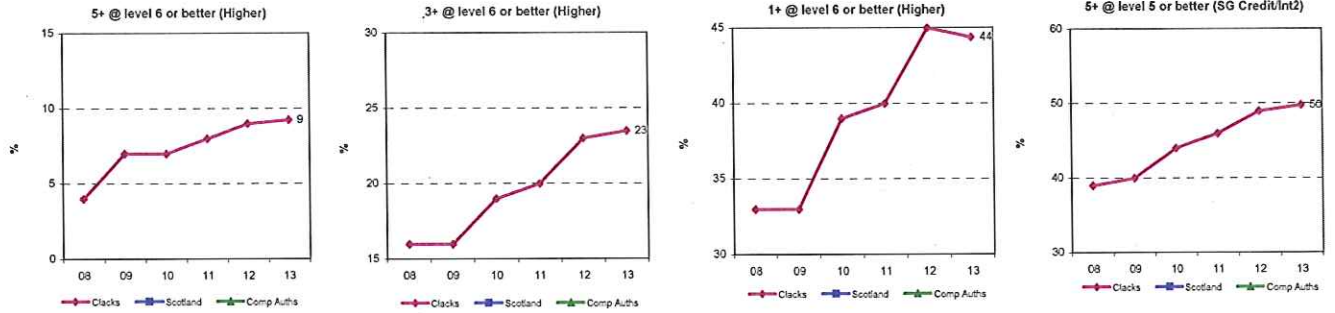
Approved by

NAME	DESIGNATION	SIGNATURE
Kevin Kelman	Assistant Head of Education	
Nikki Bridle	Director of Finance and Corporate Services	

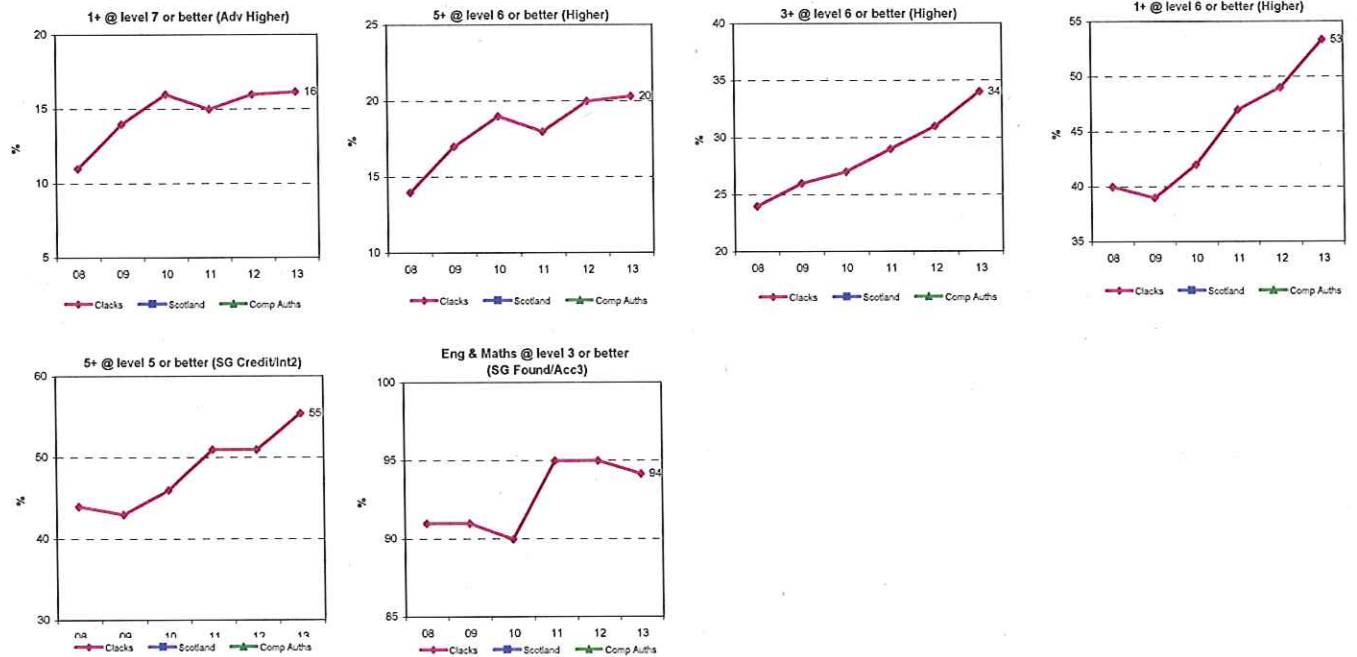
By the end of S4



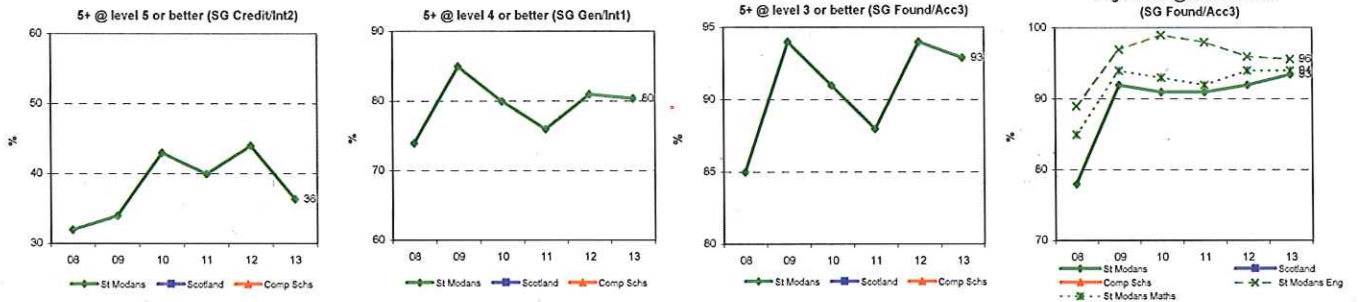
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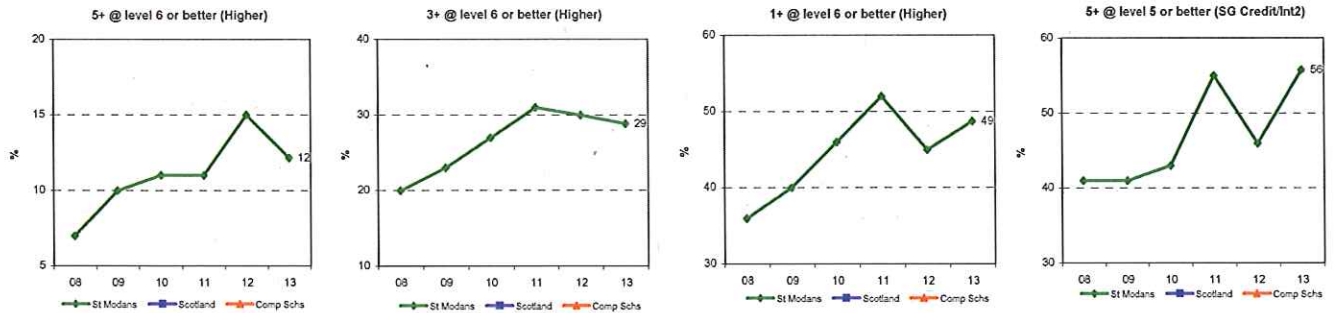
By the end of S6



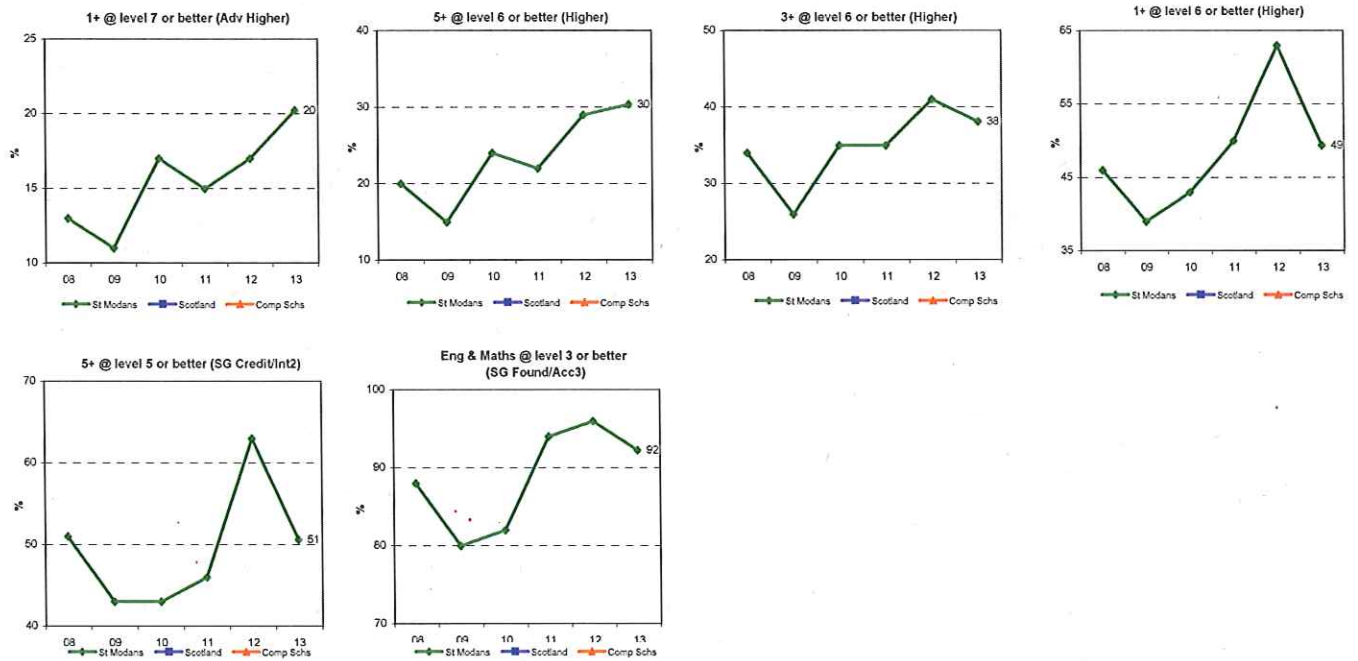
By the end of S4



By the end of S5



By the end of S6



Report to Education, Sport & Leisure

Date of Meeting: 19 September 2013

Subject: Skate Park Development Proposal in Alloa

Report by: Heads of Education, Facilities Management and Strategy & Customer Services

1.0 Purpose

- 1.1. The purpose of this report is to advise the Committee of a proposal to establish a skate park in Alloa and to seek endorsement of the Council's approach to supporting the proposal.

2.0 Recommendations

- 2.1. It is recommended that the Committee:
- a) notes the scoping work which has been undertaken on the potential creation of a skate park in Alloa;
 - b) endorses the proposal to pursue the project to create a skate park in the Bowmar area of Alloa;
 - c) notes that the relevant services will provide support to facilitate a funding application by a community group to resource the project.

3.0 Considerations

- 3.1. The provision of skate parks in communities has been shown to have many potential benefits firmly aligned with our vision and priorities for Making Clackmannanshire Better. These include:
- **Providing a safe and attractive place for young people to gather** - provision of skate parks are a constructive way to produce more vibrant and cohesive communities. They can play a significant role in improving community safety, particularly contributing to reductions in anti-social behaviour.
 - **Promoting healthy and active lifestyles** - skateboarding is a positive way of promoting exercise, maintaining good physical and mental health and providing pathways to other activities that establish lifelong active and healthy behaviours. The personal challenges offered by

these kinds of leisure and sports create enjoyment through learning how to overcome obstacles and use energy creatively.

- **Community engagement in developing and managing a local resource** - a group of individuals from many sections of the community working together on such a project can contribute to a sense of ownership of the space. This often results in a greater respect from users, lessening the risk of vandalism whilst positively contributing to environmental improvements.

3.2. Further background information on the benefits of skate parks is provided in Appendix 1.

3.3. Locally, the recent establishment of a skate park in Sauchie has been very popular with young people and there is evidence of significant demand for a similar facility elsewhere in the county. Our Youth Services team have reported the following:

- there has been a significant increase in detached youth work contacts with young people in Alloa town centre; the vast majority of these young people are aged 12 – 16 years predominantly male (75%) with a keen and active interest in wheel sports, including BMX stunt bikes, skateboards, scooters and in-line skates;
- the service procured 2 mobile ramps which they have used at Bowmar Centre on a Friday night. These have proved to be successful with all age groups with some 55+ young people attending. Young users have reported that they would like to see a more varied and challenging facility. To complement this activity, Youth Services have opened a youth cafe drop-in on a Friday night at the Bowmar;
- following a Police Scotland initiative in Tullibody, 6 visits were arranged during the month of March funded through Community Safety to the Unit 23 indoor skate park in Dumbarton. More than 50 young people from across Clackmannanshire attended;
- using Community Safety funding, 50 plain white helmets were purchased. 4 project groups were identified in Alloa, Sauchie, Tullibody and Tillicoultry. The young people participated in workshops designing their own helmets which they kept for use in wheeled sports;
- Clackmannanshire Youth Voice (a local youth forum who aim to develop health and well being, employability and citizenship) have identified the issue of wheeled sport in the town centre through the Young Scot consultation 'Your Future, Your Police' with results being presented to the police at a national conference;

3.4. As a result of these factors and community expressions of interest for a skate park facility in Alloa, officers have been considering the potential for this to be taken forward.

- 3.5. Some potential sites have been investigated, with a suitable one being identified adjacent to the Bowmar Centre (see attached plan at Appendix 2), which has the following benefits:
- Situated within an established park area;
 - Easy access from town on a cycle route;
 - Situated within close proximity to other leisure facilities, including a community centre (staffed until 9pm), primary and secondary school;
 - Situated within an area of high priority based on health and deprivation indicators;
 - Close to a residential area but not situated directly adjacent to dwellings;
 - Easy access near a main road but not directly open to a main or busy road;
 - There is CCTV within the area;
 - There is adequate public lighting in the area of the park;
 - public toilet facilities are nearby;
 - the required land is owned by the Council and can be made available to a community interest on such basis as is necessary to secure community funding
- 3.6 In addition, this site offers the potential for synergies with the Alloa Greenspace Improvement Project for which grant funding of £32,500 has been secured to support public realm and greenspace improvements and the preparation of a masterplan for the area between the River Forth/Alloa Harbour, the Bowmar/Mar Policies Housing Estate and Alloa Tower.
- 3.7 There are a number of funding streams which could be accessed to fund the development of another skate park. In particular, the Legacy 2014, Active Places Fund could provide 90% capital funding for such a project were it:
- a) created on land within an area classed as deprived under in Scottish Indices of Multiple Deprivation;
 - b) applied for by a community group who would have security of tenure over the asset (e.g. 25 year lease or ownership).
- 3.8 The cost of creating a new skate park would depend on its size and specification. However, by way of illustration, the Sauchie skate park cost £80,000. Larger and higher specification developments, such as one in Glenrothes and another in Stirling, were constructed for £180,000 and £280,000 respectively.
- 3.9 Clackmannanshire Youth Voice have expressed their support for the possibility of creating a skate park in the Bowmar area and are keen to lead

on any funding application. As a constituted body, the community group would also be able to apply to numerous other external funding streams to attract any match-funding that might be required.

- 3.10 Community-led approaches have been used successfully in a number of other local authority areas and in some cases communities have taken on responsibility for the maintenance of facilities, continuing to source external funding when required.
- 3.11 The deadline for the next round of Legacy 2014 Active Places Fund is February 2014. It has a two/three month turn over and in support of any application there would have to be:
1. Business plan
 2. Site plan
 3. Quotations
 4. Programme of use
 5. Vulnerable persons protection policy
- 3.12 As in-kind support, the Council could provide support to the community group in preparing the funding application, including development of a business plan and securing quotations. Clearly, the lease or transfer of the site would represent substantial in-kind support.

Conclusions

- 3.13 This proposal presents an opportunity to develop a new and highly sought-after community facility in Alloa using an innovative, sustainable and community based model of service design.
- 3.14 Its benefits are consistent with the principles and aims in the draft Leisure & Sports Strategy enabling more of our young people to develop healthy and active behaviours that will provide better opportunities through an inclusive and community-led approach.

4.0 Sustainability Implications

- 4.1. There are no direct sustainability implications arising from this report.

5.0 Resource Implications

- 5.1. *Financial Details* - the proposal would not require any unbudgeted expenditure from either the capital or revenue budgets.
- 5.2. Finance have been consulted and have agreed the financial implications as set out in the report. Yes
- 5.3. *Staffing* - resources will be required to support the bid as outlined above.

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 checked="" 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 checked="" type="checkbox"/>
Health is improving and health inequalities are reducing	<input checked="" type="checkbox"/>
The environment is protected and enhanced for all	<input checked="" type="checkbox"/>
The Council is effective, efficient and recognised for excellence	<input checked="" type="checkbox"/>

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

SOA 2013-23

Draft Leisure & Sport 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 n/a at this stage.

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

Appendix 1. - Benefits of skate parks to Communities
Appendix 2 - Site Map



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) - No

Author(s)

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Appendix 1 - Benefits of skate parks to communities

Skate parks provide community value in four significant ways:

1. Social Benefits

- Skate parks provide for young people who aren't attracted to traditional team sports a place to go and express themselves in an individual and athletic manner. Getting young people, particularly those who are more vulnerable, involved in a personal and esteem-building activity like skateboarding helps them build the confidence to do well in other aspects of their lives.
- Skate parks provide a place for local youths to meet, socialise, and develop friendships based on a common, healthy interest.

2. Health and Developmental Benefits

- Providing recreational opportunities to young people helps them develop healthy, active lifestyles, and the growing popularity of skateboarding is encouraging more and more people to go outdoors and get active. Developing a habitual desire for physical recreation in the formative years is important to a healthy future.
- Skateboarding is physically active and requires, at times, great concentration. It encourages young people to spend time outdoors, tests their endurance, sharpens their senses, and develops their creativity. Skateboarding requires no coaches and suggests no standardized approach to riding a skate park. Skaters are free to ride in their own way, to their own abilities, and encouraged to pursue their own style of skating.
- Youth in areas of deprivation are particularly prone to health issues related to lack of exercise due to the expense of equipment and travel, or lack of leisure time. For these communities a local skate park becomes an effective tool that teaches healthy, athletic living at an impressionable age and without prior significant financial outlay .

3. Community Safety Benefits

- Providing parks for skateboarding is safer than young people skateboarding on the pavements and streets
- Drawing the activity to appropriate areas allows other preventative measures to be more joined-up and therefore effective.
- In addition to the direct health benefits, research suggests that skateboarding can help keep young people out of trouble. A 2006 study found that skateboarders are less likely to smoke cigarettes, have sex, and truant from school. ("Physical Activity and Sedentary Behavior Patterns are Associated with Selected Adolescent Health Risk Behaviors," *PEDIATRICS*, Vol. 117 No. 4, April 2006).

4. Community Development Benefits

- When parks are built right - with local skater input and involvement throughout the process - those young people develop a sense of ownership, pride, and community engagement. The very existence of the park is the result of their hard work and interaction with the broader community. It's a transformational learning process for these young people.
- Without skate parks, skateboarders are often treated as pariahs and repeatedly told to leave an area. This can reinforce negative attitudes towards the police, other civic bodies and community groups. The cumulative effects of this treatment instill a sense of disconnection to their community. This regrettable cycle creates at-risk youth and is easily preventable through better involvement and engagement. Treating young people as criminals for wanting to be active is counter-productive and can become a self-fulfilling prophecy.

<http://tonyhawkfoundation.org/faq/>

Appendix 2 - Proposed site, Bowmar Alloa

