
Report to Education, Sport and Leisure Committee

Date of Meeting: Thursday, 21 November 2013

Subject: Quarter 2 Performance 2013 / 2014 Progress Report

Report by: Head of Education

1.0 Purpose

- 1.1. The purpose of this report is to provide the Education, Sport and Leisure Committee with an update, for the second quarter, July – September 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.

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 second quarter of the 2013 – 2014 plan.

3.0 Considerations

- 3.1 Quarter 2 2013 – 2014 correlates with the first term of the academic session 2013 – 2014, incorporating the school summer holiday period 2013.
- 3.2 The attached report (Appendix 1) for quarter 2 (July – September 2013) summarises the progress made towards achieving the strategic priorities of the service.
- 3.3 The report includes:
 - a. Quantitative data recording the progress made by the Service in respect of the Key Performance Indicators (KPIs) outlined with the Service's Business Plan 2013/2014; and,
 - b. Qualitative information recording the progress made towards achieving the key strategic actions of the Education Service 2013/2014.

- 3.4 Performance data pertaining to attendance and exclusions is reported using internal information gathered through the Service's Management Information System, SEEMiS. Targets for these measures are set using audited data which is gathered biennially by Scottish Government.
- 3.5 Scottish Government gathered data from education authorities in August 2013. Data will be published February 2014, upon which the Service targets will be reviewed.
- 3.6 The Education Service is working closely with colleagues in Performance and Research to improve further its use of Covalent as an additional means of managing information.

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

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 2 Performance

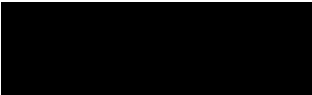
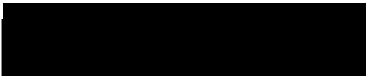
11.0 Background Papers

11.1 None

Author(s)




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Approved by

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SERVICE PRIORITY OUTCOME











1 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



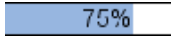

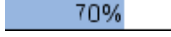

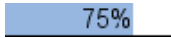

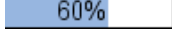

Covalent Ref.	Action	Due Date	Progress	Expected Outcome	Latest Note
EDU SCH 001	Identify and share best practice	01-Aug-2014	<div style="width: 60%;"><div style="background-color: #4F81BD; color: white; padding: 2px;">60%</div></div>		The Education Service has introduced a number of forums at which best practice is shared. These events are well attended by staff and are, by and large, positively evaluated.
EDU SCH 002	Promote nurturing approaches across all schools.	01-Aug-2014	<div style="width: 50%;"><div style="background-color: #4F81BD; color: white; padding: 2px;">50%</div></div>		Two primary schools have introduced Nurture Groups: Abercromby and Sunnyside. Health Promoting Schools will continue to be the main means by which this is tracked and monitored centrally. Progress in performance of former is reflected in KPIs.
EDU SCH 011	Continue to improve the school estate so that children and young people are able to attain, achieve and flourish.	01-Jul-2014	<div style="width: 90%;"><div style="background-color: #4F81BD; color: white; padding: 2px;">90%</div></div>		Extensive work carried out on school estate over the summer 2013 period.

SERVICE PRIORITY OUTCOME

2 Our children and young people are successful learners, confident individuals, effective contributors and responsible citizens making a positive contribution to their communities




Covalent Ref.	PI Description	2012/13	2013/14	Q2 2013/14		Latest Note
		Value	Target	Value	Short Trend	
SCH ACH C01	Young people undertaking a work placement as part of their senior phase	64.0%	68.0%	24.1%		The decline in performance between Q1 and Q2 is due to the fact that Q1 corresponds to the final term of the academic session in which most young people undertake, or have recently undertaken, a work placement. Percentage value represents the number of places booked compared with the total number required. 130 places have been booked against 540 required. In Q2, very few young people will have a work placement as part of their senior phase with the exception of those who have a placement as an alternative to a curriculum area.
SCH BUD C01	Percentage of pupils accessing paid instrumental music tuition where entitled to a concession	3.0%	4.0%	3.0%		
SCH EMP C01	Staff receiving Professional / Performance Review and Development	80.00%	100.00%	92.00%		Work is now underway to review PRD arrangements for all staff and a shared service group with representatives from a range of staff groups are working within corporate systems to refine processes for the variety of education staff groups. With the start of the new school session staff are again engaged in PRD



Covalent Ref.	PI Description	2012/13	2013/14	Q2 2013/14		Latest Note
		Value	Target	Value	Short Trend	
						processes. Target is an annual target.
SCH HEA C02	Percentage of schools and nurseries accredited as Health Promoting (FV 2011 scheme)	37.00%	50.00%	45.00%		10 establishments out of 22 have achieved HPS status within the Forth Valley HPS framework. Those schools which have been successful in achieving Health Promoting status are currently supporting colleagues in Stirling with this process.
SCH HEA C03	Primary schools delivering 2 hours of quality curriculum PE (P1 to P7)	100.00%	100.00%	98.80%		Banchory Primary School has addressed extra half hour and now delivering 2 hours per pupil. St. Serf's has accommodation issues and on schedule to solve this after October 2013 break.
SCH HEA C04	Secondary schools delivering 2 periods quality curriculum PE (S1 to S4)	100.00%	100.00%	100.00%		Pupils get 2 periods per week in all 3 secondary schools. 125 pupils in Schools of Rugby and Football get a minimum of 4 sessions per week. Pupils taking higher PE get more than 2 periods per week.
SCH HEA C05	Percentage of primary pupils participating in extra curricular sporting activities	62.0%	63.0%	N/A		There is no percentage for this quarter. After school clubs have been running in all primary and special schools from the first week in September and therefore progress will be recorded in Q3.
SCH HEA C06	Percentage of secondary pupils participating in extra curricular sporting activities	33.0%	31.0%	N/A		There is no percentage to record for this quarter. After school clubs in all three secondary schools started again the first week of September; therefore, progress will be reported Q3. Each secondary school launched their own programme in a different way. Overall the number of clubs on offer has increased and uptake has increased. In Q2, Lornshill's PE department are at capacity for time and space having dramatically increased the number of activities on offer at lunch and after school.
SCH INS 01b	Preschool settings receiving a positive inspection in all indicators (Care Inspectorate)	100.0%	100.0%	100.0%		3 early establishments were inspected by Care Inspectorate in Q2. 12 grades awarded: all very good and good.
SCH INS C02	Primary schools receiving positive HMIE inspections in all indicators	100.0%	100.0%	100.0%		No inspections were carried out by HMIE in primary schools.
SCH INS C03	Secondary schools receiving positive HMIE inspections in all indicators	100.0%	100.0%	100.0%		HMIE carried out an inspection of Alva Academy in September. The report will be published in October; performance will be reported in Q3.
SCH INS C1a	Preschool settings receiving a positive inspection in all indicators	100.0%	100.0%	100.0%		No inspections were carried out by HMIE in preschool.
YTH ACH C01	Young people who are registered with Youth Services who complete and achieve an accredited award	50.0%	60.0%	58.0%		Between April and September there were 240 young people participating in Youth Services. Of this number, 53 (22%) signed-up for an accredited award 31 of whom have gained an award. The figure of 31 who have been successful amounts to 58% of those signed-up for an accredited award and 13% of the overall number involved with Youth Services.

Covalent Ref.	Action	Due Date	Progress	Expected Outcome	Latest Note
EDU SCH 006	Make the most of culture and sport or personal and community wellbeing including Clackmannanshire Sports Hubs.	01-Jul-2014	 90%		Sports development continues to be a strength.
EDU SCH 007	Prioritise post school destinations	01-Aug-2014	 75%		Improvement evidenced but still lower than national average. Schools have introduced very good partnerships with colleges and universities. Schools have an improved capacity for mentoring young people towards positive destinations. Skills Development Scotland working with young people in schools in addition to Opportunities for All Partnerships. Building on partnership working with schools and Forth Valley College to enhance the current provision and experience for young people.
EDU SCH 008	Create opportunities for life long learning	01-Aug-2014	 70%		The Education Service has installed a new Curriculum Strategy Group. The remit of the group is to consider the need for further guidance on the curriculum.
EDU SCH 009	Improve the co-ordination of work experience placements for children and young people	01-Jul-2014	 75%		Work experience opportunities are being co-ordinated by schools. Schools promoted the benefit of this to S4 pupils.
EDU SCH 010	Assess skills for learning, life and work	01-Aug-2014	 60%		Extensive CPD offered in Q2. Very well attended. New Service model for moderation of assessment launched.

SERVICE PRIORITY OUTCOME

3 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

Covalent Ref.	PI Description	2012/13	2013/14	Q2 2013/14		Latest Note
		Value	Target	Value	Short Trend	
EYO LEG C1a	Number of hours of early learning and childcare per year provided for children aged 3 & 4 years	475 hours	600 hours	475 hours		Consultation about to begin for the implementation of 600 hours of early learning and childcare by August 2014.
EYO LEG C1b	No. hours of early learning and childcare available for looked after 2 year olds and 2 year olds subject to a Kinship Care Order.	0%	600 hours	0 hours		The value is not a true reflection of the current situation; however, there are no audited figures.
SCH GIR C01	Establishments using Integrated Assessment Framework (IAF)	0%	100%	100%		Full audit information available mid-October. Value reflects the Service's expectation that schools would adopt aspects of the IAF. PI will be reviewed following audit.
SCH HEA C01	Primary schools with a breakfast club.	100%	100%	Annual measure		This PI is under review. Target has been attained.

Covalent Ref.	Action	Due Date	Progress	Expected Outcome	Latest Note
EDU SCH 003	Increase ASD Provision	01-Aug-2014	<div style="width: 85%;"><div style="width: 85%; background-color: #4f81bd; color: white; text-align: center;">85%</div></div>		<p>Primary; temporary provision has been arranged at Lochies School with two classrooms and a break out space being made available. Children who have been identified as being appropriately placed within a specialist ASD provision have started and have settled well. A principal teacher has been appointed. The architect's plans for the primary provision in Alva Primary are currently being finalised.</p> <p>Secondary; A principal teacher has been appointed at Alva ASD provision. Planning is being put in place to develop a curriculum, which supports real life skills alongside academic achievements.</p>
EDU SCH 004	Implement CP inspection recommendations	01-Aug-2014	<div style="width: 50%;"><div style="width: 50%; background-color: #4f81bd; color: white; text-align: center;">50%</div></div>		Improvement plan in place. Actions have been overtaken that pertain to Education. Education is continuing to provide support to other agencies. All recommendations from the report formed an overview action plan, these actions were sent to an identified person who is responsible for developing a specific and detailed action plan and returning it by September 23 rd . These actions plans are currently being collated and evaluated
EDU SCH 005	Improve the empathy, resilience and social competences of children and young people who are vulnerable and at risk.	01-Jun-2014	<div style="width: 30%;"><div style="width: 30%; background-color: #4f81bd; color: white; text-align: center;">30%</div></div>		Psychological Services is providing support and advice to schools. This action is linked with the action on nurture. Lornshill Community's Early Years staff are taking forward approaches to the assessment of children's wellbeing.