



**Clackmannanshire  
Council**

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

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

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

**Thursday 21 November 2013 at 10.00 am**

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

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

## EDUCATION, SPORT AND LEISURE COMMITTEE

---

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

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

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

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

To set standards for service delivery.

To secure best value in the provision of services.

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

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

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

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

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

**13 November 2013**

**A MEETING of the EDUCATION, SPORT AND LEISURE COMMITTEE will be held within the Council Chamber, Greenfield, Alloa, FK10 2AD, on THURSDAY 21 NOVEMBER 2013 at 10.00 am.**

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

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

	<b>Page No.</b>
1. Apologies	--
2. Declaration of Interests Elected Members are reminded of their obligation to declare any financial or non-financial interest which they may have in any item on this agenda in accordance with the Councillors' Code of Conduct. A Declaration of Interest form should be completed and passed to the Committee Officer.	--
3. Confirm Minutes of Meeting held on 19 September 2013 (Copy herewith)	07
4. Quarter 2 Performance 2013/2014 Progress Report - report by the Head of Education (copy herewith)	
5. Financial Performance as at the end of September 2013 - report by the Head of Education (copy herewith)	
6. Clackmannanshire Council Education Service Standards and Quality Report for Session 2012-2013 - report by the Head of Education (Copy herewith)	
7. Leisure and Sport Strategy (2013-15) report by the Chief Executive (copy herewith)	



## 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 19 SEPTEMBER 2013 at 10.00 am.**

**PRESENT**

Councillor Ellen Forson, Convenor (In the Chair)  
Councillor Irene Hamilton  
Councillor George Matchett, QPM  
Councillor Bobby McGill  
Provost Tina Murphy (S)  
Councillor Jim Stalker  
Councillor Gary Womersley (S)

Father Michael Freyne, Roman Catholic Church (Appointed Member)  
Rev Sang Y Cha, Church of Scotland (Appointed Member)

**IN ATTENDANCE**

Kevin Kelman, Assistant Head of Education  
Alan Milliken, Assistant Head of Education  
Michael Boyle, Education Business Support Manager  
Sharon Johnston, Acting Assistant Head of Education  
Lisa McCabe, Quality Improvement Officer, Education  
Elaine Murray, Quality Improvement Officer, Education  
Stuart McQueen, Solicitor, Legal Services (Clerk to the Committee)

**ESL(13)51      APOLOGIES**

Apologies for absence were received from Councillor Walter McAdam, MBE, Councillor Les Sharp, Councillor Alastair Campbell and Pastor David Fraser.

Provost Tina Murphy attended as substitute for Councillor McAdam and Councillor Womersley was a substitute for Councillor Sharp.

Councillor Womersley was present at today's meeting as a substitute for Councillor Sharp, 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)52      DECLARATIONS OF INTEREST**

None.

**ESL(13)53      MINUTES OF MEETING: THURSDAY 20 JUNE 2013**

The minutes of the meeting of the Education, Sport and Leisure Committee held on Thursday 20 June 2013 were submitted for approval.

**ESL(13)47      Breakfast Clubs**

Councillor Matchett advised the Committee that a paper on the provision of 'community based meals' to help mitigate the anticipated effects of welfare reform was to be submitted to a future meeting, but after seeking legal advice it will now come forward to Council.

**Decision**

Subject to the above amendment, the minutes of the meeting held on Thursday 20 June 2013 were agreed as a correct record and signed by the Convenor.

**ESL(13)54      QUARTER 1 PERFORMANCE 2013/2014 PROGRESS REPORT**

A report which provided the 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 was submitted by the Assistant Head of Education.

The report also highlights key service activity over the period April - June 2013.

**Motion**

That the Committee notes the content of the report, comment on and challenge the performance of the Education Service over the first quarter of the 2013-2014 plan.

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

**Decision**

The Committee agreed unanimously to note the content of the report, commented on and challenged the performance of the Education Service over the first quarter of the 2013-2014 plan.

**Action**

Assistant Head of Education

**ESL(13)55      FINANCIAL PERFORMANCE AT THE END OF JULY 2013**

A report which provided the Committee with the financial performance of Education in respect of revenue spend for the financial year 2013/2014, based on activity to date up to the end of July 2013 was submitted by the Assistant Head of Education. Projected outturns up to March 2014 were also set out in the report.

**Motion**

That the Committee notes the report, comment on and challenge the current financial position.

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

**Decision**

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

**ESL(13)56 INCREASE IN ENTITLEMENT TO EARLY LEARNING AND CHILDCARE**

A report which provided the Committee with an overview of the Scottish Government's proposal to increase the entitlement to nursery provision from 475 hours to 600 hours was submitted by the Assistant Head of Education.

The report highlighted the requirement to consult on the demand for childcare places and the needs of parents. The report also provided details on the proposed approach to the development of a delivery model for increased hours by August 2014.

**Motion**

That the Committee agrees the recommendations set out in the report.

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

**Decision**

The Committee unanimously agreed to :-

- (1) note and comment on the proposed increase to the entitlement to nursery provision from 475 hours to 600 hours as detailed in the report.
- (2) note that a further report will be presented to the 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.

**Action**

Assistant Head of Education

**ESL(13)57 MULTI-AGENCY CHILD PROTECTION SELF EVALUATION  
1 FEBRUARY 2013 - 31 MARCH 2013**

A report which advised the Committee of the findings of the multi-agency self evaluation of services who work together to protect children and young people was submitted by the Assistant Head of Social Services, Childcare.

**Motion**

That the Committee agrees to review the report, comment on and challenge as appropriate.

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

**Decision**

The Committee agreed unanimously to review the report, commented on and challenged as appropriate.

**ESL(13)58 EXCELLENCE FOR ALL CO-ORDINATORS UPDATE**

A report which updated the Committee on the impact made by Excellence for All Co-ordinators was submitted by the Assistant Head of Education. The report provided background information on this development. Further detail was provided in a presentation from Lewis Robertson and Eilidh McKay from Alloa Academy about their experiences in the Excellence for All programme. Mr McGhee the Depute Headteacher was also included in

discussions. Alan Milliken also read out experiences from other pupils who could not make the meeting.

#### **Motion**

That the Committee agrees to notes the report, comment on and challenge the progress made with raising attainment through the Excellence for All Co-ordinators.

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

#### **Decision**

The Committee agreed unanimously to note the report, commented on and challenged the progress made with raising attainment through the Excellence for All Co-ordinators and congratulated and acknowledged Lewis and Eilidh on the detailed and confident presentations given by them.

### **ESL(13)59 SCOTTISH QUALIFICATIONS AUTHORITY - EXAMINATION PERFORMANCE 2013 (PRE-APPEAL)**

A report which provided the Committee with an overview of the 2013 pre-appeal Scottish Qualifications Authority examination results for Clackmannanshire Council was submitted by the Assistant Head of Education.

#### **Motion**

That the Committee agrees to note the pre-appeal Scottish Qualifications Authority examination results for Clackmannanshire Council and note that a more detailed report showing Clackmannanshire Council performance against national and comparator authorities will be presented at the next Committee meeting.

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

#### **Decision**

The Committee agreed unanimously to note the pre-appeal Scottish Qualifications Authority examination results for Clackmannanshire Council and note that a more detailed report showing Clackmannanshire Council performance against national and comparator authorities will be presented at the next Committee meeting.

#### **Action**

Assistant Head of Education

### **ESL(13)60 SKATE PARK DEVELOPMENT PROPOSAL IN ALLOA**

A report advised 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 was submitted by the Heads of Education, Facilities Management and Strategy & Customer Services.

#### **Motion**

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.

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

**Amendment**

Addition -

- 2.1 d) Requires that Heads of Education, Facilities Management and Strategy & Customer Services make further investigations to look at the need for skate park facilities in other communities in Clackmannanshire, where suitable land, funding and a willingness of a community group to participate regarding the projects is available. A report on further possible projects should be brought back to the Education, Sport & Leisure Committee no later than the first Education, Sport & Leisure meeting held in 2014.

Moved by Councillor Bobby McGill. Seconded by Councillor George Matchett.

**Voting**

For the Amendment	3
Against the Amendment	5
Abstaining	1

On a division of 3 votes to 5 votes against with 1 abstention, the amendment was defeated.

**Decision**

The Committee agreed unanimously to:-

- 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.

Ends 12.12



---

**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

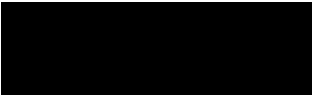
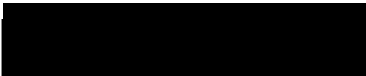
## 11.0 Background Papers

11.1 None

### Author(s)

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
David Leng	Head of Education	
Elaine McPherson	Chief Executive	






**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



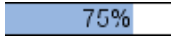

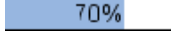

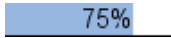

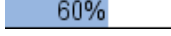

Covalent Ref.	Action	Due Date	Progress	Expected Outcome	Latest Note
EDU SCH 001	Identify and share best practice	01-Aug-2014	<div style="width: 60%;"><div style="background-color: #4F81BD; color: white; padding: 2px;">60%</div></div>		The Education Service has introduced a number of forums at which best 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%; background-color: #4f81bd; color: white; text-align: center;">85%</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%; background-color: #4f81bd; color: white; text-align: center;">50%</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 <sup>rd</sup> . 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%; background-color: #4f81bd; color: white; text-align: center;">30%</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.

---

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

---

**Date of Meeting: 21 November 2013**

---

**Subject: Financial Performance at the end of September 2013**

---

**Report by: 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 September 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 second 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.

	<b>Annual Budget 2013/14</b>	<b>Actual to 30/09/13</b>	<b>Projected Spend to 31/03/14</b>	<b>Projected Over (Under) Spend</b>
<b>Service Management</b>	633,050	128,297	575,398	(57,652)
<b>Early Years</b>	2,784,120	608,565	2,684,583	(99,537)
<b>Primary Education</b>	11,375,990	3,135,535	11,469,843	93,853
<b>Secondary Education</b>	12,644,440	3,242,827	12,814,923	170,483
<b>ASN Education</b>	5,361,020	1,358,004	5,346,109	(14,911)
<b>Education Psychology Service</b>	251,380	70,001	250,400	(980)
<b>School Crossing Patrols</b>	90,650	37,318	105,996	15,346
<b>Sports Development</b>	316,460	(79,617)	298,986	(17,474)
<b>Youth Services</b>	467,420	138,363	464,069	(3,351)
	<b>33,924,530</b>	<b>8,639,293</b>	<b>34,010,306</b>	<b>85,776</b>

#### **4.0 Priority Initiatives**

4.1 The table above 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.

4.3 All areas of non essential spend including review of temporary or vacant posts will be examined to identify opportunities to bring the actual expenditure in line with the budget.

4.3.1 The underspend in service management is due to posts in the shared service structure being unfilled. In particular the service was without an Assistant Head of Education for a number of months.

4.3.2 There are savings in staffing at ABC Nursery. These are partly offset by a reduction in income.

4.3.3 The overspend on primary education is due to the costs of placing an additional teacher in Tillicoultry Primary School, after the budget had been agreed, as well as the additional costs of primary school support staff who were regraded after a successful appeal against their single status grading. This additional cost includes an element of backdating for the previous year.

4.3.4 The overspend on secondary education is due to a number of factors. There is a projected overspend on the home to school transport budget and a projected overspend on maternity cover.

4.3.5 The underspend on the additional support needs budget is in relation to vacancies within the service.

- 4.3.6 The overspend on school crossing patrols is due to a death in service payment that was made.
- 4.3.7 The projected saving on sports development budget is as a result of vacancy management

## 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 ✓
- 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 A: Education Services budget v Outturn at September 2013


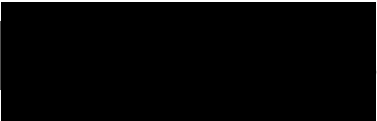
## **11.0 Background Papers**

11.1 None

**Author(s)**

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

**Approved by**

<b>NAME</b>	<b>DESIGNATION</b>	<b>SIGNATURE</b>
David Leng	Head of Education	
Elaine McPherson	Chief Executive	



<b>Education Services Budget v's Outturn</b>				
<b>As at September 2013</b>	<b>Budget</b>	<b>Outturn</b>	<b>Variance</b>	
	<b>£'000</b>	<b>£'000</b>	<b>£'000</b>	
<b>Education Outturn Variance</b>	<b>33,925</b>	<b>34,006</b>	<b>82</b>	
<b>Service Management</b>	<b>633</b>	<b>575</b>	<b>(58)</b>	
Shared Services - due to vacancy mangement and secondments			(58)	
			(58)	
<b>Early Years Non Devolved</b>	<b>2,692</b>	<b>2,592</b>	<b>(100)</b>	
Vacancies in ABC and Kidzone offset by reduced income			(107)	
Other minor adjustments			7	
			(100)	
<b>Early Years Devolved</b>	<b>92</b>	<b>92</b>	<b>0</b>	
			0	
<b>Primary Non Devolved</b>	<b>1,321</b>	<b>1,300</b>	<b>(21)</b>	
Savings due to vacancies in music and art visiting teachers service			(38)	
Other minor adjustments			17	
			(21)	
<b>Primary Devolved</b>	<b>10,055</b>	<b>10,170</b>	<b>115</b>	
Overspend on Tillicoultry Primary - Additional teacher placed into school			26	
Overspend on Admin support staff due to the successful outcome of regrading appeals. Part of this overspend relates to payments for last financial year			76	
Other minor adjustments			13	
			115	
<b>Secondary Non Devolved</b>	<b>1,694</b>	<b>1,831</b>	<b>137</b>	
Vacancy management - Inclusion			(12)	
Projected overspend due on long term absence budget			17	
Overspend on home to school transport budget as a result of the 2 year extension to the contract that was approved in August 2012			136	
Other various adjustments			(4)	
			137	
<b>Secondary Devolved</b>	<b>10,950</b>	<b>10,983</b>	<b>33</b>	
Overspend on Technicians as only part of saving achieved.			30	
Other minor adjustments			3	
			33	
<b>ASN Non Devolved</b>	<b>3,752</b>	<b>3,705</b>	<b>(47)</b>	
Vacancies on other areas (accessibility and Inclusion)			(12)	
Underspend on additional support needs budget			(54)	
Overspend on Speech & Language therapy payments			6	
Income shortfall - internal			2	
Other various adjustments			11	
			(47)	
<b>ASN Devolved</b>	<b>1,609</b>	<b>1,642</b>	<b>33</b>	
Overspend on saving allocated to secondary student support service for change in full time to term time, impact of conserved salaries for 1 year			33	
			33	
<b>Psychology Service</b>	<b>251</b>	<b>250</b>	<b>(1)</b>	
<b>School Crossing Patrols</b>	<b>91</b>	<b>106</b>	<b>15</b>	
Death in service payment			14	
Staff travel overspend			1	
			15	
<b>Sports Development</b>	<b>316</b>	<b>299</b>	<b>(17)</b>	
<b>Youth Services</b>	<b>467</b>	<b>464</b>	<b>(3)</b>	
Other			(3)	
			(3)	
	33,925	34,011	86	



---

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

---

**Date: Thursday 21 November 2013**

---

**Subject: Clackmannanshire Council Education Service Standards and Quality Report for Session 2012-2013**

---

**Report by: Head of Education**

---

**1.0 Purpose**

- 1.1 The purpose of this report is to inform elected members of the proposed contents of the Education Department's annual Standards and Quality Report for school session 2012/2013 prior to its publication in December 2013.
- 1.2 The Standards and Quality report is attached in Appendix 1.

**2.0 Recommendations**

- 2.1 It is recommended that the Committee agree to note the Standards and Quality Report.

**3.0 Considerations**

- 3.1 Under the terms of the 'Standards in Scotland's Schools etc. Act 2000', education authorities are obliged to produce and publish a 'Standards and Quality Report' on an annual basis. This Report details how the authority has sought and achieved improvements within their provision.
- 3.2 Also on an annual basis, the Education Service identifies priorities that reflect the following national and local policy imperatives: the Scottish Government's priorities for education; the National Outcomes for Education; Clackmannanshire Council's Single Outcome Agreement; and Clackmannanshire Council Priorities. The Standards and Quality Report includes an update on how the Service has taken forward these priorities during the previous academic session.
- 3.3 Through its delivery of services, the Education Service has a reasonable duty to produce a positive impact on key stakeholders. These stakeholders are: pupils; young people receiving services from its Youth Service section; parents; staff; and the wider community. The Service has organised the 'Standards and Quality Report' to describe the impact that it has brought about or helped to bring about, during 2012-13.

- 3.4 The Education Service, through its establishments and services, undertakes self-evaluation of its approaches and actions. This self-evaluation helps to inform the Standards and Quality Report. The outcomes of the self-evaluation, as reported in the Report, will feed into future priorities for the Service priorities that will be determined in March 2014.
- 3.5 The Report is structured to cover critical areas for the Education Service, as follows:
- the socio-economic context to Clackmannanshire within which the education services are delivered and positive outcomes are sought;
  - the continuing development of the shared Education Service with Stirling Council;
  - outcomes from national inspection regimes such as Care Inspectorate reports, which provide objective parameters against which Clackmannanshire's performance can be measured.
  - schools' wider achievements in respect of the four capacities at the heart of the national programme *Curriculum for Excellence*, namely that children and young people become successful learners, confident individuals, responsible citizens and effective contributors;
  - the impact that the Education Service has brought about for learners in respect of the following topics: *supporting effective transitions from school to adult life and creating opportunities for all; health and wellbeing; skills for learning, life and work; improving outcomes for 'Looked After Children'; sports, arts and culture; and meeting additional support needs;*
  - the impact that the Education Service has brought about for staff, parents and the wider community; parents, carers and families;
  - management, leadership and quality assurance;
  - appendices containing quantitative data and analysis in relation to (1) national indicators of achievement such as: attainment, exclusions, absence from school, and positive outcomes for school leavers; and (2) parental complaints.
- 3.6 Both the main body of the Report and its appendices evidence the excellent practice adopted by establishments and services. Examples of positive 'hard' outcomes are: the very good results of Care Inspectorate inspections of early years establishments; the fact that by the end of fifth year in Clackmannanshire's secondary schools, attainment is improving 'year on year' in respect of all measures; and that exclusions from secondary schools have decreased dramatically, with Clackmannanshire's exclusion rate now below the national average. The Report is also rich, however, in 'qualitative' examples of children and young people demonstrating confidence and responsibility as citizens; undertaking leadership roles; actively engaging as learners; and making links across interdisciplinary areas such as science and environmental responsibility. The Education Service is not, however, complacent. It recognises that these positive attributes are milestones along the journey to excellence, and continuous improvement is required.

- 3.7 The report offers a public record of some of the activities that were undertaken during the last school session and their impact on stakeholders; however, it is not a total account of all Service activity.
- 3.8 Before publication, the report will include a foreword from the Education Convenor and an introduction from the Head of Education.
- 3.9 Agree to note the Clackmannanshire 2012/13 Standards & Quality Report.

#### 4.0 Sustainability Implications

- 4.1. The paper has no sustainability implications.

#### 5.0 Resource Implications

- 5.1. The paper has no resource implications.

#### 6.0 Exempt Reports

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

#### 7.0 Declarations

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

##### (1) Our Priorities 2008 - 2011 (Please tick )

- |  |                                     |
|--|-------------------------------------|
| The area has a positive image and attracts people and businesses         | <input 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)

The paper contributes towards achieving the following Council priority outcomes:

- that communities in Clackmannanshire are more inclusive and cohesive;
- that people in Clackmannanshire are better skilled, trained and ready for learning and employment;
- that vulnerable people and families in Clackmannanshire are supported;
- that health is improving in Clackmannanshire.

## 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: Clackmannanshire Council Education Service Standards and Quality Report 2012/13.



## 11.0 Background Papers

11.1 No other papers have been used to inform this Committee Report.

### Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Alan Milliken	Assistant Head of Education	01786 233225

### Approved by

NAME	DESIGNATION	SIGNATURE
David Leng	Head of Education	
Elaine McPherson	Chief Executive	



**Clackmannanshire  
Council**

**Education Service  
Clackmannanshire Council**

**Standards and Quality Report  
Session 2012/2013**

## **Foreword**

Education Convenor, Councillor Ellen Forson

## Contents

Section	Sub-Section and Topic	Page		
<b>1. Clackmannanshire's Context</b>		5		
<b>2. Background Information – the Education Service</b>		7		
<b>3. Key Achievements</b>	<b>3.1</b>	<b>The Development of a shared Education Service with Stirling</b>	8	
	<b>3.2</b>	<b>Education Scotland Inspection and Review –</b>	9	
	<b>3.3</b>	<b>Care Inspectorate Inspection of Early Years Establishments</b>	9	
	<b>3.4</b>	<b>Schools' Wider Achievements</b>	10	
	<b>3.5</b>	<b>Impact on Learners</b>		23
		3.5.1	Supporting Effective Transitions and Creating Opportunities for All	23
		3.5.2	Health and Wellbeing	27
		3.5.3	Skills for Learning, Life and Work	30
		3.5.4	Improving outcomes for Looked After Children	32
		3.5.5	Sports, Arts and Culture	33
		3.5.6	Meeting Additional Support Needs	42
	<b>3.6</b>	<b>Impact on Staff</b>	43	
	<b>3.7</b>	<b>Impact on Communities</b>	45	
	<b>3.8</b>	<b>Impact on Parents, Carers and Families</b>		49
3.8.1		Working with Parent Councils	49	
3.8.2		Educational Psychology	49	
3.8.3		Parental Complaints	50	
<b>3.9</b>	<b>Management, Leadership, and Quality Assurance</b>	52		
<b>3.10</b>	<b>How Good Can the Education Service Be?</b>	53		
<b>Appendix 1</b>	<b>Inspection by the Care Inspectorate</b>	55		
<b>Appendix 2</b>	<b>Analysis of Schools' Information</b>	56		
<b>Appendix 3</b>	<b>Parental Complaints Data</b>	62		
<b>Appendix 4</b>	<b>Glossary</b>	68		

## **Introduction**

Head of Education

## 1. Clackmannanshire's Context

Situated within the Scottish lowlands and enjoying some of Scotland's most impressive scenery, the Clackmannanshire Council area extends from the Ochil Hills at its northern perimeter to the River Forth in the south, covering approximately 159 square kilometres. It is Scotland's smallest mainland local authority, comprising around 23,000 households that equate to just over 51,000 residents. Alloa, the biggest town in the area, is home to most of Clackmannanshire's inhabitants; many others live in the 'Hillfoot' villages nestling at the foot of the Ochil Hills. The area is rich in culture with a heritage that links to some of Scotland's most famous historical characters. It has a thriving local arts and crafts scene; sport and leisure also feature highly within local activities, with lots to offer at leisure and sports centres whilst paragliding, walking and cycling are popular outdoor activities. Clackmannanshire's libraries provide a vast source of local information, offering rich local knowledge from history to genealogy.

### Demographics

Over the last decade as a whole, there was a steady increase in Clackmannanshire's population which peaked in 2011, after which it fell by 0.4% in 2012. This modest fall was caused by a higher level of out-migration than in-migration to the area.

Whilst the population has grown in overall terms during the last ten years, its structure has also changed. Since the 2001 Census the proportion of people over the age of 65 years has increased by a quarter whilst the proportion of young people aged between 16 and 29 years has decreased by 8%. In Clackmannanshire, 16.1% of the population is aged between 16 and 29 years. This is lower than in Scotland as a whole where the equivalent percentage is 18.4%. In Clackmannanshire, persons aged 60 years and over comprise 23.7% of the population. This is broadly similar to national figures.

These changes in demographics mirror national trends. They appear, however, to be more prominent in Clackmannanshire. Projections for the area predict a population of 57,629 by 2035, an increase of 13.8% from 2010. The population of Scotland is projected to increase by 10.2 % over the same period. In Clackmannanshire, the 75 years + age group is expected to experience the largest increase, mirroring predictions for Scotland as a whole. The under 16 age group is projected to increase by 7.5% - higher than predictions for Scotland. Population projections may be revised, however, if out-migration continues to exceed in-migration.

### Economic Profile

Clackmannanshire's labour market presents challenges as well as opportunities. Although it contains relatively affluent towns and villages such as Dollar and Muckhart, the area also exhibits high levels of deprivation, and the fourth lowest employment level in Scotland combined with a high dependency on 'out-of-work' benefits.

Whilst the economic downturn of 2008 has affected the whole population, the impact has been greatest upon young people aged between 16-24 years. Almost one in ten people in this age group claim Job Seeker's Allowance (July 2013), as compared to 6% across Scotland as a whole. The area tends to rank lower than neighbouring authority districts in terms of positive indicators such as aspects of high levels of educational attainment. At the same time, there are some positive indicators such as an increase in self-employment from 2100 people in 2010 to 2400 people in 2013, combined a fall in the rate of youth unemployment. In 2012, Clackmannanshire experienced the highest rate of youth unemployment in Scotland (as a proportion of 16-24 year olds claiming JSA). One year later, the number of unemployed 16-24 year olds has fallen by 105 (16%). Clackmannanshire now exhibits the 8th highest level of youth unemployment.

## Wider Indicators of Deprivation

Clackmannanshire is now ranked 17th out of the thirty-two local authority areas in terms of overall deprivation, an improvement from being ranked 15th in 2006 and 14th in 2004.

In terms of health and wellbeing, the Council area experiences poor health outcomes in relation to birth weight, rates of breastfeeding, unhealthy weight among children, mental ill-health, maternal smoking and lower male life expectancy. There are, however, some grounds for optimism. For example, in respect of reducing pregnancies among girls under 16 years, the most recent statistics evidence that pregnancies in this age group fell from 31 per thousand in 2000 to 19 per thousand by 2010. This was around 50% lower than the rate of young teenage pregnancies in an adjoining authority area.

Despite some positive indications, the general poor health outcomes place more pressure on the Council and its partners to deliver high quality services, improve residents' life opportunities, and contribute towards their overall wellbeing.

As the full extent of the impact of welfare reform and shrinking budgets remains unknown, Clackmannanshire continues to seek cost-saving and innovative approaches tackling inequalities, poverty, and deprivation, with the ultimate aim of helping to improve residents' quality of life.

## Sources

- National Records of Scotland [www.gro-scotland/files2/clackmannanshirefactsheet](http://www.gro-scotland/files2/clackmannanshirefactsheet)
- Clacksweb Economic Bulletin September 2013 [www.clacksweb.org.uk/document/4265](http://www.clacksweb.org.uk/document/4265)
- Clackmannanshire Integrated Children's Services Plan, 2013
- Demographics - Scottish Index of Multiple Deprivation 2012. Single Outcome Agreement 08/11. Child Poverty Map of the UK <http://www.endchildpoverty.org.uk>
- Health - Community Health Partnership profiles <http://www.scotpho.org.uk/profiles/> 2010
- ONS Claimant Count via NOMIS 2013
- Skills Development Scotland [www.skillsdevelopment.co.uk](http://www.skillsdevelopment.co.uk) SDS local authority profiles: Clackmannanshire school leavers destinations

## 2. Background Information - the Education Service

### About the Service

In Clackmannanshire, education services are delivered by three secondary schools, nineteen primary schools (of which thirteen have nursery classes), two stand-alone nurseries and one special school. The Service provides specialist provision for children with additional support needs. The Education Service also has responsibility for Arts, Sports, Youth Services and Educational Psychology.

The Education Service aims to ensure that all children, young people and adult learners across Clackmannanshire experience excellence in education. The Service also seeks to promote high achievement and attainment, ambition and inclusion. These aims dovetail with the principles underpinning as follows: the National Priorities in Education, the national programme *Curriculum for Excellence*, 'Getting It Right For Every Child' (GIRFEC), The Early Years Framework, the Scottish Government's Adult Literacy Action Plan and Community Learning and Development Guidance, and '*Skills for Scotland: a lifelong learning skills strategy*'.

During Session 2012-13, the Education Service also made a particularly significant contribution towards achieving the Council's published Vision in respect of the following:

- all children in Clackmannanshire will have the best possible start in life;
- our school children are successful learners;
- our opportunities are not limited by poor health, and people have a good sense of wellbeing;
- social circumstances for those in most need are improved.

In addition, the Education Service made a significant contribution towards achieving the Council's priority outcomes, particularly in respect of the following:

- that communities in Clackmannanshire are more inclusive and cohesive;
- that people in Clackmannanshire are better skilled, trained and ready for learning and employment;
- that vulnerable people and families in Clackmannanshire are supported;
- that health is improving in Clackmannanshire.

### About the Standards and Quality Report

The Standards and Quality Report details the Education Service's key achievements. These include progress towards achieving outcomes associated with national policy imperatives for Education that have been refined to reflect local needs, as well as the Council's Vision and priorities as listed above.

Evidence for the Standards and Quality Report is gathered through:

- Her Majesty's Inspectorate of Education (HMIE) inspection reports
- Education Scotland activity
- Care Inspectorate reports
- Responses to pupil, staff and parental questionnaires
- Establishments' Standards and Quality Reports
- Link Officer Activity
- Evaluations of Continuous Professional Development / Training
- Performance visits to schools
- Staff Focus Groups
- Analysis of Parental Feedback

### 3. Key Achievements

#### 3.1 The Development of a shared Education Service with Stirling

Last year, the Education Service committed itself to improving the alignment of processes, procedures and personnel across the shared Education Service with Stirling Council. A key purpose was to improve efficiency and effectiveness along with improvements to the quality of educational provision. During session 2012/2013, this has been progressed by undertaking the following actions:

- assigning a link officer to each Learning Community in order to provide support and challenge to schools across key areas of performance;
- continuing engagement with senior leaders in secondary schools about performance data;
- engaging with primary schools on their attainment;
- creating a *Performance Management* calendar, which has successfully guided centre staff as to their key performance activities;
- implementing a new policy of 'maximising staff attendance', which has supported heads of establishments to manage staff absence more effectively and reduced negative impact on learning and teaching;
- implementing a 'Raising Attainment Strategy' and implementing this in all secondary schools;
- issuing guidance for schools on securing improvement through self-evaluation, which included guidance on school improvement planning and performance reporting;
- implementing a Parental Complaints policy with associated guidance and training for staff, and Service specific literature for parents;
- creating opportunities to share and disseminate good practice across both Authorities.

The Education Service's 'Raising Attainment Strategy' places a strong strategic focus on raising attainment in Scottish Qualifications Authority (SQA) examinations as well as improving the overall profile of achievement for children and young people. The Strategy was embraced by all staff, with the result that:

- by the end of S4, attainment has risen in respect of attainment in English and Mathematics, and is above national and comparator authority averages. In terms of achieving five-plus subjects at Level 3 or higher, attainment is above national and comparator averages. Attainment in this area is also improving on a 'year on year' basis.
- by the end of S5, the percentage of students attaining one plus subjects at Level 6 or higher in 2013 was 44; This was below comparator averages and national averages.
- by the end of S6, attainment is above national and comparator authority averages in respect of attaining one-plus subject at Level 6 and Level 7. In other measures for this group, attainment is still below national and comparator averages.
- Rates of 'staying on' have improved and are now on a par with comparator and national averages. Seventy-seven per cent of young people 'stayed on' at school during 2012.
- Entry to higher education is still below national and comparator averages but above them for entry to further education and training.
- Exclusions in secondary schools have decreased dramatically, with Clackmannanshire's exclusion rate now below the national average.

Statistics governing these improvements are provided at Appendix 2.

### 3.2 Education Scotland Inspection and Review – Her Majesty’s Inspectorate of Education (HMIE)

During Session 2012/13, HMIE did not inspect any primary or secondary schools in Clackmannanshire.

#### *Follow-up Inspections*

- HMIE visited **Banchory Primary School** to undertake a follow-up review of progress made by the school since its last inspection in August 2012. Inspectors were impressed by the progress made by the school since their last visit. In particular, **they commented upon: the extent to which pupils took responsibility for their own learning, the range of approaches used by staff to improve teaching and learning; and leadership shown by key staff with regard to service improvements.**

Inspectors indicated full confidence in the school’s capacity to continuously improve and so will not return to the school in connection with the original report.

Two Clackmannanshire primary schools contributed towards Education Scotland’s work in supporting and reviewing the implementation of *Curriculum for Excellence*, as follows:

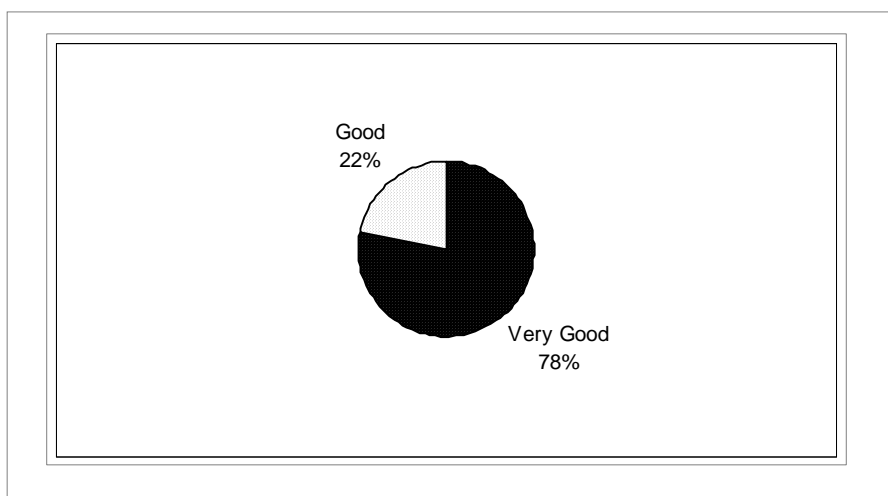
- **Craigbank Primary School** participated in a ‘3-18 Curriculum Impact Project in Religious and Moral Education’ (RME) and ‘Religious Observance’ (RO). During their one-day visit to the school, **inspectors commented positively on the work taken forward in developing the RME aspect of the curriculum.** Pupils were commended for their **motivation and enthusiasm** during RME lessons. Inspectors observed **teachers who were confident and provided opportunities for active learning** within this area of the curriculum. Teachers also used a **good range of ‘higher-order’ questioning, which promoted pupils’ understanding of values and beliefs of Christianity and other, world religions.** The school was praised for promoting ‘distributed leadership’ in relation to the creation of an RME working group. The revised RME programme produced by the group provided a positive framework. Those **parents who met the inspectors were very positive about the ethos of the school and the range and variety of opportunities offered to pupils to demonstrate responsible citizenship.** The school was given a number of next steps to further improve its development of the RME curriculum; these were incorporated into the School’s Improvement Plan for Session 2013/2014.
- Education Scotland selected **Deerpark Primary School** as part of a project called ‘*Making the Link.*’ **The school was identified by Education Scotland as a high performing school** compared with similar establishments across the country. Education Scotland Officers asked staff, parents and pupils what they believed to be the factors contributing to the school’s success. *“The whole school focus on developing emotional resilience has proved successful in enabling children and young people to participate effectively in learning and teaching. The reflective and committed staff revise learning and teaching on an ongoing basis to bring in new ideas and approaches which will engage and motivate all learners. There is a strong collegiate approach.”* (Education Scotland, ‘*Making the Link*’, Deerpark Primary School)

### 3.3 Care Inspectorate Inspection of Early Years Establishments

The Care Inspectorate undertook unannounced inspections of nine early years establishments - seven nursery classes and two nursery schools. The full list of those establishments which were inspected is provided at Appendix 1.

The Care Inspectorate identifies which thematic areas are to be inspected at each establishment after scrutinising the results of a self-evaluation process undertaken by that establishment. The Inspection themes vary, therefore, among establishments.

Of the thirty-six grades awarded across the nine establishments, twenty-eight were evaluated as 'Very Good' and eight as 'Good'.



#### Strengths

The following excerpts from Care Inspectorate reports illustrate the positive results of the inspections:

*"Children are well cared for within a stimulating learning environment where their individual needs are recognised and supported. Positive relationships have been established enabling staff to work effectively with parents to support their children's learning. As a result parents are very pleased with the quality of service and show trust and confidence in staff."*

Care Inspectorate comment: **Sauchie Nursery School**

*"The addition of the Butterfly Room provides a valuable resource where children can have time out of the main playroom within a small, safe and structured group. This resource has a consistent staff team and is flexible to accommodate the changing needs of children on a daily basis."*

Care Inspectorate Comment: **Park Nursery Class**

The inspections of the eight nurseries identified **common themes in respect of particular strengths:**

- Communication with Parents,
- Relationships with Parents; and
- Stimulating Learning Environments.

### 3.4 Schools' Wider Achievements

Reflecting the four capacities at the heart of the national programme *Curriculum for Excellence*, the Education Service has continued to enable children and young people to become **successful learners, confident individuals, responsible citizens and effective contributors**. This has been achieved by delivering a high standard of education in schools and nurseries, and with the support of services such as Educational Psychology. With the continuing implementation of *Curriculum for Excellence*, pupils have developed the knowledge, skills and attributes needed to flourish in life, learning and work. Examples of how educational establishments and other areas of the Service have built capacity in respect of the four capacities are shown in the grids below.

#### Successful Learners

**Banchory Primary School** gave examples of **active engagement with learning**.

*"All pupils were more engaged with their learning and with what they were expected to achieve, through the introduction of individual learning targets. As a result, children started to be able to identify their own next steps in learning. All pupils knew what they had to do to succeed and so experienced a greater sense of pleasure and enjoyment from learning when they knew that they had achieved the criteria set.*

*To encourage pupils to be more active in their learning through authentic experiences, **all pupils from Primaries 4-7 had an opportunity to organise events or participate as a team member**. For example, Primary 4 organised the Comic Relief event that was streamed live on GLOW. They enjoyed hearing that other schools had watched them live and had made positive comments about our activities. Parents appreciated the opportunity to see the event at a parents' night and responded with great enthusiasm. Primary 6 and Primary 7 all gained Young Leaders Awards. In class, they took responsibility for all the organisation and paperwork associated with a community dog walk. This included making phone calls, sending emails and talking with Council Officer. A parent said, 'This was a great event. We went back on the walk at the weekend as a family. I wish there was more of this type of activity.'*

As referred to at Section 2, **Craigbank Primary School's** work in relation to **Religious and Moral Education** was commended by HMIE.

**Muckhart Primary School** identified '**Mental Maths**' and **Science** as key areas for development:

*"We worked closely with our Learning Community, colleagues, parents and pupils to implement **Big Maths: a new methodology for the teaching of numeracy**. We have successfully developed this in all classes. Children and colleagues have shown an improvement in confidence with quicker mental recall and renewed enthusiasm. Through Open Evening activities the children shared this enthusiasm with their parents.*

*On the basis of our School Improvement Plan, **we identified Science as a key area of development for colleagues and pupils alike**. Again, we worked with our Learning community to engage teachers in high quality professional development. We took full advantage of workshops and courses to enhance our science provision across the school. One colleague became the science mentor for the whole school, successfully demonstrating leadership qualities. We encouraged parents to organise a lunch time science club. We successfully brought science to the fore in our curriculum. In our parents' survey at the end of the session, parents commented on how animated and enthused children were at home when talking about their science learning.*

*We continued to make excellent use of our outdoor areas. We consistently, across all stages and curricular areas, use our location as a learning tool. Outdoor learning remains a key focus and a vital tool in children applying skills learned in other curricular areas. We continue to maintain excellent links with the wider school community."*

**St Mungo's RC Primary School highlighted interdisciplinary learning projects:**

*"At St Mungo's, we have ensured our children are successful learners by implementing a range of **interdisciplinary learning projects** which allowed children to acquire skills and knowledge as well as develop skills for life. The 'Roots of Empathy' project addressed many of the experiences and outcomes of Health & Wellbeing as well as ensuring meaningful cross curricular links where skills and attitudes were formed and developed. During this year long programme the children looked at **early childhood development, working with a volunteer mother and her new baby**. The children were able to identify stages of development and link this to their own and siblings' lives."*

*"A joint project between Primary 2/3 & Primary 3/4, 'Eddie the Penguin Saves the World,' allowed the children to use experiences and outcomes from across First Level to develop their knowledge and understanding of environmental issues. Children were motivated by this learning as they could see the purpose and relevance to their own lives. This learning was further developed through the production of a short film where the children shared their learning with a wider audience. The production of the film allowed the children to see a purpose to their learning."*

**Alloa Academy highlighted successful learning in relation to work experience, sharing good practice, and effective transitions:**

*"Pupils benefited from the school's high level of commitment to forging and sustaining a diverse range of business partners from the local community. The school has established very sound links with local companies and employers all of which offer high quality work experience placements for pupils. Some pupils benefited from extended residential placements with the Army and Alvie Estate. In addition, several national companies accepted invitations to be official business partners of Alva Academy, including Alloa Athletic, Crieff Hydro Hotel, Cairngorm Mountain."*

*Sharing good practice has continued through peer observation and the "follow a pupil" scheme. This session, primary staff followed secondary pupils for a day and a number of staff from Alva Academy followed a pupil for a day in primary 7. Teachers are continuing to improve their knowledge of good practice across the faculties in Alva Academy and also across our cluster primary schools. This continues to be a real stimulus for professional reflection, encouraging opportunities for interdisciplinary collaboration, and appreciation of and empathy for the pupil experience."*

**Tillicoultry Primary School's examples focussed on pace and challenge in learning:**

*"Guidance and support on planning resulted in a whole school approach and clear expectations of pace and challenge. Analysis of InCAS results highlighted **a need to develop Mental Maths skills. Big Maths has been implemented to support this**. Results of InCAS have been used to identify children requiring further support, and particularly able children. Advice on implementation has impacted positively on learning and teaching, and on pupil motivation. 'Big Maths' has been fully implemented into daily numeracy and mathematics teaching and 'Big Maths Beat That'. CLIC results are recorded weekly on a display board. The winning class is identified on the board and results are tracked. A 'Big Maths' stall was staffed during an open evening and received positive comments from parents. A Parent Information Afternoon and Evening on "How to support your child with numeracy development" was also held. Numeracy Maths bags have been designed and implemented in the nursery for pre – school children."*

*This was a pilot and will be reviewed and adapted at the end of term. Plans to develop these activities and implement a similar idea in Primary 1 are at initial stages and will be a priority next year. A Numeracy and Maths resource room has been identified and will be ready to use at the beginning of the new term."*

**Sauchie Nursery** highlighted the importance of **documentation**:

*"Since January 2013, staff have started to assess learning through the documentation approach to recording individual children's learning. 'Making Learning Visible' to all had a big impact on the learning community in Sauchie Nursery. **Through recording and presenting learning in a visual format with drawings, photographs and a reflection of the child's learning, families have started to engage more in discussions about learning.** Learning across the curriculum has been reviewed in monthly newsletters, and made visible by using photographs and children's comments on display walls in an 'Active Learning In Sauchie Nursery Journal', and in every child's personal Learning Diary (which is shared with families on a regular basis.).*

*Staff have used the documentation approach to evidence learning in Health and Wellbeing, Maths and Numeracy, and English and Literacy for all pre-school children as part of their summative report. This report was shared with the children prior to being shared with families. As part transitional information-sharing, a copy was shared with the receiving Primary 1 teachers. Including documental evidence gave the children the opportunity to reflect on their own learning. Here are some of their comments:*

*Rhys – 'I was planting in the garden.. Mrs Simpson was taking pictures of us planting ...I like planting.'*

*Kelsie- Leigh 'I was painting a picture for my brother; it's got fireworks, a rainbow and the princess running.'*

*Daniel – 'I was at the forest. I was building a dinosaur. I was working with the tree that fell down. I was running under the trees; it was good fun.' "*

**Lornshill Academy** gave examples of their **targeted approach to improving attainment among lowest performing learners**:

*"Our 'Excellence for All' co-ordinator 'led on' the lowest 20% of performers last year and there was significant success for this entire group. **A target group of S5 pupils was the focus of ongoing support and challenge by a member of Maths staff and there was significant improvement amongst this group.** A rigorous tracking system operates, which tracks learners meticulously, with data being used to put various support strategies in place. A small number of young people have required flexible learning arrangements due to social, emotional and behaviour challenges which are significant. A group of five pupils, current S4, attend Forth Valley College on a full time ACE programme. The Depute Head Teacher (Pupil Support) manages the attendance and tracks the attainment of this group and that of a group of pupils are in full time attendance at Secondary School Support."*

## **Responsible Citizens**

**Strathdevon Primary School** provided details of **collaboration with a local environmental group, and the Pupil Council's work in relation to school values**. Examples are as follows:

*"We have been working with the Ochils Landscape Partnership to learn more about the neighbouring Kelly Burn. **The children have demonstrated that they are 'responsible citizens' by learning about the ecology of the Burn and how to look after it.** They learned skills in animation and made a presentation to share their learning with peers and families."*

*"Led by the Pupil Council, the whole school community have reviewed our values to ensure that everyone agrees what our values should be. Each class has decided upon how demonstrating our values will be recognised."*

**Alva Academy** gave examples of events run by the school, **exploring moral, political and philosophical topics including secular and religious belief systems**, as part of nurturing responsible citizenship:

*"All S5/6 pupils participated actively in conference events run by the school. The conferences gave students opportunities to explore a range of complex issues related to religion, morality and philosophy. **Pupils reported the worth of these conferences in respect of their own personal and social development.** Alva Academy was also one of only two Scottish schools to pilot the **Pupil Parliament** in session 2010/11. It is now fully embedded, and continues to*

*embrace the centrality of pupil voice. It has impacted positively on the management of change and undoubtedly gives the pupils genuine ownership of the school's vision, values and expectations for all. The pupil voice has also informed priorities such as promoting positive behaviour, rewards and uniform through targeted focus groups."*

**Abercromby Primary School** emphasised its **encouragement of local democracy, leadership, personal responsibility, and pupil involvement in wider concerns for society.**

*"Pupil voice continues to be strengthened at Abercromby Primary. The Pupil Council **led pupil participation in the creation of the school's new Vision and Values Statement.** Pupil Council members worked with their classes to agree the ingredients of the perfect school. The Pupil Council used this data to create Wordall maps to identify key words and phrases to be included in the school's Vision and Values Statement. Children's voices have been included along with voices of staff, parents and partners to create the whole school Vision and Values.*

*Capacity for leadership has also been strengthened through the delivery of **Peer Mediator Programmes.** A Primary 5 child said, "It's good if we can sort out our own problems because teachers aren't always there when problems happen". The 'Reading Partners' programme involving Primary 6 /Primary 2 pupils and the Primary 7/Nursery Buddy programme also helped to develop our learners as responsible citizens. All children, both younger and older, benefited greatly from these programmes. Primary 2 pupils in particular thoroughly enjoyed working with older pupils to develop key literacy skills. Pupils in our senior years also benefited from increased confidence. Young Leaders training was also offered to all children in Primary 6 and Primary 7. Their support was utilised at various events through the calendar year including transition programmes, sports day activities and health week activities.*

*The school continued to gain success through the Eco Schools Programme and Health Promoting Schools Programme. Both are led by pupil groups within the school, resulting in three Eco Flags for Abercromby and accreditation for the school at Level 3 (Excelling) as a Health Promoting School. A Primary 6 pupil said, "It's really good to be part of something that actually matters".*

*Two senior pupils participated in the Learning Community Learner Voice Group, working collaboratively with peers from other schools to assist the Children's Rights Officer in advancing pupil voice in the learning process. Their findings were reported to Head Teachers and the Senior Leadership of both Councils. Their input helped to guide School Improvement Plans and Service Improvement plan for both Councils."*

**Fishcross Primary School** featured **team-working, community involvement, Children's Rights, and encouraging older pupils to take responsibility for life in the school**, including nurturing younger pupils.

*"Primary 7 planned and organised a first MacMillan Coffee Morning for parents/carers and the wider community. **This developed children's skills in working as part of a team, negotiating with others in order to make collective decisions.** The children also raised awareness within the wider community about the work of the charity.*

*All Primary 6 children took part in a buddying programme. It allowed them to **further their self confidence whilst working with younger children and demonstrate a high level of care and patience.** They were also instrumental in ensuring that our new Primary 1's experienced a smooth transition into Primary 1.*

*Understanding and promoting 'The Rights of Children' is embedded throughout the curriculum at Fishcross. The Citizenship Group recognised the injustice and inequality of children in parts of Africa being denied an education. They presented an assembly on 'Mary's Meals Backpack' project and encouraged families to participate. Some 32% of families participated. **This event provided a real context to develop children's knowledge and understanding of a different culture and helped them understand that their actions can make a difference.** We developed a prefect system for Primary 7's. They took up extra responsibilities to help the smooth running of the school – from answering the phone to helping in the lunch hall. All children demonstrated great commitment in participating responsibly in the life of the school."*

**Claremont Primary School** identified work to **promote environmental responsibility, community engagement, and personal responsibility** across a wide range of areas, including health improvement and positive choices. Examples in relation to children were:

- there were representatives from Nursery to Primary 7 for Eco Schools and the Pupil Council;
- the school's third Green Flag was achieved;
- children participated in awareness raising of 'Rights Respecting Schools';
- a group of children and staff presented learning experience at Learning Together meeting
- children delivered harvest gifts to the local community;
- health themes link ed with the community and the merger with St John's;
- the House System was integral to making positive choices and being responsible;
- the national SHANARRI imperative was integrated within the school, (providing a structure in relation to children being safe, healthy, active, nurtured, achieving, respected, responsible and included) and referenced in order to showing consideration and responsibility for choices;
- Healthy Tuck was reviewed and developed by a Primary 4 class in partnership with parent helpers;
- children undertook safe routes to school as part of the merger with St John's to Redwell;
- classes were responsible for updating their own class web page;
- it is planned that all classes will have their own BLOG later this session;
- nursery children 'plan, do and review' as part of the nursery session;
- nursery children have access to all resources and, using personalisation and choice, take responsibility for taking out and returning resources as appropriate

Examples relating to staff were:

- All staff have a responsibility for undertaking a leadership role that links with the School's Improvement Plan and promotes working with staff from St John's.
- Teaching staff arrange informal planning meetings on a regular basis to support and engage in professional dialogue

- All staff are solution-focussed with a 'can do' attitude and are very aware of their individual responsibility as part of the bigger team.

**Clackmannanshire Primary Pupils Support Service** highlighted the following work to **promote responsible citizenship**:

*"During the academic year 2012-2013, staff and pupils continued to endeavour to be responsible citizens. Staff provided lots of opportunities and experiences for our pupils in order to have success in this capacity of Curriculum for Excellence. **Maintaining our Eco Schools status and becoming a Rights Respecting School were very suitable, practical and meaningful vehicles for doing so.***

*As part of our Eco Schools action plan for the year, pupils stated that they wanted to improve the playground and the surrounding areas of the school. Litter was a big concern for most pupils. In order to tackle this problem **we were one of the many schools across Scotland who took part in the 'National Spring Clean, Clean up Scotland' campaign.** We picked litter from the playground, the field and the park next to our school and were pleased with the results. The pupils found this a rewarding and worthwhile activity and requested that we do it more often in order to maintain a litter free environment. In response to this, the school purchased its own litter pickers and pupils now pick litter on a regular basis.*

*Another area that pupils expressed an interest in improving was the pond in the school's secluded garden. Pupils and staff worked together to do so. Firstly, we removed litter and dead leaves from the pond. Then we created a bark path allowing people to walk around the pond. To do so, we removed dead trees and bushes, weeded the entire area, removed litter and put a breathable ground sheet down. As a result of this, four of our pupils achieved a John Muir award.*

***As part of achieving our 'Rights Respecting Schools' status, pupils created a school charter allowing a pupil voice.** As a result of this, monitor roles were created within the school. Pupils now have an individual responsibility within the school for various areas such as recycling and fruit and milk. Monitor roles continue to be successful and pupils enjoy having a whole school responsibility. These roles help to build self confidence and social interaction skills. We also fundraised and donated £72 to Rachel House Hospice in response to the support given to one of our families. Pupils invited family and friends to come along to a prize bingo tea. This was a well attended event and pupils were proud of the amount of money raised."*

**Lornshill Academy** highlighted **fund-raising for charity, community involvement and pupil leadership**.

*"There is a **significant school commitment to charity and fundraising**, and a number of highly committed staff give a lot of time to supporting school charities. Citizenship is integral to the Charity work and mainly led by pupils, e.g. – the annual 'Race For Life' raised £1600 this year. The school Interact Club led by the Faculty Head Social Subjects and linked to the Alloa Rotary Club has 14 members. The S1/2 Sportathon led by PE teachers involved all S1/2 pupils in an overnight sports marathon, raising over £5,000. **Pupil leadership is a prominent feature of Lornshill** and on a daily basis, events and activities take place that are led by seniors."*

## Effective Contributors

**Lornshill Academy** featured its work to **integrate school education within the local community and beyond:**

*Our **School of Sport** has reached out to every member of our community and been **extremely successful in aiming to involve all pupils to take part in a sport.** The Sports Hub embraces sport within the community and the aim is to take sport from school to the community. A large number of young people benefit from school trips, holidays and visits – such as to the Scottish Parliament, London and Cuba. All S1 pupils take part in day educational visits to the Safari park and New Lanark led by a joint group of Social Studies and Science staff. **Senior S5&6 are involved in leadership committees and a very organised structure enables this to operate with a great deal of impact.**"*

**Clackmannan Primary School** highlighted **effective collaboration** among school, families and communities **to improve outdoor space:**

*"**Pupils at every stage of the primary school were involved in developing an attractive outdoor space to support learning and teaching activities.** Due to the fundraising efforts coordinated and run by the Parent Council, the pupils planned and researched possible options for the garden. A day of action brought together families and members of the community to prepare the space. The garden was used very effectively as an outdoor classroom in which children from nursery to Primary 7 have particular areas of responsibilities."*

**St Serf's Primary School** focussed on **global citizenship**, offering the following examples:

*"In 2013, St. Serf's Primary School introduced an exciting 'Global Citizenship' Skills Academy. This aimed to provide pupils with opportunities to develop skills for learning, life and work in a global, modern society. **All pupils selected and participated in a range of Skills Academies***

*including a Fairtrade Club, 'Let's Go Europe', 'French Café', 'Community Clear Up', 'Charity Champs' and 'An Enterprising Idea'. In 'Community Clear Up', the children undertook a litter-pick in the local community, whilst in Fairtrade Club pupils organised and held a Fairtrade Coffee Morning for parents and friends of the school. The children in 'Charity Champs' led Red Nose Day, speaking at assembly, making posters, running activities and counting and sending off the monies raised. Throughout the school session, children took part in four academies in vertical groups with older pupils supporting younger pupils.*

***The Skills Academies were very successful and enabled pupils to become active citizens in their own community and make an effective contribution to society.** They also encouraged **confidence, independence, respect and participation as well as creative and critical thinking.** An example of a Primary 5 pupil's view was: "Skills Academy' is really interesting and fun. I loved Fairtrade Club and my mum has started buying fairtrade coffee."*

*"My favourite 'Skills Academy' was 'French Café'. I liked it when we made menus and had warm croissants and brioche. I can now speak French and would like to go to France on my holidays." (Primary P4 pupil)."*

**Alva Academy** gave examples of **effective contributions to society** through joint-working with a local business and fund-raising.

*"A **focus group of pupils worked effectively with a local business to select, design and produce a revised uniform brochure.** The group was instrumental in developing new school ties to reflect school, Senior and Colours selections. In addition, each **year S6 pupils set aspirational targets for themselves in order to organise, advertise and promote the***

**Macmillan coffee morning.** *This annual event has evolved into a genuine community partnership event, maximising opportunities for all pupils to exercise responsibility. This year we raised over £20,000 and Alva Academy has been awarded the accolade of being the highest fund-raising school in the United Kingdom."*

**Coalsnaughton Primary School** featured effective work in relation to **environmental issues and fund-raising for charity:**

*"The Eco Group secured the installation of solar panels on the school's south facing school roof. **This has had a significant impact on our energy consumption and carbon footprint and resulted in the school coming second in the authorities energy conservation league, earning the school a fantastic £1000.***

*Primary 5/6/7 took part in Mycro Tyco in February and raised over £220 for charity by making good use of their teamwork and entrepreneurial skills. They also took part in a range of outdoor learning session from January to June in some interesting weather. The main event took place*

*in April when the class created an outdoor assault course and invited children from Fishcross Primary to take part. Following this very successful event the children from P1 – P4/5 joined P5/6/7 for an outdoor learning session. **The benefits of skills gained through outdoor learning sessions quickly became evident in the classroom with a 'can-do' attitude, enthusiasm to achieve and effective collaborative work.** The outdoor learning approach will continue to develop throughout the school next session.*

*Primary 4/5 took part in a **project around litter and the environment in partnership with Ochils Landscape Partnership.** The class had four outdoor sessions with the partners and two animation days with Redkite animations. This culminated in a celebration day on 14 June*

*when the animations premiered and the children had opportunities to participate in a range of outdoor/environmental experiences. Each class will work with Ochils Landscape Partnership on an outdoor/environment project next session."*

In recognition of work done in **Alva Primary School** during last session the school was **nominated in the category of Active Nation Award for the Annual Scottish Education Awards.** This took account of all work covered in Health and Wellbeing, PE, Sport and links and partnerships with the local community and beyond and reflected the work undertaken from nursery class to P7 in encouraging our children to become responsible citizens, effective contributors, successful learners and confident individuals. **Alva Primary School was the only primary school in Scotland to reach the final three for this category.**

**Menstrie Primary School** gave the following examples demonstrating how their children have developed their capacity to be effective contributors:

*"Leadership is important at all levels. At Menstrie Primary School, **various pupil groups took the lead in respect of initiatives across the school.** The House Captains developed a 'whole school' positive rewards system to encourage positive behaviours. Pupils identified positive behaviours, which could attract rewards; these rewards were then celebrated at Achievement assemblies.*

*The Pupil Council led in respect of improvements to the outdoor area. All pupils in the school voted on school improvements and the Pupil Council acted upon this, resulting in the creation of a new school orchard and playground markings. The Eco Schools Group successfully led the school in achieving its fourth Green Flag. Under 'Rights Respecting Schools' a health week was planned, and a number of charity fund raising events took place to support the needs of others. This included a leprosy fund raising day which raised almost £2000.*

Meanwhile, pupils across the school gained opportunities to communicate in different ways. The Primary 5 class introduced a **Menstrie Primary School News Broadcast**. All pupils in the class were involved with the broadcast, and were very enthusiastic. The Primary 2 and the Primary 5 classes **communicated their learning through animation**. The Primary 5 class animation about river dipping was showcased at a local community event supported by the Ochil Landscape Partnership. The Primary 2 animations were shared with parents during a successful parent share event. Most pupils from P4 – P7 took part in at least one of the **Clackmannanshire Council Sports Associate team events**. The pupils demonstrated that they could work in a team with others."

**St John's Primary School** encouraged pupils to be effective contributors through a variety of activities and experiences in school, as well as out of school, as follows:

"Pupils were regularly consulted through class visits and group discussions about their work and our School Improvement Plan. **Throughout the session our Eco Committee and Pupil Council have worked in partnership with their counterparts from Claremont to organise the process and vote for the new school name, as well as a joint travel day where the children timed and measured the distance to the new school from certain points in the catchment area. The children planned and solved problems in order to work out the safest routes to the new school.**

Our Primary 4/3 and Primary 5 children worked co-operatively with Primary 3 and Primary 5 children from Claremont, finding out about the design process before creating possible designs for the new school badge, which were then voted on by the whole school. They were enterprising and creative. Several of the children from these classes were then asked to share their experience at the Head Teachers meeting at Stirling Management Centre, during which they communicated effectively in a different setting."

The **Secondary Schools Support Service (CSSS)** featured the work of its school band 'Big Band Thursday' (BBT) as a good example of how pupils can be **effective contributors not only within the school but also out into the wider school community**.

"The aim of 'Big Band Thursday' has been **to develop pupils' musical performance abilities as individuals and also as musical collaborators in the school community and beyond**. Teaching and Learning took place in the music room as well as other performance venues in and around the county. Pupils helped to design and build the music room in 2010 when they contributed to the conversion of a kitchen store room. They have access to individual tuition and group tuition on a range of instruments including voice, keyboard, guitar electric guitar, bass guitar drums percussion and ukulele.

Individual tuition was enriched by our **'Main Stream Music Buddies' programme**. S5/ S6 pupils from our partner mainstream secondary schools, with an interest in a music career or in working with youngsters through music, have been offered work experience at CSSSS with the band. In this way they too become effective contributors. Youngsters from the Primary Schools Support Service were also invited to become effective contributors to the music program by joining in as part of the primary to secondary transition program and by joining musical aspects of interdisciplinary learning activities like Burns Night and Halloween. This has been a way to share musical expertise across services.

As well as addressing the Performing Arts and Health and Well-being elements of the broad general curriculum, pupils' individual and group performances are recorded as part of the new National 3 and National 4 Music Performance Unit. The work of 'Big Band Thursday' is also used as part of ASDAN at bronze and silver level

The major focus of the 'BBT' programme has been performance. We have aimed to develop our pupils' ability to perform music before small or larger groups both as individuals and as part of

the larger band. As pupils develop their performance skills, they have become successful learners. **One way we measured the success of how effectively pupils contributed to group performances was by taking the band 'out on the road' and performing concerts in the wider community.** We played 8 community concerts last year and 5 concerts have been booked already for 2013 -2014. Last year we performed at: Orchard House Care Home, Tullibody, The Whins Adult Services, Alloa, Menstrie House Care Home, Menstrie, The Community House, Alloa, New Struan School, Alloa, Oxfangs School, Grangemouth, The Visually Impaired Group, Falkirk football stadium and last year's GIRFEC conference at Airth castle.

The Big Band Thursday programme has also contributed to the inter disciplinary learning that has taken place within the school. The band play ukuleles and cajon drums that were made as part of a technical-enterprise-eco schools-recycling project. Pupils were proud to play instruments that they have helped to make themselves."

The programme was received wide acclaim, including letters and emails of thanks from members of audiences.

### **Confident Individuals**

**Lornshill Academy** featured examples of how it **promotes confidence among its pupils through the House System, Year Assemblies and other means**, as follows:

*"Pupils fostered positive values and demonstrated a caring approach through the well established House system within the school. Year Group Assemblies, with a focus on teaching*

*and learning, were well received by pupils and had a positive impact on their attitudes to learning. **Young people's confidence was raised prior to examination time through listening to an engaging motivational speaker.** This event was very well evaluated and helped young people to feel optimistic about performing well in their exams. The school's **Football Academy for Girls has demonstrated success in confidence building amongst the S3 group which has led to tangible differences within class learning.**"*

**Clackmannan Primary School** provided examples of **confidence-building in terms of its Pupil Council, and leadership roles** undertaken by individual pupils within the school.

*"The **Pupil Council is well established** in our school, with the Head Boy/Girl and Depute Head Boy/ Girl supporting younger representatives. The Pupil Council worked closely with the Parent Council over recent outdoor space improvements. They gathered views and opinions from the wider pupil body to ensure that the school's outside spaces reflect pupils' choices.*

*The **roles of Head Boy/Girl and Depute Head Boy/Girl were introduced in 2012/13 as part of theme on the Scottish Parliament.** They were well received and have become a permanent fixture for the school. The senior pupils vote for the four posts; there are speeches and manifestos and a vote. **These positions are evolving each year.** This session there will be opportunities for a blog post from the post holders as well as their ambassador, and hosting duties in school, locally and nationally. These include welcoming visitors to our school, and representing our school at events.*

*We also have a **variety of "jobs" for certain year groups** that all pupils in that year group participate in. As examples, the Primary 5 cohort is in charge of milk collections and returns for each class, and Primary 7 pupils are Big Buddies to the Primary 1 pupils. They begin this process in Primary 6, undertaking nursery visiting and getting to know each other. They also go through Buddy Training which focuses on team building and problem solving.*

Primary 7 children also act as messengers, and are relied on to collect items and take information to classes. They collect children from classes for appointments etc. This is a valued support in a busy school and boosts the children's confidence. Pupils also gain from confidence from a range of school/community activities such as

- **The Senior Citizen's Coffee Morning** – nursery children and staff visit the weekly coffee morning and chat with the senior citizens.
- **Singing carols** at the Senior Citizen's Festive Lunch
- **Hosting the annual Scots Event** for senior citizens and grandparents – an afternoon of Scottish songs, dance and poetry
- **'Cakes and Carols'** – a festive coffee morning concert with singing from nursery and P4-7 classes as well as stalls run by P7 pupils and parents.
- **'Walk Around The Classroom'** – parents, families and friends are invited to come in and share classroom experiences with the children. The class send invitations and present their learning; some sing songs and perform set pieces. They have interactive activities, sometimes do a carousel of information around the room and show their friends and family those aspects of their learning of which are proud. This is done twice each session.
- **Thematic Open Evening** - the school is open to the community one evening in March. The children sell articles which they have made relating to their themed learning. When studying about the unsinkable ship 'The Titanic', some came dressed in character such as the crew and passengers.
- **Parents Evenings** - senior pupils act as guides; they also 'man' fund-raising activities.
- **Nativity Event** - involves all Primary 1-3 pupils with Primary 3 pupils taking the lead roles, Primary 1s dancing and Primary 2s being the main choir and orchestra. Primary 3 children also 'man' the box office, selling tickets for the event.
- **Class Blogs:** each class keeps a blog post of its busy school life, organises this and ensures that everyone is involved. There are also blog posts from the ECO Schools Group and the 'Rights and Respecting Schools' Group. "

**Deerpark Primary School** featured confidence building around children's ability to socialise, deal with unkind behaviour from others, act as buddies, and a variety of health and wellbeing topics.

"Primary 1 took part in a ten-week programme called **PALS – Playing and Learning to Socialise**. The purpose of this was to improve their social skills in various situations i.e. waiting while adults are talking. Feedback from parents was extremely positive. Primary One parents also attended a phonic workshop, where their child had the opportunity to showcase their learning.

In Primaries 2,4, and 6 the pupils were involved in **'Being Cool in School'**. This programme gave children strategies that they could employ without using violence if others were being unkind. Pupils in Primary 5 are now **trained Peer Mediators**, helping to sort out minor problems in the school playground. Pupils' responses were very positive in their evaluations of their experiences. Primary 6 pupils took part in **Big Buddy Training** and are now Big Buddies to the Primary One pupils. Primary 6 and 7 pupils also took part in **'Feel, Think, Do'** as part of their Health and Well Being topic. Primary 5/6 also took part in **'Max in the Middle'**, showcasing their week-long project in a performance to their peers and families.

Primary 7 pupils took part in **FRIENDS**. This programme sought to help change their way of thinking i.e. turn negative thoughts into positive ones. It also provided the pupils with coping strategies, which they could use in various situations. This was done as part of transition. Pupils said that they would use the strategies they had learned and would also recommend them to others. Primary 7 were also trained as **Young Leaders in conjunction with Active Schools**, where they then attended various after school clubs. Some pupils, dealing with grief or loss, were selected to join a **'Seasons for Growth'** group.

*Pupils at Deerpark also took part in the following activities to raise their confidence:*

- ✓ *Class Assemblies*
- ✓ *Christmas Concert*
- ✓ *Behaviour Award Assemblies*
- ✓ *Various after school clubs run by Active Sports*
- ✓ *Sporting Events/Competitions*
- ✓ *Pupil Council – representatives from each class formed our Council*
- ✓ *Eco Committee – representatives again helped to form our Eco Committee*
- ✓ *Librarians – Pupils from Primary 6 & 7 had to apply for the position of a librarian, and were then interviewed for the post."*

**Park Primary School** reported on a range of learning activities to promote confidence among pupils, such as **Profiling Learning, and Reading:**

**"Profiling Learning:** *In session 2012-13 all children from nursery to Primary 7 were involved in learning about how they learn, setting goals/targets, evaluating their work and sharing success.*

*This helps children to better understand what they are good at and what they need to do to improve. Each class from Nursery to Primary 7 developed its own way of doing this; teachers and children worked together, focussing on skills development such as communication, team work and evaluating. Next session our work on profiling will continue and parental involvement will play a key role in this.*

**Reading:** *Teachers and children worked hard to improve both attitudes to reading and reading skills. Classes re-designed their library areas, and we bought over £400 of new novels for Primaries 4-7. Children have been 'Book Detectives' in language lessons and become more motivated due to these changes. In nursery, a 'lending library' was established, which has been very well supported by parents. The children demonstrated a real enthusiasm for books and reading which is supported and further encouraged by nursery staff. Work to further improve*

*children's reading and writing skills next session will continue by developing 'Literacy Circles' (Book Detectives) approach to:*

- *develop comprehension strategies*
- *highlight the relationships between reading, writing, talking, thinking and learning*
- *increase and improve children's vocabulary."*

**Lochies School** highlighted examples of how children have demonstrated that they are confident individuals through involvement in a wide range of **curricular activities within and outwith the school**. These examples were:

*"Class 3 worked in conjunction with Deerpark to **produce a DVD of 'Away in a Manger'** where the children were filmed singing and signing the words of the song using Makaton. The DVD was shared with parents and pupils of both schools. We had input from ABC music throughout the session and each teacher had an opportunity to work alongside ABC to look at how to use and implement the online music planning tool. The teachers have shown more confidence in carrying on the work from the ABC materials throughout the session. Over the course of the year, a pupil from Class 1 has shown a particular musical flair and so now has a weekly 'slot' at St Mungo's Primary to join with his Primary 1 peers for their music session. He thoroughly enjoys these sessions and shows real confidence whilst attending.*

*'Drake Music' have been working with our children from April until June and **the music sessions are highly individualised to ensure that each pupil is meeting his or her potential.** Through staff development sessions, the 'Drake Music' experiences have been extended into weekly classroom sessions by staff who are showing increasing skill and*

*confidence in using the training given by 'Drake'. Confidence continues to grow in Lochies!*

**ABC Nursery** explained that its **children demonstrated their capacity to be confident individuals by becoming Woodland Explorers and learning about recycling.**

*"Giving our children experience of outdoor learning was very important. It enabled them to take part in new experiences, and to learn skills that were specific to outdoors. The outdoor classroom was an area beside Gartmorn Dam, Sauchie. Our aim was to allow children to interact with nature and the outdoors, to enable this **we took no equipment and staff interaction was minimal. The children used their imagination, they risk assessed the dangers and they problem solved.***

*By the second week we were sitting on rockets, building campfires, looking at caterpillars and reciting and acting out "We're Going on a Bear Hunt". Their imagination, confidence and knowledge of the area grew each week, allowing them to share stories with their parents.*

Quotes from parents :

*"My child really enjoyed woodland explorers. She talked about it all the time and tried to show me how to climb a tree."*

*"Would love a satellite service based outdoors"*

*"My child gained the experience of getting dirty, it was a fantastic experience"*

*"My child became confident climbing trees, digging, collecting sticks and handling insects".*

*ABC also had a **learning group of children interested in recycling.** This group became co-constructors of their own learning. They planned what they would like to learn and identified, with confidence additional learning opportunities. The group began to look for solutions to problems by themselves with very little support from adults. They made recycled paper; one of the children commented, "Trees get chopped down if you don't recycle paper. You put water on the paper...it goes round and round, it dries then it's flat like paper". They also built their own recycling centre and visited the recycling plant.*

**Alva Academy** identified **Learning Profiling** as important to building pupils' confidence.

*"Collaborative development work with other schools has resulted in a common framework in our approach to profiling. **Through S3 profiling, we continue to reinforce our culture of recognising wider achievement by encouraging pupils to take responsibility for their own learning.** All S3 pupils have now formed their own e-portfolio on Glow, which will be regularly updated to celebrate attainment and achievement. Step-by-step videos have been produced for pupils, parents and staff to access in order that a common understanding is embedded of the expectations for each S3 pupil.*

### **3.5 Impact on Learners**

During Session 2012/2013, the Education Service made good progress in implementing *Curriculum for Excellence*. Children, young people, and adult learners across Clackmannanshire gained knowledge and expertise within a variety of highly motivating contexts in school and beyond. Through the wider work of the Education Service children and young people benefited from high quality experiences in arts and sports. Specialist teams including Youth Services and Educational Psychology Services played a key role in improving the achievement profile of learners in Clackmannanshire.

### 3.5.1 Creating Opportunities for All and Supporting Effective Transitions

Through its secondary schools, the Education Service took forward strategies to support the transition of young people into sustained, 'positive destinations' after leaving school. 'Positive destinations' mean employment, further or higher education, or training. The Service's 'Opportunity for All' Plan outlined the work of the Service in 2012/2013. The Plan was formed with the support and involvement of partners in further and higher education, local businesses and training organisations.

Whilst the Service is pleased to report **an improvement in the number of young people who initially achieved a positive destination**, there are **concerns about the extent that these achievements will be sustained**. Clackmannanshire has a higher proportion of 16-19 year olds in the 'More Choices More Chances' group (a term relating to young people who are not in education, work or training, and decreasing the number of young people in this group); and a higher proportion of unemployed 18-24 year olds than elsewhere in Forth Valley or Scotland. The Education Service continued to support and promote the work of Learning communities as a means of delivering high quality education. **During this session, the work of Learning communities has focussed upon supporting children and young people to make positive and effective transitions as they progress through their education.** Staff worked together effectively to share information, plan approaches and ensure that the needs of learners are agreed and understood.

**Children and young people who find transition particularly challenging were well supported through the work of Learning communities.** Pupils with additional support needs were identified at the earliest opportunity, whereupon transition plans were created and put into effect in good time. As a result, children and young people settled quickly into new settings and developed positive relationships with peers and staff. **Clackmannanshire Council's commitment to having 'Opportunities for All' Co-ordinators in each secondary school is regarded as having had a positive impact on the achievements of young people within and beyond school,** demonstrated through the examples of Strengths below:

#### Strengths

- *"Alloa Academy's Learning community continued to work together effectively to improve outcomes for our children and young people. Pupils were very effectively supported as they moved from primary to secondary school. Through the extended programme activities, pupils reported that they felt confident about being in secondary school. In addition, the pupils' evaluations of the days spent at Alloa Academy as part of the transition programme were overwhelmingly positive. Staff in the secondary sector felt that they were given a good range of information about pupils, enabling them to plan better in order to effectively meet the pupils' learning needs more effectively. Parents who attended the information evening commented positively on the range and execution of the programme. In addition, specific work was carried out within the Learning community to support pupils' progression in science and technology through a high quality transition programme. Staff involved in this work commented upon the benefits to their own professional development as well as reporting on the positive impact on children and young people."* **Alloa Academy Learning community**
- The **Hillfoots Learning community** reported that all staff were trained in 'Big Maths' to develop teaching and learning in relation to 'Mental Maths' strategies. *"Staff in all schools started to implement relevant strategies within their classrooms. A cluster Teacher Learning community (TLC) was set up to allow colleagues from different schools to work together and support each other whilst implementing 'Big Maths'. This work continues. Each TLC was led by the class teacher, and the Principal Teacher from Strathdevon Primary School continues to oversee this development. There has been a positive impact on the children's progress in terms of 'Mental Maths' and teachers are gaining more confidence. Maths, as a subject, is more 'active'.*

*In terms of Science - six science leaders were identified from across the cluster. Each leader attended two three-day overnight workshops in science. The science leaders then organised a series of staff development workshops including 'Glow Meets' and 'cook alongs'. This has developed staff confidence in teaching science. Primary 6 and Primary 7 teachers also took part in a transition workshop, after which each Primary 7 class completed the work as part of a joint transition project with Alva Academy."*

### **Excerpts from the 'Primary 7 Science Transition Project Report'**

*"Tillicoultry Primary School, Strathdevon Primary School and Alva Primary School were visited in connection with the Science Transition Project. In each school the Primary 7 teacher had delivered an introductory lesson on inheritance using Reebops. We then followed this with a practical lesson where pupils extracted DNA from strawberries.*

*At Tillicoultry and Strathdevon, the pupils demonstrated a confident understanding of genes, what they are and how they work. They thoroughly enjoyed the lesson about extracting DNA, and demonstrated competent practical skills. Teachers' evaluations and feedback from the pupils were extremely positive...Muckhart, which is part of the cluster, contacted us to seek advice about teaching aerodynamics. We made some suggestions and these were implemented and worked well. This project was very time expensive in terms of both our preparation and visits. However we feel that it was a very valuable experience for the pupils so would hope to repeat this next session.*

*A Cluster Moderation Plan is in place and all staff from early years to Primary 7 (and some secondary school staff) came together for a cluster moderation event. This work is on-going.*

*We also worked in partnership with The Ochil Landscape Partnership. A designated class from each school worked on an environmental area negotiated between all schools and Ochil Landscape. The children in these classes were also involved in making animated films to support their work. The films and the work covered were on display for parents/carers and the wider Learning community during the Ochil Landscape Partnership days in June. These opportunities allowed pupils to become more engaged with their local areas, heightening their awareness of environmental issues both in their own localities and further afield. They were also able to explore and to develop their skills in new technologies. This work will continue to take place and to develop during session 2013-14."*

**Lornshill Academy's Learning Community** reported that: *"During 2012–2013, one of the Lornshill Learning community's improvement priorities was transition to secondary school. A*

*Primary 7 residential excursion was arranged as part of this work. In March 2013, over 130 children and 20 members of staff from the Learning community visited Dalguise for 3 days and 2 nights. Working in mixed-school groups, the children participated in a range of exciting activities including mountain biking, abseiling and archery. The children performed very well in team-work and gained a great sense of achievement. They established relationships with children from other primary schools, all of whom were due to move to Lornshill Academy. They also met and worked with staff from Lornshill Academy – all excellent preparation for moving on."*

Comments from pupils and staff included as follows:

- *"We were taught to work in a team with people who weren't in our school. I faced my fears and tried new activities. (Pupil)*
- *"I feel more confident about going to high school, knowing more people." (Pupil)*

- *“Great to see our pupils mix confidently with children from other schools. They developed a lot of new skills on this trip. What a worthwhile excursion in preparation for going to secondary school.” (Teacher)*

**The example below from Alloa Academy illustrates the thorough approach taken by Clackmannanshire secondary schools to supporting less advantaged young people through transition and assisting them to achieve better post-school outcomes:**

*“By adopting a ‘risk matrix’ approach, schools improved their identification of young people requiring additional support in order to reach a ‘positive destination’ beyond school. Additional support was then targeted at the relevant young people. This included: providing further information, offering advice and providing guidance, particularly as the young people approached the end of their schooling.*

*A strategic decision has been taken to pilot a ‘transition plan’ for a group of pupils during the year in which they are due to leave school. These pupils will have their transition needs evaluated. They will then be offered support to meet their needs. The pilot will be evaluated with a view to including all pupils during Session 2014/15.*

*‘More Choices More Chances’ is a national action plan aimed at reducing the proportion of young people not in education employment or training in Scotland. It is aimed at assisting vulnerable, disengaged and hard-to-reach young people who may need more support. Professionals from Youth Services and ‘Clacks Works’ held meetings with individual young people identified as being of greatest risk of being not in education, employment or training, six months prior to them leaving school. The young people were identified by using the risk matrix system now adopted by all secondary schools. Those young people requiring additional support were allocated a ‘lead person’. The lead person’s role is to work proactively with the young person, providing guidance and support to enable them to achieve a suitable positive destination. The approach adopted has been very successful and should be reflected in the next set of published School Leaver Destination Reports.*

*Careers events were held in each Clackmannanshire secondary school, show-casing local job and career opportunities. In addition, over 140 pupils from the schools joined approximately 1000 members of the public in visiting the Jobs Fair held at Alloa Town Hall. Opportunities were offered by forty-three different medium and large scale employers from a wide range of industries including: manufacturing, electricity generation, retail, NHS, banking, and armed forces.*

*A ‘Skillsmap’ was developed, providing key information about support that is available in the local area. The ‘Skillsmap’ approach adopted by Clackmannanshire has been identified by the Scottish Government as an example of good practice, with a recommendation that it be adopted by other local authorities for Youth Employability Activity Plans. The ‘Skillsmap’ offers young people in Clackmannanshire an opportunity to easily identify job opportunities, and provides information about who to contact and how to access these opportunities. The ‘Skillsmap’ has been updated and enhanced for 13/14.*

*Schools introduced improved systems for recording key information about intended and the actual destinations of young people, using local and nationally available information. This improved approach has assisted schools in providing targeted support for young people.*

*Young people were offered more choices through the provision of ‘Activity Agreements’, particularly by offering opportunities beyond traditional jobs and careers. ‘Activity Agreements’ for sixteen young people were effectively managed by schools’ Opportunities for all Co-ordinators and delivered by Clackmannanshire’s Youth Services*

*Closer links were made with Forth Valley College in a number of ways. The college has worked to increase provision for senior pupils. Senior pupils now have a wider range of vocational and academic courses to choose from, with the schools and Forth Valley College collectively offering a common 'travel column' on Tuesday and Thursday afternoons. This has broadened and enhanced the provision for senior pupils; consequently, we are now better able to meet the needs of a changing senior cohort.*

*The Alternative College Education Course (ACE), which runs through a partnership between the schools and Forth Valley College, is an innovative vocational based educational experience for ten young people identified each year as being at greatest risk of not being in education, work or training. Over the last five years this course has been highly successful, allowing over 90% of the young people involved to achieve and sustain a 'positive destination'. This session's course has been revamped with Forth Valley College providing increased opportunities to achieve academic and vocational qualifications, and Youth Services providing support for Duke of Edinburgh and Youth Achievement awards. The number of young people involved has increased this session to twelve. The pupils have been drawn from all three secondary schools in the authority. The impact of this change is that there should be enhanced pupil achievement and an increased number of destination opportunities.*

*Alva Academy engaged in a pilot programme with Forth Valley College to deliver a programme of 'Skills for Life and Skills for Work'. The course was completed by fourteen pupils. The school produced a report for consideration by colleagues and the Authority. The evaluation of this course was very positive on a number of levels: the pupils involved became more engaged in their education, timekeeping, and behaviour; attendance improved; pupils' self esteem and confidence visibly improved. Nine pupils are now at college on a full time basis whilst the remaining five returned to school this session with a view to going on to further education at the end of the academic year. The course has been further modified in light of evaluation and is being piloted by Alva Academy with a view to offering it to all three schools in Session 2014/15.*

*The Lothian Equal Access Partnership Schools (LEAPS) programme, which helps to promote and provide access to higher education for pupils who might not normally have considered this route, has been hugely successful in Alloa Academy and Lornshill Academy. Alloa Academy had particular success, with 75% of all applicants gaining entry to Edinburgh University compared with a national figure of 25%.*

*European Social Funding allowed sixty-six Clackmannanshire young people to successfully complete the Rural Urban Training Scheme (RUTS) programme and gain significant experience in working with automotive tools. Stronger links were made with colleagues in Social Work, and approaches to continuous improvement were further developed." **Iain McGee, Alloa Academy***

## **Work Experience**

Work experience is firmly embedded in Clackmannanshire's secondary school curriculum. During 2012-13 three hundred and fifty five S4 pupils across the Council area were involved in this programme. The positive relationships formed between Clackmannanshire Council and local employers have provided young people with effective work experience and excellent opportunities to gain an insight into working life. The young people took up opportunities to work in a wide variety of work places including as follows: construction and engineering, creative industries, education, and childcare; financial services, hairdressing, and the health sector; hospitality, retail, rural skills, sport and recreation; travel, tourism, and emergency services.

The focus of work experience is on obtaining skills. It is also, however, about gaining also understanding that skills are often transferable from one career area to another. Schools work in partnership with employers "providing opportunities for young people to consider the skills they will need in advance of their placement, to practise and develop their skills and to reflect on their experience post-placement" ('Building the Curriculum 4', 'Skills for Learning, Skills for life and Skills for Work,' Scottish Government 2009.)

Feedback from employers has been extremely positive and encouraging:

***'The pupils who worked with me are an asset to the schools and parents.'***

***'I would employ this young man!'***

***'He has conducted himself in a responsible & respectful manner. He has been enthusiastic and willing to take on a variety of tasks. A great ambassador for his school.'***

In addition to this, young people who experience the work placements stated as follows:

***'I now know what I would want to do when I leave school.'***

***'I enjoyed working with older people and learnt a lot from them.'***

***'During my work experience I realised I what job I wanted to do – but first I must be sure I get the right qualifications to get into university.'***

These examples help to evidence that **work experience can provide Clackmannanshire's young people with opportunities to develop the capacities set out in Curriculum for Excellence** in relation to becoming a responsible citizen, successful learner, confident individual and effective contributor, in a different context from that of a school environment.

### **How Will The Education Service Improve Its Impact On Learners?**

- The next step is to **improve the sustainability of positive destinations** through more effective transition planning, improving the way in which young people develop their employability skills and qualities. Schools will work in partnership with Youth Services, Skills Development Scotland and Forth Valley College to ensure that not only are positive initial destinations secured but young people are better prepared to sustain their follow-up destinations, and drop-out rates are reduced.
- The Service will build on **positive relationships with local employers** and enable effective work experience placements to be offered to young people.

### **3.5.2 Health and Wellbeing**

All Clackmannanshire schools continue to promote positive approaches to Health and Wellbeing, embedding the principles and practices of *Curriculum for Excellence* within pupils' experiences and when identifying outcomes. Establishments invested considerable efforts in ensuring that all staff understand their responsibility to contribute towards delivering Health and Wellbeing aspects of the curriculum.

External evaluations, in addition to Council-led audits of practice, have provided robust evidence of good progress being made in establishments. **Schools and nurseries have adopted innovative approaches to ensuring that Wellbeing remains a core outcome of educational experiences.** Beyond the curriculum, schools and nurseries have worked closely with partners within the community and with Allied Health Professionals to ensure that children and young people are well cared for within school and beyond.

### **Strengths**

- **Seven schools have achieved Level Two status and four have gained Level Three status** within the *Forth Valley Health Promoting Schools Accreditation Framework*. This scheme has three levels.
- *"Evidence to support the Accreditation process was well presented, linking closely to Quality Indicators and highlighted the school's comprehensive self evaluation including strengths and development needs. "* (St. Bernadette's Primary, Accreditation Feedback)

- The *Forth Valley Health Promoting Schools Accreditation Framework* has been shared with colleagues in Stirling. **Participating Stirling schools were invited to visit Clackmannanshire's Level Three schools in order to share good practice and 'network' with colleagues.**
- **Effective partnerships were further established between schools and Catering Services to provide nutritious school meals.** Education Services and the Catering Senior Management Team jointly reviewed the quality of provision of school lunches in all educational establishments. Each school was given suggestions about how to improve further the health and wellbeing of children and young people during mealtimes.
- Every primary school in Clackmannanshire has a **successful breakfast club** with increased uptake from children who are entitled to free school meals. *"Breakfast clubs each morning help create a positive atmosphere. Currently around twenty children access the Park Primary School walking bus each day, with over forty children attending the school breakfast club overall each day - more than 150% increase in the past three years, which is tremendous."* (Education Convener, Councillor Ellen Forson)
- By participating in the **'No Knives Better Lives' campaign**, young people across Clackmannanshire learned how to make positive choices and avoid risk. The associated education programme allowed them to discuss and debate issues through a series of high-quality online resources and classroom activities. As part of this initiative, the Clackmannanshire Secondary Support Service continued to deliver a tailored programme, which engaged young people in proactive discussions about how to reduce violence within the community. A range of partners co-delivered the programme, enabling positive messages to be given in a range of ways. Partners included: Youth Services, the Substance Misuse Team, 'Street Sense', Women's Aid, Community Police, Polmont Young Offenders Institution, Glenochil Prison and Cornton Vale Prison. This multi-delivery approach taken by the Support Service was commended by the 'No Knives Better Lives' campaign co-ordinators.
- Young People from Alva Academy produced a two-minute film via the NKBL *WECTV Film Making Project* highlighting both the dangers of knife-crime and discouraging their peers from picking up a knife. They received a Gold Award and were in the top 10 schools nominated across Scotland. *"The We-CTV project is a key part of the Scottish Government's No Knives, Better Lives initiative, helping to raise awareness of the devastating consequences of knife crime. This year, it has attracted over 250 entries during the initial regional competition round from schools and youth groups, with an estimated 1,200 young people participating from all over Scotland. The final ten groups to proceed to the national final were decided by an online public vote, with nearly 33,000 votes posted in total. The videos were subsequently examined by an independent expert judging panel to determine both the regional winners and the overall national winner of the project."* (Scottish Youth Parliament - Project Award)
- Each of the three secondary schools established a 'Health Spot', which operated over lunchtime on weekly basis. The service provided **informal and confidential health information and support for young people.** The initiative is further evidence of the very good partnerships formed by schools with wider health services and professionals.
- A monthly **Health and Wellbeing Update** is provided for all staff and partners across Clackmannanshire and Stirling, keeping them apprised of new approaches, research, opportunities and developments. This has been warmly welcomed and will continue next session.

- Young mothers in Clackmannanshire were supported to sustain their education and achieve positive outcomes. The **Clackmannanshire Teenage Pregnancy Guidelines** are supporting schools and young mothers to continue with their education. It uses the Staged Intervention and GIRFEC Framework and is now fully embedded within educational establishments and monitored via the Screening Group.
- Funding from Education Scotland allowed a Clackmannanshire and Stirling Working Party of practitioners and partners to be established, and to develop a **'Relationships, Sexual Health and Parenthood Education Framework for Early to Second Level'**. The Framework was highlighted at the National Health and Wellbeing Network Meeting and shared with other local authorities.
- Education Officers and NHS colleagues from Forth Valley have developed **'Guidelines for Educational Establishments on Managing Sexualised Behaviour'**. These were issued to schools for pilot in June and will be reviewed in June 2014. Multi-agency training is available for schools and stakeholders.
- School guidance on **"Supporting Young People who Self Harm"** has been created by a working party involving education professionals, Child and Adolescent Mental Health Services (CAMHS), Community Nursing and Education Services from Clackmannanshire. Training is available for all staff, and the guidance will be reviewed annually.
- The **Health and Wellbeing Strategy for Clackmannanshire and Stirling** was issued to all educational establishments and partners, setting out the key objectives for Health and Wellbeing for both services as well as a range of key action areas identified by partners. It will be reviewed in line with the new Single Outcome Agreement.
- The **Clackmannanshire and Falkirk Substance Misuse Framework and e-learning resource** was issued to all schools in June. A full range of professional learning opportunities has been provided to support the implementation. The Clackmannanshire Alcohol and Drug Partnership has fully endorsed the Framework and offered support to all schools.
- Following continued investment from the Early Years Early Action Fund ('Inspiring Scotland') the **'Roots of Empathy'** programme was delivered in four primary schools with support from colleagues at NCH Action for Children (Tullibody). The programme encouraged children to interact in a nurturing manner by bringing a real baby and his or her parent into the Primary 2/3 classroom over the course of a school year. *"'Roots of Empathy' is an incredibly successful programme that has made a real difference in Scottish classrooms since its launch in 2010. Visits by the baby and parent are at the heart of 'Roots of Empathy', helping schoolchildren to better understand their own feelings and the feelings of others - and I'm sure the pupils have all learned a lot."* (Paul Carberry, Director of Service Development at Action for Children Scotland). The programme has been warmly endorsed by Clackmannanshire schools as energising the delivery of key aspects of Health and Wellbeing.

#### **How Will The Education Service Improve Its Impact on Health and Wellbeing?**

- **Four more establishments are completing their self-evaluation in preparation for Accreditation** within the *Forth Valley Health Promoting Schools Accreditation Framework* during Session 2013-14.
- The **'Roots of Empathy'** programme will be delivered to four more schools during Session 2013-14.
- The **Clackmannanshire Sexual Health Implementation Group** is reviewing a range of approaches to assist young mothers and help them reach their full academic potential.

- During the coming session the **'Relationships, Sexual Health and Parenthood Education Framework for Early to Second Level'** will be piloted in schools and launched during an **In-Service Day** with a full range of professional learning opportunities offered.

### 3.5.3 Skills for Learning, Life and Work

The Education Service had continued to demonstrate its commitment to ensuring that children and young people develop skills essential to learning and life. Teachers have developed sound approaches to incorporating inter-disciplinary studies as a core aspect of pupils' educational experiences in school. This ability to link issues across different topics has enabled pupils to gain transferable skills and apply their knowledge in diverse settings. All establishments have embedded relevant experiences and outcomes from *Curriculum for Excellence* into their planning and begun to use them in assessing pupils' progress within the curriculum. 'Skills for Employability' is a core outcome for the Education Service. This session, schools have successfully fostered both new and improved partnerships with an increasing number of third-sector organisations, colleges of further and higher education, and local businesses. These effective partnerships have given children and young people across Clackmannanshire more frequent opportunities to learn about the world of work.

All Primary 7 and third year secondary school pupils in Clackmannanshire contributed towards their personal profiles, which will be used and developed as they progress through their next stages of learning. The Education Service remains focussed on helping learners to be able to understand and describe the skills they have learned and how these could be applied.

The Education Service is confident that Clackmannanshire's children and young people learn in a more active way in school. Staff have improved their approaches to the delivery of the cross-cutting themes within the curriculum: literacy, numeracy, and health and wellbeing; and further work is planned with learning communities to improve these areas further so that children and young people continue to learn at an appropriate rate.

#### Strengths

- Clackmannanshire Youth Services have developed a **broad range of learning experiences for young people contributing to their personal and social development and the curriculum for excellence**. The programme includes activities and opportunities that are challenging, fun and rewarding for the participants. Youth Services recognise young people's achievements through a range of tools, and celebrate achievements by ensuring that young people are seen in a positive light.
- The past six months have seen a **9% increase in young people in Clackmannanshire with a Young Scot card**. (At June 2013, the figure reached 4,738). An additional ten local businesses are providing discounts. There are now eleven local and two National Discount providers within Clackmannanshire. In June 2013 we introduced the local Young Scot reward scheme, with young people will gain reward points for participating in positive activities such as: detached workshops, events, physical activities, Clacks Youth TimeBank, and accredited programmes. Reward points can be redeemed through the 'Young Scot website' for both local and national rewards, including: training, access to events, activities, work experience, and discounts.

- **Transition programmes between primary and secondary school** were carried out at Park, Clackmannan, and Tillicoultry Primary Schools. These groups are small group work programmes for vulnerable pupils in the schools called 'Stepping Up'. The pupils are identified, primarily through the GIRFEC primary screening group and then a discussion with the school. A group is usually built up around a few individuals. The numbers were Park (eight), Clackmannan (eight) and Tillicoultry (four). Seven of the overall twenty signed up for Youth Services' 'Junior Buzz' programme in the summer.
- The pupils involved in these programmes have developed confidence, particularly in groups, and for those who struggled to maintain a place in school, and transitioning to high school. Those who came to the 'Junior Buzz' programme all gained a 'Dynamic Youth' award, mostly 3 star. In addition, Youth Services have continued to support the children by bringing them to a group after school on a Thursday and involved some of them in our broader youth work programme
- Alloa and Lornshill Academies participated in **First Aid** programmes during the 2012/13 academic year. Second year pupils from Alloa Academy (158) participated in the Heart Start programme. In addition, twelve sixth year students participated in an emergency First Aid course as part of their Sports Leadership Award. Alloa carried out a review of the IDL programme, in terms of which First Aid comes under the Health and Wellbeing section. First Aid came out 'top' with the students. They found it very informative and recognised it as a vital life long learning skill. Almost all had never done First Aid before but felt confident that by the end of the programme that they could intervene if someone was needed help.
- In 2012/13, two pupils from Lornshill Academy have become members of the **Scottish Youth Parliament**. The two young people represent their peers and attend three national meetings per year during their two-year term of tenure. At these sittings, MSYP members discuss the issues that affect young people and try to propose new solutions to these problems. In between sittings they undertake consultations with their peers and influence future debates and initiatives.
- During the 2012/13 academic year, Youth Services implemented and developed **'Young Scot Champions'** programmes in Alloa Academy (ten pupils), Lornshill Academy (eight pupils), and a community group (five), amounting to twenty three young people participating in this new programme. The Champions are responsible for providing information about opportunities for learning within both the school and the wider learning community. They have access to notice boards, 'Young Scot' website and Facebook.
- Participants are working towards their **Participative Democracy Certificate and Saltire awards**.
- In line with Scottish Government guidelines, the client group referred into **Activity Agreement Programmes** consists of young people identified as being furthest away from, or having no positive destination at point of leaving secondary school. Within budget and resource constraints, the programmes are built around the needs of the individual as much as possible. The current programme contains a two-staged approach; firstly, individuals must complete a six week induction programme. The purpose of induction is to allow staff time to establish a relationship with participants and assess their abilities in areas such as core skills, interpersonal skills, behaviour and conduct within group and social situations. It also allows staff to ensure that participants understand both what an activity agreement involves and the opportunities that are being offered in relation to employability, training, education.

- Once individuals have completed the Activity Agreement induction programme they are given a menu of accredited group work programmes /individual one-to-one support/ outdoor, indoor activities/ and work experience. Some of these are optional. To qualify for an Education maintenance allowance, however, individuals must sign up to the accredited programmes.
- Since activity agreements have been initiated in Clackmannanshire, forty young people have participated in the Activity Agreement programme, with twenty gaining positive destinations, moving onto employment, training, college or another training provider. Ten still attend the programme and ten have disengaged. Participants gain First Aid qualifications and Youth Achievement Awards. Three have completed the ASDAN Experience of Work Award.
- At June 2013, there were 132 active members of the **Clacks Youth TimeBank**. They had accumulated a total of 5,929 volunteering hours invested in the schools and the wider community. 'TimeBank' members are working towards their Saltire Awards. The 'Timebank' programme supports young volunteers with young people gaining one 'time credit' for every hour that they volunteer. Volunteering takes place in local youth groups, at community events, litter picking, leaflet drops, sports events/groups, focus groups and forums etc. Time credits are now converting into 'Young Scot' reward points and can be used to attend training, events, conferences, and social activities.

### **How Will the Education Service Improve Its Impact on Skills for Learning, Life and Work?**

- **'Young Scot' rewards and discounts will be further developed** at a local level to ensure that the entitlement card has genuine benefits for young people.
- The **First Aid programme will be rolled out at Alva Academy**.
- **Members of the Scottish Youth Parliament (MSYPs) will be supported to become active in their local communities**, ensuring that young people are made aware of their role and can link with local and national agendas.
- The role of **'Young Scot Champions' will be developed within the two Academies** currently involved, and **Alva Academy will engage in the programme**.
- Youth Services will **continue to attend GIRFEC screening group meetings and agree when it would be best to implement programmes into a transition phase** for the most vulnerable young people.
- Youth Services will **broaden the range of experiences on offer** through activity agreements, which will meet the need of the young people engaged in the programme.
- Youth Services will **integrate the 'TimeBank' programme into the Young Scot Reward Scheme** and increase opportunities for young people to volunteer in the wider community.

#### **3.5.4 Improving outcomes for Looked After Children (LAC)**

During the past two years, the Psychology Service has worked with Social Work to create systems that will accurately identify LAC pupils. They also work with colleagues in schools to monitor their progress. All schools across the authority will be required to monitor all LAC pupils and identify, through discussion with Educational Psychologists, those who may need additional supports. The Psychological Service has been evaluating a trial pilot in schools of the 'VIEWPOINT/CASI on line questionnaires' in order to identify which LAC are vulnerable and may need targeted intervention.

The Psychology Service has been instrumental in identifying funding and training for additional trainers in the **'FRIENDS' and 'Season For Growth'** (loss and change) programmes. It has also developed a programme of regular training to enable school staff to run both 'Seasons for Growth' and 'FRIENDS' groups for vulnerable LAC pupils. A large body of empirical evidence confirms that both programmes have a positive impact on the wellbeing of pupils who participate. The following sample of parents' and children's comments also endorse the strength of this work:

*"I know and trust the effectiveness of discussions." (Parent)*

*"My son said there should be a tick box for excellent plus plus." (Parent)*

*"My daughter feels good due to this programme." (Parent)*  
*"It helps me get through problems in life." (Child)*  
*"It helps me with things I worry about." (Child)*

The Psychology Service has also provided a series of twilight training on the topic of '**Developmental Attachment**', which were attended by staff from Education, Health and Social Services. All evaluations were highly positive, with pre and post training knowledge increasing from 3.9 to 6.6 (out of 10). Comments from the training evaluations included as follows:

*"All teachers and staff who work with children should be encouraged to attend this more in depth training."*

*" Please deliver this course to those in management!"*

*"Working with parents using PACE early days but hopefully will produce change."*

### **How Will The Psychology Service Improve Its Impact on Children and Young People?**

The Psychological Service will work with schools during the 2013-14 academic session, extending the monitoring systems across the schools in Clackmannanshire and embedding this practice in all schools. In response to demand, this twilight programme is running again this academic session.

#### **3.5.5 Sports, Arts and Culture**

##### **(A) Sports**

##### **Strengths**

- **Schools of Sport** have been established in Alva, Alloa and Lornshill Academies. The 2012/13 programmes have been evaluated and the selection events for the next cohort for 2013/14 have been inducted and are settling in.
- With the assistance of the Scottish Rugby Union, **Alloa and Alva Academies have a Rugby School of Sport** for first and second year pupils. This is part of a national programme and has had a significant impact on the fitness, skill and behaviour of the participating pupils. From having no pupils in the programme during 2011/12, there are now over sixty pupils linked to community rugby clubs, participating in sessions four times per week. The sports professionals work alongside the secondary PE teachers to raise the profile of sport in each school.
- With the support of the Scottish Football Association there are two distinctly different **schools of football in Alva and Lornshill Academies**. The Alva programme was based on talented second year pupils who need intervention for their academic commitment and class behaviour. As a partnership approach, this school of football was awarded the Council's 'Growing in Excellence Award' in February 2013.

*"I have enjoyed the SOF. I feel that it has made my behaviour better in school as well." - S2 pupil, Alva Academy*

With reference to reports from coaching sessions, Ian Ash, Assistant Headteacher, Alva Academy, advised Graeme Henderson, Football Development Officer delivering the coaching sessions, *"These are so perceptive and give a really good picture to parents of how things are progressing. It is really interesting to see how the 'quieter' ones in the group are gaining in confidence and the 'not so quiet ones' are increasingly settling more to the task. This is a challenging group especially when they are together. You and your team have developed an excellent working relationship with them. It was great yesterday just to go out and watch them work on what looked like a very complicated drill. Well done! "*

Lornhill Academy has a **Girls' Football Academy**, unique to Scotland. The women's section of the Scottish Football Association has undertaken regular evaluation and monitoring of this programme. At the end of June 2013, some debate took place about its continuity when the head coach Jennifer King left for an excellent position at Durham University. There are now over thirty girls involved, and whilst skill and confidence have grown, so have the girls' self esteem, motivation and ambitions.

- Ten secondary school pupils, newly trained as **Sports Leaders**, took part in volunteering opportunities within the Active Schools Commonwealth Games 'Flames Festivals'. At Lornhill Academy the sports leaders delivered 300 hours of lawn bowls, athletics, badminton, hockey and other sports activities to nearly 140 children between the ages of five and twelve years. This was a 48% increase in the number of hours that the sports leaders delivered last summer. The added value given by the sports leaders over the five days of activity, was highlighted by an attendee's parent who commented:

*"It is brilliant to see the sports leaders running the festivals for the children. My daughter would not have been able to take part if not from the care and attention that was given to her by Rebecca". (Mother of a 5 year old girl)*

The quality of the delivery by the sports leaders was a particular success of the project. It enabled the Active School Co-ordinators to take on a supervisory role rather than one of delivery which they had done in previous summer programmes. These secondary school pupils are now more skilled and experienced to support the curricular and extra curricular activities within their Learning communities in 2013/14.

- Between April and June 2013 as part of the **Active Schools Initiative**, 20,752 participant sessions took place within extra-curricular clubs. This figure related to the number of pupils attending a sports club multiplied by the number of weeks of activity. This was a 38% increase on the same period in 2012. Pupils were offered a greater choice of activities and a higher number of sessions than in previous years. **Nearly 350 additional sessions were available for pupils to attend.** As a result of this increase, seventy-six adults were involved in delivering the clubs with thirty one coaches being employed throughout the programme.

A particular success was that 1,121 boys and 970 girls took part as participants across the 20,752 sessions. The total figure of **2091 participants constituted a 20% increase on the previous year.** These data are recorded nationally through SportScotland's Active Schools Monitoring Online tool (ASMO). Termly and annual reports are produced for Clackmannanshire.

- In terms of **early years**, as a result of discussions between senior staff in the nurseries and the **Active Start** team, there has been an increase in nurseries 'buying in ' extra time from Active Start. Six nurseries are now adding additional time (a full hour or a half hour) to their regular Active Start time in order to allow the children more structured physical activity time, which also helps deliver on the aims of the Curriculum for Excellence.

There has been an increase in the nurseries who are 'buying in' **Active Start Dance**. Fifty seven per cent of Clackmannanshire nurseries now experience dance sessions. Sauchie nursery experienced a session as a 'taster' and as a direct result they now 'buy in' two and a half hours of dance per week. Dance is an important element of movement for our children, some of whom will not be afforded the opportunity of experiencing it elsewhere. The nurseries who access Active Start Dance are determined to maintain these classes. Children are not only experiencing the activity but learning new skills, i.e. rhythm and timing which develop their ability to achieve Health and Wellbeing outcomes. **Comment from a parent** - *'My daughter still talks about Miss Susie and the dance classes she took part in the nursery. She so enjoyed them'.*

- The **Active Start** programme is delivered in all Clackmannanshire nurseries and the promotion of healthy lifestyles is a key message in the activities delivered to children. The Active Start in nurseries is a small part of the wider Active Start programme within the community of Clackmannanshire as a result of messages about healthy lifestyles and the importance of developing movement co-ordination there has been an increase in the number of participants buying Pre-school Gymnastics classes at the Wasp centre, Alloa. This new purpose built centre has helped to create an increase of 20% in the number of participants in 2013 / 2014,

A '**Come and Try**' session was held at the Wasp Centre in January and August 2013. Leaflets and posters were delivered to all mother and toddler groups and community centres, with customers from summer programmes being contacted directly. Almost sixty potential customers came along and approaching forty people signed up for classes after having tried the taster sessions. There was significant interest from children aged 1-3 years, and it has been possible to accommodate the majority of interested children. Extra classes have been set up to meet the demand. Feedback from parents has been extremely positive. One mother commented, '*How nice it is to come and see and experience the venue before actually signing up for the class*'.

- Active Start has always been involved delivering the **Nursery Sports Days** programme. These Sports Days have **evolved to include the use of Young Leaders from the primary school to which the nursery is attached**. Leaders help the Active Start Development officer to set up the different activities then they assist in the running of the sports days by encouraging the nursery children to participate. This benefits the Young Leaders in that they are able to put their learned skills into practice and also benefits the nursery children as they will recognise these Young Leaders when they go in to Primary 1 and will help to make them feel more confident.

The Sports Days also benefit the parents/carers of the nursery children. They are extremely supportive of the day. It enables them to see what their children can achieve in terms of physical activity and hopefully encourages parents to be active with them outwith the nursery environment.

A parent of a child at **St John's Primary School Nursery Class** commented – *"I attended my son's Nursery Sports Day last week and wanted to compliment J. from Sports Development on a fantastic job! It was lovely to see all the children participating and having such a great time. It was personally lovely to see the journey my son has taken from being the shy boy who cried every day dropping him off at nursery to the confident young boy who was so keen and having so much fun. The children knew all the warm-up and cool down exercises which really showed the amount of work that went in to the day. My personal highlight was when all the children came into the hall waving their pom-poms to 'We Will Rock You'. Murray speaks very highly of J., and Friday is the highlight of his week because of gym day. Thoroughly enjoyed the day and can't wait to see next year!"*

- **Banchory Primary School** is the first school in Clackmannanshire to achieve the national **Cycle Friendly School award**. Between April and June 2013, fifteen primary schools participated in the national 'Give Me Cycle Space' campaign. This the first time that Clackmannanshire has committed to this campaign which encourages participation in cycling proficiency training, volunteer tutor training, tolerance from other road users and promotion of cycling as a healthy method of getting to school.

A number of Council departments were involved in the success of this initiative. Active Schools were able to deliver '**Bikeability**' training to **311 primary school children** in Primaries 5-7, and from four Cycle Trainer Assistant courses twenty six new volunteers were trained to deliver '**Bikeability**'. The campaign had high profile with lamp post banners, feather flags and leaflets, this was augmented by support from sports development with the purchase of reconditioned bikes, bike helmets and high-visibility vests. A particularly exciting sight was the demonstration

from the Riderz Display team. Children cycled to either Park or Tillicoultry Primaries to witness tremendous skill from the display cyclists.

Louise Miller, school cycling champion at Banchory Primary School said,

*“Active Schools and Cycling Scotland have helped Banchory Primary School to reduce our carbon footprint and encourage sustainable travel. Bikeability training has been instrumental in promoting the health and well being of our pupils and encouraging them to become lifelong cyclists. We have success stories which include non-cyclists becoming fully competent, safe cyclists – the sense of pride and individual achievement has been delightful. The impact of our commitment to cycling has been tremendous involving pupils, parents and staff and we now have a bike rack which is full every day. Moving forward, our aim is to continue the good work we have started, with our Active Schools Co-ordinator delivering cycling training opportunities to our pupils for years to come.”*

The Physical Education teacher develops their pupils' confidence and performance in class through relevant methodology and inclusion strategies. Three Examples are given below:

- "A child was always reluctant to participate in sport. Over the years I have taught her, she has gone from being a non-participant to participating in events, e.g. throwing the javelin at an Athletics Championship in Grangemouth. I have an inclusive approach in gym whereby pupils can participate at their own comfortable level, and she has felt she can join in and become a valuable member of a team. her dad's comment was 'I was fed up writing notes to get her out of PE. Now she's angry if her kit isn't washed and ready on the right day'. He never thought that he'd watch her at any sporting festival yet there he was at Grangemouth Sports Stadium to see her throwing the javelin. This new confidence in gym is spilling over into her school day and she has blossomed into a confident girl ready for high school next year. "
- *“A girl with Asbergers Syndrome participates fully in PE lessons but has more difficulty engaging in classroom lessons. Her class teacher saw her recently in a PE class and commented how engaged and confident she appeared. She has also recently represented the School at the County Sports Championship - earning a bronze medal in the Javelin Event.”*
- *“A Primary 7 pupil has developed her confidence in PE by strengthening her belief in herself and her ability to run. Despite running in the CPSSA cross country event and running out of her shoes, doing the whole race in her socks, this experience did not put her off. Through training at school, encouragement from myself and planned footwear she attended the national cross country event, she was happy to race at such a level and her self esteem grew abundantly that it was commented on by other teachers.”*

Through the quality assurance process pupils, clearly spoke about their learning and how they know their ability/confidence has developed. Here are some of their comments:

- "First time I couldn't do it. Now I can. "
- "Our Scores improved."
- "I can do things much easier now."
- " I can explain how to do things well."
- "We are encouraged to do more than we think can do and then we can do it."

## How Will the Education Service Improve its Impact Regarding Sport?

- Six of the ten Sports Leaders were pupils from Lornshill Academy. As a result, a formal **Leadership Academy Programme** is being implemented at the school from September 2013 onwards. This Academy will deliver additional opportunities for volunteering within the school and the local Learning community, and offer additional training to the Sports Leaders.
- Data will be collected in relation to take-up and sustainability, and analysed to ensure that participation rates increase in all settings. **A targeted approach will be taken in schools where additional work is needed to encourage certain age groups or a particular gender.**
- The Active Start team will continue to deliver a **high-quality programme of physical activity to all children in the nurseries and other 'pre-5' groups**. This programme helps staff to promote healthy lifestyles and movement co-ordination for children and their families.
- The Active Start Manager will continue to raise the profile of **dance** within the nurseries, with taster sessions being offered to those nurseries that have not yet experienced the dance sessions.
- Active Start will continue to deliver an **introduction to gymnastics** in nurseries. They will also offer sessions for parents to bring their children to a free 'Come and Try' session at the WASP centre, linking curricular activities with community opportunities. Meeting staff, visiting the venue and allowing the children to experience the equipment, has been positive in encouraging new customers to sign up for classes. It also brings employment opportunities for coaches and volunteers within the centre.
- Sports Days provide a great opportunity for nurseries to 'showcase' the skills that children have acquired throughout the year. They also provide an opportunity for nursery staff and Active Start officers to encourage families and children to participate in physical activity. The Active Start team will gather evidence from Sports Days in 2014 in the form of photographs and /or videos. Comments will be gathered from parents, young leaders and Nursery staff.
- There are now **cycle ambassadors** in all Clackmannanshire schools, and Cycling Scotland has invited Clackmannanshire to apply again to participate in the national campaign. It is hoped that more schools will take part; all previously participating schools have indicated they wish to do so. A survey will take place in September 2013 to measure the impact of the campaign and the 'bikeability training'. From this it will be possible to compare the number of pupils travelling to school by foot or bike with the figures of September 2012. A particular focus will be on introducing more cycling proficiency and in particular 'Go Mountain Bike' to secondary school pupils. **The Active Schools team has prepared an action plan for cycling covering the period from 2013 until March 2015, to assist growth and development in this sport.**
- Partnership working will continue to take place between Active Schools and Sports Development in order to provide more opportunities and prepare pupils for more formalised training and elite events.
- Recently acquired ipads will be used to record pupils' journeys/reflections/performance and evidence progression in performance over the years.
- The **'Better Movers, Better Thinkers'** programme will be used to develop 'executive functions' in PE.

## (B) Arts and Culture

The Expressive Arts Team continued to deliver a wide range of Music, Art/Design and Drama opportunities to all children in each primary school. **All children from Primary 1 – Primary 7 received a minimum of one hour of Expressive Arts each week.** The programme is designed to ensure that all children receive a minimum of one hour of Music and one hour of Art and Design or Drama every fortnight.

### Strengths - Music

- The programme of music for all Primary 1 – Primary 7 pupils is fully integrated with Clackmannanshire Council's submission for meeting the criteria of the Government's 'Youth Music Initiative'.
- All children from Primary 1 – Primary 7 enjoyed a wide range of experiences and outcomes including: learning to play musical instruments; using musical instruments; using the voice; music theory; listening/appreciation; using technology.
- Delivery of the programme of work within core curriculum time by fully qualified specialists ensures parity of access and participation for all primary school pupils in Clackmannanshire.
- There is clear progression from Primary 1 – Primary 7, as set out in the grid below. All children have an opportunity to develop their skills at a pace appropriate to their needs. This is achieved by using carefully chosen teaching resources and providing opportunities for continuing professional development for the Expressive Arts teachers.

Core Delivery		Stages						
Experience/Skill	Delivery	P1	P2	P3	P4	P5	P6	P7
Samba Drumming	Whole Classes					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guitar	Whole Classes					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recorder	Whole Classes				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drum Kit	Whole Classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Untuned Percussion	Whole Classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuned Percussion	Whole Classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Singing	Whole Classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using ICT	Whole Classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- In addition to the above programme, three teachers in the Expressive Arts team who are also specialists in Violin and Brass instruments offered '**taster sessions**' to pupils at Banchory and Park Primary Schools (Brass) and Clackmannan and Tillicoultry Primary Schools (Violin). There is a plan to extend these sessions to whole courses in Park Primary, Banchory Primary and Clackmannan Primary in the session 2013-2014.
- The Expressive Arts Team is enhanced by an additional post currently funded from the Government's Youth Music Initiative and allows enhanced opportunities within core school time to ensure the delivery of the music programme of work.

- Music Specialists were involved in a variety of music groups, clubs and productions in addition to their core contact time in allocated schools.
- In March 2013, all pupils in Primary 5, 6 and 7 participated in **Learning community 'Singing Events' funded by the Scottish Government's Youth Music Initiative**. Each event culminated in a concert for parents/carers in each of the three Learning community secondary schools.

<b>Singing Events</b>	<b>Numbers</b>
<b>Total Number of Pupil Participants</b>	<b>1628</b>
Alloa Cluster pupil participants	476
Hillfoots Cluster pupil participants	532
Lornshill Cluster pupil participants	630
<b>Total Number of Parent/Carers attending performances</b>	<b>1659</b>
Alloa Cluster	502
Hillfoots Cluster	597
Lornshill Cluster	660

The nine performances clearly demonstrated 'year on year' improvement in the quality of singing, and the children's confidence in using their voices. This has been especially noticeable in the quality of boys' singing. In terms of **vocal development, transition and sustainability**, a clear line of progression has been established from Primary 5 through to secondary school.

All music specialists involved in the events report that the **quality of community singing has improved steadily 'year on year'**. In part this is due to singing becoming more widely accepted by the young people as a good thing to do.

Over the past three years, the events have 'levelled the playing field' in terms of the quality of singing across the three Learning communities. There is now **a level of parity in terms of the quality of singing across the three Learning communities**. Not only has the level of achievement been improved for all children in Clackmannanshire, but the opportunities required to enable the improvement to take place have also increased and improved.

**As each day progressed the participants demonstrated a growing sense of community responsibility as there was a gradual pulling together of individual schools into a whole team to produce as wonderful outcome.**

- An **Instrumental Tuition Scheme** is open to all pupils from Primary 1 – Sixth Year in secondary school, which allows opportunities for as many pupils as possible to play a musical instrument. Opportunities are available in the following instrumental families: brass; woodwind; upper and lower strings; voice; drum kit; guitar and bagpipe. Since 2002 and **in keeping with the spirit of the Scottish Government's Youth Music Initiative and National Music Strategy**, pupils are not tested to determine whether they should receive tuition. There is a fair and equitable waiting list for tuition based on a first come first served basis. At December 2012, a total of 439 pupils received tuition (152 primary school pupils and 287 secondary pupils) received tuition. Pupils following national qualification courses do not pay fees.
- In addition to the Instrumental Tuition Scheme, **all primary school pupils received whole class music tuition** from the Expressive Arts Music specialists. This ensured that all primary school children had parity of access to a wide range of musical experiences within core curriculum time and for which there is no fee charged.
- Pilots are taking place in respect of class tuition for violin at Primary 3 and brass at Primary 5 and Primary 6.

- The **Hillfoots Music For Youth Parents Association (HMFY)** continued to work in partnership with Clackmannanshire Music Development and the Expressive Arts Team. During 2012/13 over 150 members took part each week during term time. Ensembles included: Training String Ensemble; Senior String Ensemble; Scottish Fiddle Orchestra; Training Band and Senior Concert Band.
- In December 2012, the **Senior Concert Band** took part in the **Scottish Concert Bands Festival** for the first time and was awarded a **Silver Plus** by the adjudicators. The band will take part again in 2013 and will target a Gold Award.
- In October 2012, the Senior Ensembles took part in the annual residential music course at the Craigmore Centre, Gartmore.
- The **Fiddle Orchestra performed at the Clackmannanshire Awards** and led a fund raising Ceilidh in Tillicoultry.
- '**The Academy Singers**' draw their members from Alloa, Alva and Lornshill Academies. The 'Singers' were regular performers at HMFY concerts and gave performances in schools and at community events.
- '**Hillfoots Music for Youth**' and '**The Academy Singers**' staged three major concerts in December 2012, March and June 2013.
- In terms of the **Youth Music Initiative (YMI) 2012 – 2013**, in addition to the contribution made by the full-time post for the Expressive Arts Team and the Singing Events, an extensive Continuing Professional Development Programme has been funded for primary school class teachers. This involves training in the use of the 'ABC Creative Music Packs' and Online interactive programme. Funding has also allowed for extensive training for teachers at Lochies School in the use of the 'ABC Creative Music Resources' and the continuing input from 'Drake Music Scotland'.
- In September 2012 the YMI funded a visit to Clackmannanshire by the 'Osiligi Warriors' from Kenya who performed in each Learning community. All children in Primary 7 and Primary 7/6 composite classes attended the shows. This was an excellent opportunity to learn about the tribal traditions of the Maasai and to hear some of their traditional singing. There was opportunity for the young people to join in and also to try out the famous Maasai 'jumping'.

### **Strengths - Drama**

- A small number of schools were able to have Drama provision where pupils enjoyed a wide range of experiences and outcomes including: drama games/exercises; movement in character; mime; creation; using props and costumes; performance; observation; use of Language. Drama is currently delivered by two of the music teachers who also have skills in teaching this area of the curriculum. Drama provision will be extended in the session 2013/14 by allocating these teachers to more schools where possible.
- Music and Drama teachers are in high demand and took part in a number of productions across their schools during 2012/13.
- In all subject areas there is clear progression from Primary 1 – Primary 7 as set out in an overview sheet, and children have an opportunity to develop at their own pace.

## Strengths - Art and Design

- All children enjoyed a wide range of experiences and outcomes including Drawing, Painting, Technology and Digital Media, 3D, Print Making, Design; Appreciation.
- The quality and diversity of art and design was demonstrated through displays, exhibitions and auctions in schools. Photographic examples of pupil work were projected as a backdrop at each of the singing events.
- Art and Design teachers were involved in running clubs and events in addition to their core contact time in allocated schools.

## Strengths - Culture

- Clackmannanshire and Stirling Councils organised a joint heat for the annual Euro Quiz supported by the European Trust and Standard Life. Nine schools took part in the competition aimed at Primary 6 pupils which created a fun and challenging experience for the children. The children were encouraged to get to know one another over light refreshments as well as demonstrating their teamwork skills and knowledge in history, geography, sport, culture, languages and the European Union. The winning teams took part in the national final at the Scottish Parliament which was streamed live for all schools to participate.

## How Will The Service Improve its Impact With Regard To Arts and Culture?

- The system of employing Expressive Arts specialists in primary school classes during class teachers' 'non-contact' time provides children with well-qualified and experienced Expressive Arts Team specialists. There is concern, however, that class teachers are becoming removed from creative arts skills, knowledge and experience whilst the specialists are delivering lessons. **During 2013/14 there is a need to identify the means by which class teachers can be actively more involved in the delivery of Expressive Arts experiences and outcomes.**
- It is recommended that the **provision of Dance and Drama be expanded.**
- The Expressive Arts Team will continue to seek ways to improve the already wide range of experiences and outcomes for all children attending primary school, by **evaluating delivery mechanisms and making suggestions as to how improvement might be achieved.**
- Through **improved communication from schools to parents/carers**, the Expressive Arts Team hopes to see **an increase in the number of applicants** for Instrumental Music Tuition from all schools, specifically those which had no applicants or participants last year. This will be evidenced through the application process.
- **Tuition in Drum Kit and Guitar tuition will be offered up to any pupil** as part of the Instrumental Music Tuition Scheme and will no longer be exclusively available to pupils pursuing national qualification course.
- During 2013/14 **all Youth Music Initiative Funded Activity will be evaluated**, with a focus on sustaining the wide variety of experiences and outcomes beyond the funding period.
- In terms of sustainability, it should be **within the capacity of each Learning community to continue to provide valuable inclusive and transitional experiences regardless of continued funding.** Singing Days provide a good model for this. 'Optional' learning community events for other experiences and outcomes involving secondary and primary pupils could be also be introduced. Session 2013-14 should mostly see a continuation of previous activity, with the exception of the Osiligi Warriors who only tour every two years.

### 3.5.6 Meeting Additional Support Needs (ASN)

The multi-agency, **Staged Intervention Process** is designed to identify children with additional support needs (ASN), and to support them in a planned, integrated manner. Many learners with ASN require focused support to enable them to become confident individuals and effective contributors. For these children as with all children, good communication skills and self-belief are fundamental building blocks.

#### Strengths

- **A decision has been taken to develop autism provision for primary school children** following an evaluation of Clackmannanshire Council's capacity to meet the current and predicted support needs of children with complex autism spectrum disorders (ASD). Taking this into account along with the recruitment of a new principal teacher to develop provision for young people with more complex ASD in secondary schools, all children and young people with autism will have their needs met in small groups, with supports and approaches to learning designed around their learning style and sensory requirements.
- **A fortnightly sensory group was run for children under the age of three with autism and their parent/carers.** The purpose of the group was to provide appropriate sensory experiences for the children in the sensory room, and to support parents/carers in engaging their children in activities that would stimulate their senses. Parents/carers who attended were positive about the group. They appreciated having an opportunity to build relationships and share experiences; however, their children's poor health affected attendance. As such, the group's impact was not as great as had been hoped.
- Clackmannanshire Council continued to ensure that **ASN staff in schools gained appropriate postgraduate qualifications** in order to fulfil their roles as specialist staff. Also, as part of an audit of training needs within the authority, key areas were identified as a focus: Down's Syndrome and Autism Spectrum Disorder (ASD). As a result of participating in the training, staff developed a better knowledge and understanding of these areas and the potential barriers to learning faced by children and young people. The training provided advice and guidance in developing the classroom environment, and provided strategies to support children and young people.
- The **Inclusion Support Service (ISS)** continued to contribute to the training programme for mainstream staff and **offered training in the following areas: ASD, visual impairments, hearing impairments, Elklan training for Speech and Language, 'Getting It Right for Every Child' (GIRFEC), and English as an Additional Language (EAL).** As a consequence, mainstream staff have a better understanding of these areas and an improved capacity to support all learners within their classrooms or establishments.
- **ISS has been redesigned and relocated** as part of ongoing service improvement. There has been a clear focus on **ISS staff developing knowledge in specialist areas** through continued professional development. This is necessary to ensure that ISS staff have the necessary competencies to provide training and advice to mainstream staff, consequently building the Service's capacity to meet the needs of all learners. There has also been a focus on recruiting an ASD teacher in response to identified needs.

#### How Will The Education Service Improve Its Impact Regarding Additional Support Needs?

- A **purpose built environment** is being developed for primary-aged pupils with autism at Alva Primary school. This will provide the creative and flexible approaches required to enable these learners to access a broad and creative curriculum.

- **Developing secondary provision** will support a wider range of experiences designed for secondary aged pupils with autism to achieve their individually planned outcomes.
- A **programme of staff development** will take place, designed at meeting the needs of learners with ASD across all settings. Further training opportunities will be identified and arranged in response to staff training needs. The ISS programme of training will be elaborated to incorporate newly emerging specialisms and requests for training from mainstream establishments.
- The ISS will **continue to seek opportunities to run the Sensory Group** and consider providing the group over a longer period of time so that parents can attend when their children are in more robust health.
- During Session 2013-14, as part of service redesign a **Principal Teacher Support for Learning will be appointed** to contribute to the ASN training programme and provide support and networking opportunities to Support for Learning staff in schools.

### 3.6 Impact on Staff

During session 2012 / 2013, the Education Service successfully supported staff at all levels to improve their skills and expertise. School staff worked effectively with colleagues within and across establishments resulting in improved experiences for children and young people.

#### Strengths

- Almost all staff (93%) said that they **regularly discussed how to improve achievement for all pupils at both stage and whole school level**. Ninety one per cent believed that they have regular opportunities to shape the curriculum through participation in development sessions and working groups.
- The Service supports staff to **access additional professional qualifications and engage in Continuing Professional Development opportunities**.
- The Service continues to meet its duty under Additional Support for Learning legislation, particularly with regard to **improving the skills and expertise of the workforce to meet the needs of all learners**. The Service continued its commitment to support the training of specialised staff in achieving additional qualifications.
- The Service **used its specialist teachers and support staff to deliver high-quality training to colleagues**. A wide range of training is available to teachers and support staff on an annual programme of twilight sessions. The new model of devolving to schools the responsibility for the deployment of support for learning teachers was very positively evaluated by head teachers. They reported that being able to determine at school level the most appropriate arrangement for these staff was a strength of the model.
- The **Teacher Induction Scheme** continues to ably support newly qualified teachers. Through the provision of the on-year induction placement, **seventeen probationer teachers in Clackmannanshire were successful in achieving the Standard for Full Registration by June 2013**. The Induction programme continues to adapt and evolve to meet the needs of probationer teachers. Through the provision of a supporter in school and a comprehensive professional development programme, newly qualified teachers are well equipped with the necessary skills to continue successfully in their teaching career.

As a probationer teacher from St.John's Primary School expressed it: *"I have had a great induction year full of great experiences."*



- To further **develop the skills of Support for Learning Assistants (SLAs)**, education officers provided taster sessions in *'Designing for Learning'*. A further fifty SLAs participated in the training allowing them to gain knowledge of the tools and strategies used when working with children. Some comments from the SLAs and other professionals were as follows:
  - *"I thoroughly enjoyed my two days. The course was explained and taught me a lot about Designing for Learning. This will be useful when working with children."*
  - *"This is one of the most enjoyable courses I have been on. The activities were fun and interesting."*
  - *"Great fun and I will take away practical and useful information which will be valuable in the classroom setting."*
  - *"Designing for Learning is having a positive impact in our schools and on approaches to learning and teaching. A further thirty-four staff were trained this session; thereby, increasing the number of schools equipped to deliver this approach. In adopting the strategies of the approach, staff have improved the engagement of pupils in learning."*
- School staff in the Alva Learning Community benefited from high quality professional development delivered by the **Scottish Science Education Resource Centre (SSERC)**. Leadership in terms of science was provided by the Learning community's 'science champions', whose work was shared with colleagues during a special 'open day' supported by SSERC. In addition, and to support further the application of the sciences within the classroom, staff benefitted from listening to speakers who emphasised the links between science and everyday life. Over the session, staff felt that their confidence and skills in the teaching of science had improved, as shown by the following comments from participants:

*"It is our aim to include this in next year's School Improvement Plan when we will look at the resources available, and how we, as mentors, can use the skills and knowledge built up during the course to support colleagues in our schools when planning lessons and implementing Curriculum for Excellence outcomes."*

**Depute Head Teacher, Menstrie Primary School**

*"It makes such a difference to attend a course that will directly impact on my teaching and my pupils."* **Class Teacher, Strathdevon Primary**

*"A truly inspirational and well thought-out experience. I am very excited to fully embed the experiences I have learned, into my practice."*

## Sunnyside Nursery

- Staff's confidence has improved in **assessing progress in Curriculum for Excellence**. This has happened through **participating in a range of opportunities to share understanding of standards and expectations and approaches to assessment**. Staff shared their understanding by working collaboratively with colleagues in their own establishments, their Learning communities, across the Education Service and at national level. This has resulted in improved levels of confidence among staff to:
  - apply consistent, shared standards which support effective learning; and
  - implement approaches to assessment which engage learners, provide appropriately challenging learning experiences and have a stronger focus on learner involvement in their own learning and progress.

Eight schools worked collaboratively on two projects to develop staff confidence and learner engagement in assessment for learning. These projects were awarded a **Quality Mark by the National Quality Assurance Group (NQAG) and are being published on the National Assessment Resource**. The NQAG commented on the projects as follows: *“Strong, ambitious and innovative in terms of IDL, parental involvement, learner involvement and strategic working...The development of practice and cluster relationships is commendable.”*

*“I feel more confident now that I know others think the same as me.”* (Staff evaluation comment following collaborative working with another establishment.)

*“It has been valuable to share understanding with colleagues from a different sector and I feel more confident knowing we are all thinking along the same lines for our pupils.”* (Teacher evaluation of authority moderation meeting Feb. 2012)

### How Will The Education Service Improve Its Impact On Staff?

- Further funding from SSERC will support the professional development of staff in the Alloa Cluster to enhance staff skills in the teaching of Science and Technology.
- The Service will continue to build staff capacity to apply consistent standards of assessment through providing and promoting a range of moderation activities at all levels. This will include continued participation in national developments such as sharing practice through the National Assessment Resource will further support staff in building their confidence and expertise.

### 3.7 Impact on the Community

The Education Service operates within the wider community of the Clackmannan Council area, Forth Valley, Scotland, and beyond. It seeks to form links nationally and internationally, embracing inter-connected matters such as the environment, responsible citizenship, arts, heritage and culture.

During session 2012/2013, the Education Service worked with an unprecedented number of partners from the local and wider community. These partners have made an invaluable contribution to the education and wellbeing of children and young people in our schools and nurseries. The Education Service, through its establishments and teams, has made a contribution to the wider community through the proactive engagement and participation in community events and initiatives.

## Strengths

- Eco-Schools is an international programme designed to encourage whole-school action on sustainable development-related education issues. It provides a framework for learning and action linking sustainable development education with the curricular work undertaken by schools, enabling and encouraging closer links between schools and the communities around them.

The Eco-Schools Scotland programme has supported eight establishments to renew their Green Flag status this session. This top level of award is externally-verified and must be renewed every two years.

### The schools are:

Banchory Primary School  
Claremont Primary School  
Coalsnaughton Primary School  
Fishcross Primary School  
St Bernadette's Primary School  
St Serf's Primary School  
Sunnyside Primary School  
Tillicoultry Primary School



*"It is clear that the pupils have been given a voice and as a result they feel that they are playing a part in bringing about positive changes in their school."*

### **Fishcross Primary School, April 2013, Anne Black, Lead Assessor, Eco Schools Scotland**

Currently, **nineteen establishments are registered on the Eco-Schools programme**, which has three levels: Bronze, Silver, Green. During an international study visit an Australian Head Teacher visited three Clackmannanshire schools - Deerpark, Banchory and Park Primary Schools, to undertake research into early literacy approaches. She had previously read research findings in relation to Clackmannanshire. Head Teachers and staff joined in professional dialogue as to the advantages or otherwise of the various approaches to teaching reading to young children. The Head Teacher later wrote to the Education Service applauding the *'brilliant personal and professional experience'* which she had had whilst at Clackmannanshire, as quoted below:

*"I learned so much from so many and I remain grateful for the opportunities given to me. In many ways the lessons learned while I was in Clackmannanshire have continued to inform me about some of the practices in my school. I was inspired by what I saw and heard. I am really pleased with the 'take-up' of synthetic phonics by my staff and our implementation of Letters and Sounds has gone from strength to strength. Teachers are saying to me they can see their children are 3-6 months ahead of where their class was the previous year...I am now working with my staff on some of the ideas I brought back my trip is producing many improvements to our current practice and for that I am really proud and grateful."*

- **Multi-Generational Volunteering**

Volunteers from Retired and Senior Volunteer Programme (RSVP) continued to provide additional support and enhance the experiences for children in schools in Clackmannanshire. This year, twelve volunteers assisted across five schools in Clackmannanshire by providing opportunities in developing a range of skills. An example of feedback from one school is that:

*“RSVP volunteers make an immense contribution in the school. They support a lot of children and staff and being local residents they can bring background information on the local scene. The feedback from staff is very positive. We have a happy relationship with them sharing laughs and involving them in the school community.”*

- **Rights Respecting Schools**

Across the Authority, eleven schools have registered their "Level of Commitment" to becoming a 'Rights Respecting School' and are making good progress towards embedding the values and principles of the 'Convention on the Rights of the Child'. Of these schools, three have achieved a Level 1 Accreditation, meeting the required standards and having procedures in place for monitoring the impact of the initiative. The Secondary Schools Support Service **Report on Rights Respecting Schools Award - Assessment Level One**, states:

*"The whole school community learns about 'RRS'. Staff and pupils were aware of the importance of children's rights. There was explicit teaching about rights in Health and Wellbeing, Personal and Social Education and through topics in the primary service and as part of the ASDAN award scheme. Children are empowered to become active citizens and learners. The services provided a huge range of activities to enable children to make decisions about their learning, health and well-being within school and for later life. These included visits to dental surgeries, the How2 group, work experience opportunities and supported social enterprise. Respect between staff and pupils was very evident throughout the visit in both settings."*

- **The Scottish Book Trust - Clackmannanshire Relationship 2012/13**

In 2012/13, Clackmannanshire worked with the Scottish Book Trust (SBT) to improve the relationship between local schools and Scottish Book Trust's free schools programme of events and initiatives to encourage a love of reading in young people across the authorities. The Scottish Book Trust ran several projects in the area to 'showcase' the types of programmes on offer, as follows:

- **The 'Authors' Live Teacher Ambassador Programme'**

Teachers from McLaren High School and Alva Academy were chosen as ambassadors for the SBT's 'Authors Live' programme due to their creative and dynamic approaches to literacy. They were asked to focus on one particular event in the 2012/13 'Authors Live' series and use it in their own organisations in a creative way to show the potential of the programme and showcase their own approaches. They both used 'Authors Live' and took part in Continuous Professional Development sessions about their work for other teachers in the area. Their involvement in the Ambassador Programme is profiled on the SBT website:

<http://www.scottishbooktrust.com/sbt-programmes-cpd>

- **'Teachers as Writers'**

Between February and May 2013, the SBT ran a teachers' poetry writing group in Clackmannanshire as part of their 'Teachers as Writers' initiative. The project was led by the performance poet and Makar, Anita Govan. Over a period of six fortnightly sessions, the eight participants explored how to model themselves as readers and writers of poetry for their pupils by focusing on how they read and write poetry. They were invited to compose their own writing and think about how the learning from this experience can feed into their teaching of poetry. Resources are available from SBT's website so that other schools can set up their own Teachers as Writers groups. <http://www.scottishbooktrust.com/teachers-as-writers-resource-pack>

- **Scottish Children's Book Awards**

The SBT has run the 'Scottish Children's Book Awards' since 2006. Each year, many schools in Clackmannanshire take part but it was encouraging to see an increase in engagement during 2012. Teachers and librarians register groups of pupils to read the books shortlisted in their age category and vote for their favourite. In 2012, twenty groups registered in Clackmannanshire. The awards provide a means for young people to engage with contemporary Scottish fiction and discuss it with each other. The SBT hope to see even more schools take part in the 2013 awards. Registration is currently open. The awards run until February 2014. <http://www.scottishbooktrust.com/scottish-childrensbook-awards>.

In 2012/2013, funding from *Education Scotland* and *Creative Scotland* continued to be made available for regional **Creative Learning Networks**. This enabled existing groups in Stirling, Clackmannanshire and Falkirk to form 'Forth Valley Creative Learning' and achieve shared objectives (FVCL). The establishment of FVCL facilitated sharing and development of creative learning practices across the area. The partnership brought together pupils, teachers and educators, creative practitioners, education support staff, students, Community Learning and Development (CLD) practitioners, youth workers and parents. The programme included:

- **Creative Futures:** S4-S6 pupils with an interest in following a career or studying within creative arts participated in talks and workshops with practitioners, lecturers and specialists within the sector. Over five hundred pupils from Stirling, Falkirk and Clackmannanshire participated in the event, which offered opportunities to gain new skills, mix with peers from across the Forth Valley area, and 'network' with professionals working in creative arts.
- **Creative Conversations:** pupils, teachers and educators, creative practitioners, education support staff, students, CLD practitioners, youth workers and parents heard 'Keynote' talks from leading specialists in creative learning, education, and child development. Across the four sessions that took place, over two hundred and forty people attended the event. Feedback was very positive with participants valuing the opportunity to take time to reflect upon their practice, gain an understanding of the different definitions of creativity, and recognise, support and encourage creativity within their classrooms.
- **Expressive Arts Continuous Professional Development:** Art and Design Teachers from across Forth Valley collaborated to support their learning and teaching approaches. Staff extended their skills by actively engaging with professional artists, and with tutors from Stirling and Clackmannanshire. Over twenty teachers were involved. Feedback from attendees showed that the workshops were regarded as a valuable means of working with other art teachers and artists, sharing good practice and generating new ideas and skills.

## How Will The Service Improve Its Impact On The Community?

- The Education Service will **continue to foster positive partnerships with its community**, particularly in the effective delivery of *Curriculum for Excellence*.
- The Education Service will **continue to recruit volunteers** to strengthen its capacity to deliver high quality physical activity and sports to children and young people

### 3.8 Impact on Parents, Carers and Families

The Education Service has worked effectively with parents, carers and families - both in supporting them to become involved in the life and work of the Service and involving them more meaningfully in their children's learning. Parents were satisfied with the quality of education provided for their children and young people in Clackmannanshire's school. Almost all parents felt that their child enjoyed learning and was making good progress in his or her learning.

#### 3.8.1 Parent Councils

Parent Councils in Clackmannanshire have worked effectively this session to support the schools that they represent. Parent Councils have improved the range of work that they carry out in support of their school. In addition, they have represented very effectively the wider parent forum of their school, leading to a greater contribution by parents towards school improvement, for example: *"During this school session, the parents at St. Mungo's R.C. Primary School have been involved in a number of different roles to improve the school environment for the children. We have set up a fruit tuck shop to encourage healthy eating within the school. In order to promote and develop the outdoor learning agenda, the parents have been involved in developing the school garden area. In addition to this we subsidised the Primary 7 residential trip to Dalguise. The parents have also provided new furniture as well as cameras for each classroom all of which have enhanced the learning environment."* **Courtesy of Parent Council Chair**

#### 3.8.2 Educational Psychology

During 2012-13, the Educational Psychology Service continued to deliver the Interventions for Recovery Service (IFR) established in recognition of the needs of children, young people and families in Clackmannanshire affected by loss and trauma. The main purpose of the service is to promote the emotional wellbeing, self esteem and social competence of children, young people and parents/carers so that they are able, over time, to function more effectively in all areas of their life. During the course of the year there were sixty two referrals to the IFR service. Benefits are noted to be provided through training and through consultation. The case example below illustrates the effectiveness of the service.

#### Case study

*"Child A is 'looked after' by Clackmannanshire Council.*

*After more than six months of intensive treatment, Child A, his carers and his teachers reported significant improvements in all areas of his life. The most important change for A was in his ability to trust others again. This was most evident at home where his carers reported significant improvements in A's relationship with them. In turn, this led to improvements in his behaviour; improved progress in school; the development of age-appropriate friendships. Child A no longer 'heard voices' telling him to 'be bad' and he no longer wet the bed.*

## Next Steps

*Additional funding supports this service. In order to try to ensure continuation of this service once additional funding comes to an end, Educational Psychology has identified funding and opportunity for additional training in therapeutic intervention and is providing supervision for staff to develop skills in direct work."*

### 3.8.3 Parental Complaints

The Education Service recognises the vital role that parents play in supporting and strengthening their children's learning. It is committed, therefore, to fostering positive relationships with parents and creating a productive partnership for the benefit of the child or young person. Despite this, parents may wish to make a complaint. A complaint is defined as any expression of dissatisfaction about an action or lack of action by the Service, or about the standard of educational service provided by the Service or on the Council's behalf. The Education Service Complaints System operates within the Council's Corporate Complaints System and is fully compliant with national requirements for complaints handling introduced in 2012.

The Service recognises that high quality complaints handling is an important aspect of continuous improvement. It is both a requirement of Education Scotland and Clackmannanshire Council that improvements identified from complaints should lead to improvements in service delivery.

If a complaint arises, the Service seeks to resolve it at front-line level. Customers of the Service are looking for a speedy and appropriate response to their complaints. Where complaints are not resolved at **(Stage One)** front-line level, complainants may ask for a formal investigation **(Stage Two)**. A Stage Two investigation involves a thorough, evidence-based enquiry into the merits of the complaint. Fairness and thoroughness are pivotal aspects of the complaints process.

## Strengths

- Clackmannanshire Council's Education Service is at the forefront of complaints handling in Scotland. The Service has created tailor-made complaints information for parents endorsed by the Scottish Public Services Ombudsman (SPSO). The Service has also created a Quality Assurance Self-Evaluation Framework for complaints investigation skills which has been cited as an exemplar of good practice by the SPSO and signposted on its website. It was also highlighted at the 2013 national conference on complaints handling in Scotland.
- The Service has delivered training and support on complaints handling for all staff, including:
  - a complaints symposium for heads of establishment (September 2012)
  - complaints policies, guidance and templates for collating complaints data, and a training DVD for dissemination to all staff in schools
  - a checklist for support staff
  - support to schools on complaints handling by centrally-based education officers

## Summary of Complaints Handling for 2012-2013

- **Sixty-nine Stage One complaints** were received across the academic year. A **large majority** of schools and nurseries (over **70%**) **received no complaints**. In Term 1 around **70%** received **no** complaints. In Term 2, **68%** and in Term 3, **83%** received **no** complaints. In Term 4, **64%** of establishments **received no complaints**.
- **Educational Psychology, Adult Learning, Youth Services, SEBN and Special Schools** received no complaints.

- **Thirty-nine (57%) Stage One complaints were not upheld. Seventeen (23%) were upheld; twelve (18%) were partly upheld,** and one was undetermined.
- Towards the end of Term 4, complaints were received from a small minority of parents about a programmed change to the Organisation of Learning Policy for 2013-14. The vast majority of parents appeared to have no concerns about the policy, and anxieties voiced by the small number who did, have been resolved. **The Service will, however, encourage head teachers to increase parental understanding of Organisation of Learning issues earlier in the school year,** prior to any decisions being made about changes to class configuration. The Service has examples of schools which use a variety of methods, including parents' evenings, to increase understanding of a range of educational matters including organisation of learning, and which have been successful in allaying parental anxieties.
- **Seventeen per cent** of Stage One complaints progressed to Stage Two. Over the four terms, Education received **twelve Stage Two complaints.**
- The **number of allegations exceeded complaint numbers** because many complaints contained more than one allegation.
- Nine complaints were not upheld. One complaint was upheld. Of the remaining two, each contained two allegations. Both resulted in one allegation being upheld and the other not upheld.
- Considering Stage One and Stage Two complaints as a whole, where complaints were upheld or partly upheld, establishments reported that they had **implemented actions for improvement.**
- Where complaints were upheld or partly upheld, **all establishments reported that they had implemented recommendations for improvement. A key purpose** of the complaints system is to **turn complaints into improvements.**
- Taking Stage One and Stage Two complaints as a total, **eighty-one investigations** were undertaken. **Seventy-three (Over 90%)** were undertaken within the timescales set by the Complaints Standards Authority (CSA). With respect to the remaining eight, the reasons for the extensions were consistent with those regarded as acceptable by the Complaints Standards Authority.

Further information in respect of complaints handling is provided at Appendix 3.

### **How Will The Service Improve Its Impact On Parents, Carers And Families?**

- Through continued partnership working with other agencies and services, the Education Service will improve the way in which it contributes to the early intervention and prevention agenda, particularly in supporting positive parenting approaches.
- Through a planned approach, the Education Service will improve the way in which it gathers more routinely the views of parents, carers and families.
- The Education Service will continue to support school Parent Councils whilst also improving its approaches to wider parental involvement.
- The Education Service will capitalise on the feedback from parents, for example through the Complaints Process, to make further improvements to the Service.

- The Education Service will seek to reduce the incidence of Stage One complaints by improving parents' understanding of policy issues affecting their children and preventing misunderstandings that may give rise to complaints.
- The Education Service will seek to reduce the incidence of formal complaints by providing support to establishments, where necessary, at Stage One.
- **A key objective of the Service will be to reduce the number and percentage of Stage Two complaints** through support from establishment link officers, where appropriate, to resolve Stage One complaints.
- The Education Service will seek to reduce the incidence of partly upheld and upheld complaints by continuing to provide establishments with support and challenge from their link officer.

### 3.9 Management, Leadership, and Quality Assurance

The Education Service has invested heavily in selecting the most appropriate senior leaders. Through a rigorous recruitment and selection process, the Service employs only those who have the necessary skills, expertise and attributes for posts. The Service has recognised the skills and expertise of its existing staff by recently appointing from within Clackmannanshire fifteen senior managers to primary and secondary schools. This comprised: two Head Teachers, three Depute Head Teachers, and ten Principal Teachers. External promotions included two Depute Head Teachers and two Principal Teachers. The majority of management appointments have therefore been made from 'internal' staff, reflecting the skills and experience of Clackmannanshire Education staff.

#### Strengths

- A number of promoted school staff and Local Authority staff of Clackmannanshire schools participated in a training event providing **continuing professional development for leaders**, giving leaders opportunities to: explore a range of leadership tools and strategies to assist in building inclusive, collaborate, problem-solving communities, and further enhance their leadership skills. This proved to be a valuable experience for all. Examples of the impact of the training were as follows:

*"Some real insights into how to step back to basics and recall what is truly important in education. It's now over to me to help focus the school community on moving forward."*

**Head Teacher, Abercromby Primary School.**

*"A super course which has stimulated much thought. The course providers were excellent and showed that they valued our contributions. I would encourage others to attend."*

**Head Teacher, Menstrie Primary.**

*"I am leaving feeling that I have so much to think about, as your approach has so many connections and possibilities which as an authority we could be benefiting from in a whole variety of ways."*

**Education Service Quality Improvement Officer.**

- The Education Service continued to recruit and support candidates through the **Scottish Qualification for Headship programme (SQH)**. During this session, one new candidate from Clackmannanshire was successfully recruited for the national award bearing course. The Clackmannanshire candidate was successful in gaining the SQH in 2012 /2013. Feedback is that this is a very positive experience to further develop leadership skills and abilities in preparation for Headship.

- **Extensive improvements to the school estate** have been carried out. Repairs to roofs were completed at Abercromby Primary School, St Serfs Primary School and Alva Primary School. Improvements to Ladywell Nursery school will be completed shortly. In terms of external playground areas, works have been completed at St. Serf's, Ladywell, and St Bernadette's Primary Schools.

At Alva Primary School, Phase 1 works included: replacement of a number of lights to ensure most efficient use of the low energy lights; refurbishment and decoration of a number of areas; replacement ceiling tiles; the removal of a conservatory, and preparatory works in anticipation of an Autism Unit being created in the school. Works to schools comprised:

- Craigbank Primary School's refurbishment of several areas including kitchens and catering facilities;
- Park Primary School replaced central heating on the south wing;
- Tillicoultry Primary School upgraded the kitchen and dining hall;
- St Bernadette's Primary School redecorated classrooms and upgraded its kitchen and dining hall;
- Menstrie Primary School undertook external redecoration;
- Park Primary School Nursery installed new double glazing units;
- St Serf's Primary School undertook redecoration throughout, as well as installing new ceilings and lighting;
- Sauchie Nursery underwent internal and external decoration;
- Deerpark experienced a full rewire and new control panels throughout the school.

### **How Will The Service Improve its Management, Leadership And Quality Assurance?**

- The Service will **continue to support and develop leadership skills** by recruiting further candidates to the Scottish Qualification for Headship.
- Feedback from the training event was so powerful and positive that **a recall day will be planned for next session** to allow all participants to evaluate impact and evidence of learning with a view to have further staff trained.
- The Service will work with its pupils, parents, staff and community to **improve approaches to self-evaluation**.
- Now that the new structure for the shared service with Stirling is in place, the **capacity for improvement has increased**. As an Education Service, key improvements in outcomes and service delivery will be identified under the following two strategic headings - *'Getting it Right for Every Child'* and *'Excellence for All'*.

- 

### **3.10 How Good Can the Education Service Be?**

Clackmannanshire Council educational establishments have demonstrated improvements in performance across key areas such as attainment, achievement, and exclusions. This is evidenced from a number of sources including Education Scotland and Care Inspectorate Inspection results. The Service reports continuing improvement in attainment across S4, S5 and S6. As the Education Service continues to implement approaches to assessment of pupils' progress through their broad, general education, through their senior phase and in national qualifications, attainment will remain a key focus for improvement.

Education Scotland's evaluation of Clackmannanshire schools' performance provides a useful tool for analysing where performance is good and where there is scope for improvement. The Education Service is committed to continuing to improve outcomes for children and young people. This means that no inspection of a service or part of a service should result in an evaluation of less than 'Good.'

Functioning across two Council areas, the Education Service will continue to align processes, procedures and personnel in order to improve efficiency and effectiveness. Importantly, the Service will continue to improve quality. The effective Learning community model will be promoted by the Service and activity aligned to support this approach.

Through its achievements to date, the Service has shown itself to be adaptable to change and committed to continuous improvement. It recognises the need to prioritise its activities. It will, therefore, seek to strengthen its approaches to self-evaluation and consultation with stakeholders. Overall, the Service believes that it has a strong and improving capacity for improvement.

During session 2013 / 2014, the Service will achieve improvement by:

- **improving how we identify and share best practice** in improving overall levels of attainment, achievement and attendance among particularly vulnerable groups of learners;
- **promoting nurturing approaches** within all establishments;
- continuing to **improve the school estate** so that children and young people are able to attain, achieve and flourish;
- **making the most of culture and sport** for personal and community wellbeing;
- improving our approaches to securing positive destinations for our school leavers, and helping them sustain these destinations;
- **helping our staff to improve their approaches** assessing children and young people's emerging skills for learning, life and work;
- **creating better opportunities for life-long learning**;
- helping to **enable the positive parenting** of children and young people;
- **protecting vulnerable children and young people from risk and harm** by working effectively with our multi-agency partners;
- at August 2014, **being in a state of readiness to deliver six hundred hours of high quality, accessible and affordable early learning and childcare** for all three & four year olds and for two year olds who are 'looked after'.

## Appendix 1 Care Inspectorate Inspections

The Care Inspectorate inspected the following establishments, against four 'Quality' themes: (1) Care and Support; (2) Environment; (3) Staffing; and (4) Management and Leadership. The evaluations were as follows:

Establishment	Quality of Care and Support	Quality of Environment	Quality of Staffing	Quality of Management and Leadership
Abercromby Nursery Class	Very Good	Very Good	Good	Good
ABC Nursery School	Very Good	Very Good	Good	Good
Alva Nursery Class	Very Good	Very Good	Very Good	Very Good
Clackmannan Nursery Class	Very Good	Very Good	Very Good	Very Good
Claremont Nursery Class	Very Good	Very Good	Very Good	Very Good
Park Nursery Class	Very Good	Good	Good	Good
Sauchie Nursery School	Very Good	Very Good	Good	Very Good
Strathdevon Nursery Class	Very Good	Very Good	Very Good	Very Good
Tillicoultry Nursery Class	Very Good	Very Good	Very Good	Very Good

Evaluation	Number Awarded	percentage of total
Excellent	0	0
Very Good	28	78%
Good	8	22%
Adequate	0	0
Weak	0	0
Unsatisfactory	0	0

## Appendix 2 Performance Analysis of Schools' Information

The following pages set out various current and historical information, as listed below, relating to the schools in Clackmannanshire Council. There are three secondary, nineteen primary and three special schools in the authority. The data cover the following topics:

- (A) School Rolls
- (B) Staying on Rates
- (C) School Leaver Destinations
- (D) Absences
- (E) Exclusions
- (F) Attainment

Data are provided in the form of tables and performance analysis. Wherever possible, national and comparator authority data are provided in order to place Clackmannanshire data in context. For Clackmannanshire, the 'family' of comparator authorities (CAs) is: East Ayrshire, Falkirk, North Lanarkshire, South Lanarkshire and West Lothian. The most recent available data are provided.

### (A) Clackmannanshire School Rolls

#### Stage breakdown of the school rolls for 2012/13 in terms of number of pupils

**Table A1:** Primary Schools (number of pupils)

P1	P2	P3	P4	P5	P6	P7	Total
642	544	544	555	503	522	554	3864

**Table A2:** Secondary Schools (number of pupils)

S1	S2	S3	S4	S5	S6	Total
501	494	505	543	432	305	2780

**Table A3:** Historical school rolls (number of pupils)

	2008-09	2009-10	2010-11	2011-12	2012-13
Primary	3864	3806	3804	3777	3861
Secondary	2944	2989	2923	2840	2780

The school rolls are based on data collected through the annual pupil census conducted in September of each year.

### (B) 'Staying on' Rates

**Table B:** Percentage of students 'staying on' at school in S5 beyond the end of Term 2 (end of December)

	2009	2010	2011	2012	2013
Clackmannanshire	62	71	76	77	74
CA average	-	73	74	77	-
National	77	72	75	77	-

Clackmannanshire has shown an increase in 'staying on' rates since 2009 although has dropped in 2013. Since 2011, rates have compared favourably with comparator and national averages.

### (C) School Leaver Destinations

Table C shows the percentage of school-leavers and their destinations. Data pertain to the most recent nationally produced data, 2011/2012. Those young people who entered higher education, further education, training or employment are deemed to have entered a positive destination. Fewer school leavers from Clackmannanshire enter higher education compared with comparator and national average rates. A higher number enter further education and training. Clackmannanshire also, however, exhibits a higher rate of negative destinations than its comparators and Scotland as a whole.

**Table C: Percentage of leavers and their destinations for 2011/12**

	Clackmannanshire	CA average	National
Higher Education	28	37	37
Further Education	31	26	27
Training	7	6	5
Employment	20	19	20
Unemployed - seeking	10	9	8
Unemployed – not seeking	3	1	1
Unknown	0	0	0

### (D) Absences

Tables D1 and D2 show the average number of half-day absences in primary school and secondary schools respectively. Figures are based on the most recently available data. Due to the Scottish Government reporting this information on a biennial basis from 2011/2012, the most recently available data pertains to 2010/2011. The next set of published data will be released December 2013.

**Table D1: Absences in Primary Schools**

	2008 - 09	2009 -10	2010-11	2011-12	2012-13
Clackmannanshire	18	18	18	N/A	Dec 13
CA average	18	19	20	N/A	Dec 13
National	18	19	20	N/A	Dec13

**Table D2: Absences in Secondary Schools**

	2008-09	2009-10	2010-11	2011-12	2012-13
Clackmannanshire	32	31	33	N/A	Dec 13
CA average	35	35	35	N/A	Dec 13
National	33	33	33	N/A	Dec 13

Clackmannanshire's absence rates are slightly below those of its comparator authorities and the national average.

## (E) Exclusions

Tables E1 and E2 show the number of exclusions per 1,000 pupils in primary school and secondary school, respectively. Figures are based on the most recently available data. Due to the Scottish Government reporting this information on a biennial basis from 2011/2012, the most recently available data pertains to 2010/2011. The next set of published data will be released December 2013. The most recent figures regarding exclusions show that although Clackmannanshire exhibits a higher rate of secondary school exclusions than its comparator authorities and the national average, it reduced its exclusion rate by around 100 between 2008-09 and 2010-2011. The rate of primary school exclusions is on par with the national average and slightly lower than its comparator authorities.

**Table E1: Exclusions in Primary Schools**

	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Clackmannanshire</b>	<b>17</b>	<b>7</b>	<b>11</b>	<b>N/A</b>	<b>Dec 13</b>
<b>CA average</b>	<b>11</b>	<b>9</b>	<b>9</b>	<b>N/A</b>	<b>Dec 13</b>
<b>National</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>N/A</b>	<b>Dec 13</b>

**Table E2: Exclusions in Secondary Schools**

	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Clackmannanshire</b>	<b>161</b>	<b>138</b>	<b>62</b>	<b>N/A</b>	<b>Dec 13</b>
<b>CA average</b>	<b>99</b>	<b>91</b>	<b>79</b>	<b>N/A</b>	<b>Dec 13</b>
<b>National</b>	<b>91</b>	<b>82</b>	<b>72</b>	<b>N/A</b>	<b>Dec 13</b>

## (F) Performance Analysis: Attainment

**Each year, schools and the Education Service in Clackmannanshire compare themselves with similar schools and authorities in a process called benchmarking. These charts show the performance of Clackmannanshire's young people in their Scottish Qualification Authority (SQA) examinations compared with our benchmark group of authorities and the national average.**

The following shows the percentages of secondary school pupils attaining national qualifications at the appropriate levels. The levels used relate to the Scottish Credit and Qualifications Framework (SCQF) levels referred to are:

- Level 3 : Standard Grade at 5 - 6 (i.e. Foundation) or Access 3
- Level 4 : Standard Grade at 3 - 4 (i.e. General) or Intermediate 1 at A - C
- Level 5 : Standard Grade at 1 - 2 (i.e. Credit) or Intermediate 2 at A - C
- Level 6 : Higher at A - C
- Level 7 : Advanced Higher at A - C or CSYS at A - C

**The results below are shown in respect of the percentage of young people on Clackmannanshire Council's school rolls attaining specific levels of qualifications. Results are disaggregated into results for students at the end of: S4; S5; and S6. Analysis is provided through tables and associated narrative.**

## Attainment in respect of S4

**Table 1: % of S4 roll achieving awards at Level 3 or higher in English and Maths by the end of S4**

English and Maths @ Level 3 or higher	2009	2010	2011	2012	2013
Clackmannanshire	93	95	93	93	97
CA average	93	93	92	93	93
National	93	93	93	94	94

By the end of S4, the percentage of students attaining English and Maths at Level 3 or higher in 2013 was 97. This was not only above CA and national averages but constituted improvement from previous years.

**Table 2: % of S4 roll with 5+ Awards at Level 3 or higher by the end of S4**

5+ @ Level 3 or higher	2009	2010	2011	2012	2013
Clackmannanshire	93	95	93	96	98
CA average	92	92	92	93	94
National	92	92	93	94	95

By the end of S4, the percentage of students attaining five-plus subjects at Level 3 or higher in 2013 was 98. This was not only above CA and national averages but constituted improvement from previous years.

**Table 3: % of S4 roll with 5+ Awards at Level 4 or higher by the end of S4**

5+ @ Level 4 or higher	2009	2010	2011	2012	2013
Clackmannanshire	77	75	77	78	79
CA average	77	78	78	80	81
National	78	78	79	80	82

By the end of S4, the percentage of students attaining five-plus subjects at Level 4 or higher in 2013 was 79. This was below CA and national averages but constituted a 'year on year' improvement from previous years.

**Table 4: % of S4 roll with 5+ Awards at Level 5 or higher by the end of S4**

5+ @ Level 5 or higher	2009	2010	2011	2012	2013
Clackmannanshire	28	28	32	31	28
CA average	34	34	35	36	37
National	35	36	36	37	38

By the end of S4, the percentage of students attaining five-plus subjects at Level 5 or higher in 2013 was 28. This was below CA and national averages and continues to present a challenge for the Service.

## Attainment in respect of S5

**Table 5: % of S5 roll with 5+ Awards at Level 5 or higher by the end of S5**

<b>5+ @ Level 5 or higher</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Clackmannanshire</b>	<b>40</b>	<b>44</b>	<b>46</b>	<b>49</b>	<b>50</b>
<b>CA average</b>	<b>45</b>	<b>48</b>	<b>48</b>	<b>51</b>	<b>53</b>
<b>National</b>	<b>47</b>	<b>49</b>	<b>51</b>	<b>52</b>	<b>54</b>

By the end of S5, the percentage of students attaining five-plus subjects at Level 5 or higher in 2013 was 50. This was below CA and national averages but demonstrated a 'year on year' improvement since 2009.

**Table 6: % of S5 roll with 1+ Awards at Level 6 or higher by the end of S5**

<b>1+ @ Level 6</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Clackmannanshire</b>	<b>33</b>	<b>39</b>	<b>40</b>	<b>45</b>	<b>44</b>
<b>CA average</b>	<b>40</b>	<b>42</b>	<b>43</b>	<b>46</b>	<b>48</b>
<b>National</b>	<b>41</b>	<b>43</b>	<b>45</b>	<b>47</b>	<b>48</b>

By the end of S5, the percentage of students attaining one-plus subjects at Level 6 or higher in 2013 was 44; this was below CA and national averages.

**Table 7: % of S5 roll with 3+ Awards at Level 6 or higher by the end of S5**

<b>3+ @ Level 6 or higher</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Clackmannanshire</b>	<b>16</b>	<b>19</b>	<b>20</b>	<b>23</b>	<b>23</b>
<b>CA average</b>	<b>21</b>	<b>23</b>	<b>24</b>	<b>26</b>	<b>26</b>
<b>National</b>	<b>23</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>

By the end of S5, the percentage of students attaining three-plus subjects at Level 6 or higher in 2013 was 23; this was below CA and national averages.

**Table 8: % of S5 roll with 5+ Awards at Level 6 or higher by the end of S5**

<b>5+ @ level 6 or higher</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Clackmannanshire</b>	<b>7</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>9</b>
<b>CA average</b>	<b>9</b>	<b>10</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>National</b>	<b>11</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>13</b>

By the end of S5, the percentage of students attaining five-plus subjects at Level 6 or higher in 2013 was 9. This was below CA and national averages but demonstrated an improvement since 2009-2011. It showed no change since 2012.

## Attainment in respect of S6

**Table 9: % of S6 roll with 1+ Awards at Level 6 or higher**

1+ @ Level 6 or better	2009	2010	2011	2012	2013
Clackmannanshire	39	42	47	49	53
CA average	41	45	49	50	53
National	44	47	50	52	53

By the end of S6, the percentage of students attaining one-plus subjects at Level 6 or higher in 2013 was 53. This equated to CA and national averages and demonstrated a 'year on year' improvement since 2009-2011.

**Table 10: % of S6 roll with 3+ Awards at Level 6 or higher**

3+ @ Level 6 or higher	2009	2010	2011	2012	2013
Clackmannanshire	26	27	29	31	34
CA average	28	31	33	35	36
National	31	33	35	37	38

By the end of S6, the percentage of students attaining three-plus subjects at Level 6 or higher in 2013 was 34. This was below CA and national averages but demonstrated a 'year on year' improvement since 2009-2011.

**Table 11: % of S6 roll with 5+ Awards at Level 6 or higher**

5+ @ Level 6 or higher	2009	2010	2011	2012	2013
Clackmannanshire	17	19	18	20	20
CA average	17	20	22	23	25
National	21	22	24	26	26

By the end of S6, the percentage of students attaining five-plus subjects at Level 6 or higher in 2013 was 20. This was below CA and national averages but demonstrated improvement since 2009.

**Table 12: % of S6 roll with 1+ Awards at Level 7 or higher**

1+ @ Level 7 or higher	2009	2010	2011	2012	2013
Clackmannanshire	14	16	15	16	16
CA average	10	12	13	13	14
National	14	15	16	16	17

By the end of S6, the percentage of students attaining one-plus subjects at Level 7 or higher in 2013 was 16. This was below the national average but above the CA average and demonstrated improvement since 2009.

## Appendix 3 Parental Complaints Statistics

### Stage One Complaints Tables

#### Stage One: Term 1

#### All Establishments

	Number	%
Total receiving Stage One complaints	8 of 26	30.00%
Total standalone nurseries receiving Stage One complaints	1 of 3	33
Total primary schools receiving Stage One complaints	6 of 19	32
Total secondary schools receiving Stage One complaints	1 of 3	33
Total special schools receiving Stage One complaints	0 of 1	0
Total SEBN receiving Stage One complaints	0 of 1	0

Youth Services receiving Stage One complaints	No
Adult Learning Services receiving Stage One complaints	No
Sports Development receiving Stage One complaints	Yes
Educational Psychology	No

#### All Complaints

	Number
Total complaints	27
Total standalone nursery complaints	1
Total primary school complaints	18
Total secondary school complaints	5
Total Sports Development	2
Total Education Service Policy	1
Total upheld	9
Total partly upheld	5
Total not upheld	12
Not resolved	1

## Term 2: Stage One Complaints Tables

### All Establishments

	Number	%
Total receiving Stage One complaints	9	32
Total standalone nurseries receiving Stage One complaints	0	0
Total primary schools receiving Stage One complaints	6	31
Total secondary schools receiving Stage One complaints	3	100
Total special schools receiving Stage One complaints	0	0
Total SEBN receiving Stage One complaints	0	0

Youth Services receiving Stage One complaints	No
Adult Learning Services receiving Stage One complaints	No
Sports Development Services receiving Stage One complaints	Yes
Educational Psychology	No

### All Complaints

	Number
Total complaints	20
Total standalone nursery complaints	0
Total primary school complaints	12
Total secondary school complaints	4
Total Sports Development	4
Total upheld	6
Total partly upheld	4
Total not upheld	10

### Term 3: Stage One Complaint Tables

#### All Establishments

	Number	%
Total receiving Stage One complaints	4	14
Total standalone nurseries receiving Stage One complaints	0	0
Total primary schools receiving Stage One complaints	2	10%
Total secondary schools receiving Stage One complaints	1	33%
Total special schools receiving Stage One complaints	0	0
Total SEBN receiving Stage One complaints	0	0

Sports Development receiving Stage One complaints	Yes
Adult Learning Services receiving Stage One complaints	No
Youth Services receiving Stage One complaints	No
Educational Psychology receiving Stage One complaints	No

#### All Complaints

	Number
Total complaints	6
Total primary school complaints	2
Total secondary school complaints	2
Total Sports Development	2
Total upheld	2
Total partly upheld	2
Total not upheld	2

## Term 4: Stage One Complaints Tables

### All Establishments

	Number	%
Total receiving Stage One complaints	10	36.00 %
Total standalone nurseries receiving Stage One complaints	0	0
Total primary schools receiving Stage One complaints	8	47.00 %
Total secondary schools receiving Stage One complaints	1	33
Total special schools receiving Stage One complaints	0	0
Total SEBN receiving Stage One complaints	0	0

Sports Development receiving Stage One complaints	Yes
Adult Learning Services receiving Stage One complaints	No
Youth Services receiving Stage One complaints	No
Educational Psychology receiving Stage One complaints	No

### All Complaints

	Number
Total complaints	16
Total primary school complaints	13
Total secondary school complaints	2
Total Sports Development	1
Total upheld	0
Total partly upheld	1
Total not upheld	15

## Stage Two Complaints

### Term 1: Complaints Table

	Number	%
Total receiving Stage Two complaints	3	10.5
Total standalone nurseries receiving Stage Two complaints	0	0
Total primary schools receiving Stage Two complaints	3	15.8
Total secondary schools receiving Stage Two complaints	0	0
Total special schools receiving Stage Two complaints	0	0
Total SEBN receiving Stage Two complaints	0	0
Total Youth Services receiving Stage One complaints	0	0
Total Adult Learning Services receiving Stage One complaints	0	0
Total Sports Development Services receiving Stage One complaints	0	0

### Term 2: Complaints Table

	Number	%
Total receiving Stage Two complaints	1	3.5
Total standalone nurseries receiving Stage Two complaints	0	0
Total primary schools receiving Stage Two complaints	1	5.00%
Total secondary schools receiving Stage Two complaints	0	0
Total special schools receiving Stage Two complaints	0	0
Total SEBN receiving Stage Two complaints	0	0
Total Youth Services receiving Stage One complaints	0	0
Total Adult Learning Services receiving Stage One complaints	0	0
Total Sports Development Services receiving Stage One complaints	0	

### Term 3: Complaints Table

	Number	%
Total receiving Stage Two complaints	1	3.5
Total standalone nurseries receiving Stage Two complaints	0	0
Total primary schools receiving Stage Two complaints	0	0
Total secondary schools receiving Stage Two complaints	1	33.3
Total special schools receiving Stage Two complaints	0	0
Total SEBN receiving Stage Two complaints	0	0
Total Youth Services receiving Stage One complaints	0	
Total Sports Development Services receiving Stage One complaints	0	
Total Adult Learning Services receiving Stage One complaints	0	

### Term 4: Stage Two Complaints Tables

	Number	%
Total receiving Stage Two complaints	7	24.5
Total standalone nurseries receiving Stage Two complaints	0	
Total primary schools receiving Stage Two complaints	7	37.00%
Total secondary schools receiving Stage Two complaints	0	
Total special schools receiving Stage Two complaints	0	
Total SEBN receiving Stage Two complaints	0	

## Appendix 4: GLOSSARY

### **Additional Support Needs Provision**

This refers to special education provision and services for children with additional support needs. It includes provision within all secondary schools with children with additional support needs. Clackmannanshire has a range of specialist support to meet the diverse needs of children and young people. In some cases this will involve outreach support from specialist facilities. Support includes: the Early Years Inclusion Support Service; Sensory Service; Visual Impairment Sensory Service; Hearing Impairment; Primary Schools' Support Service; Secondary Schools' Support Service; Extended ASN Department within Alloa Academy for secondary pupils; Lochies School Provision for Primary Aged Children with Complex Needs; Educational Psychology Services, home to school transport for children with Additional Support Needs who meet the Service's criteria, and equipment and adaptations for children and young people with additional support needs.

### **Additional Support for Learning legislation**

The Education (Additional Support for Learning) (Scotland) Act 2004 provides the legal framework for the provision of additional support for learning. The legislation was amended by the Education (Additional Support for Learning) (Scotland) Act 2009. The Act is structured around the concept of support being needed for any reason, and for short or long term periods determined by the individual learning needs of the child or young person. The key duties on education authorities are to identify, make provision for, and review provision for the additional support needs of children and young people for whose education they are responsible.

### **Care Inspectorate**

The Care Inspectorate regulates a range of care services, undertakes strategic inspections of Local Authorities social work departments and is also responsible for the scrutiny of children service as set out in the Public Services Reform (Scotland) Act 2010. In discharging its regulatory and scrutiny functions the Care Inspectorate works in partnership with various stakeholders such as Education Scotland.

### **Curriculum for Excellence**

This is national curriculum for Scottish Schools for learners from age 3 to 18. It aims to achieve a transformation in education by providing a coherent, more flexible and enriched curriculum. New national guidance on expectations of learning and progression through curriculum levels has been published in a framework of experiences and outcomes, which define five levels of learning:

Early: the pre-school years and P1, or later for some  
First: to the end of P4, but earlier or later for some  
Second: to the end of P7, but earlier or later for some  
Third and Fourth: S1 to S3, but earlier for some

### **Getting It Right for Every Child (GIRFEC)**

The *Getting It Right for Every Child* approach ensures that anyone providing that support puts the child or young person – and their family – at the centre. *GIRFEC* is important for everyone who works with children and young people – and with people who work with adults who look after children. Practitioners need to work together to support families, and where appropriate, take early action at the first signs of any difficulty. This means working across organisational boundaries and putting children and their families at the heart of decision making – and giving all our children and young people the best possible start in life.

**‘Grounds for Learning’**

This is the Scottish programme of the UK charity ‘Learning through Landscapes’ and supports outdoor learning and play for children.

**Her Majesty’s Inspectorate for Education (HMIE)**

Inspections are carried out under the auspices of Education Scotland, the national body supporting quality improvement in Scottish Education. The purpose of inspections is to provide assurance on the quality of Scottish education and promote improvement and innovation to enhance learners’ experiences and lead to better outcomes. Inspections also contribute to National Performance Framework reporting. Each year, HMIE inspects and reports on the quality of education in a sample of pre-school centres, primary schools, secondary schools, special schools, community learning and development services, colleges, and residential educational provision. It also inspects the education functions of local authorities.

**Definitions of percentages (as determined by HMIE):**

Almost all – over 90%

Most – 75 – 90%

Majority – 50 – 74%

Less than half – 15 – 49%

Few – up to 15%

**ICT (Information Communication Technology)**

ICT refers to technologies that provide access to information through telecommunications. It focuses primarily on communication technologies including the Internet, wireless networks, cell phones, and other communication media.

**Learning community**

A Learning community seeks to address the learning needs of its locality through partnership. It uses the strengths of institutions, public, private and voluntary services, and community groups to enable young people and adults to achieve to their full potential. Learning communities use learning as a way to build community capacity, and to promote social cohesion, social inclusion, regeneration and economic development.

**‘Looked After’ Children**

‘Looked After Children’ are defined as those in the care of their local authority. The majority will come into the category of children ‘looked after’ away from home in residential settings, or those who are ‘looked after’ at home but subject to regular contact with Social Workers.

**National Performance Framework**

The National Performance Framework is a system of measuring progress against objectives identified by the Scottish Government in order to achieve the best quality of life for the nation. The Framework contains a number of targets relating to children and young people, and lifelong learning. Many of the targets are inter-related, such as those relating to children’s deprivation, health and attainment.

**Scottish Qualifications Authority (SQA)**

SQA is the national accreditation and awarding body in Scotland.

---

**Report to: Education, Sport & Leisure Committee**

---

**Date of Meeting: 21 November, 2013**

---

**Subject: Leisure & Sport Strategy (2013-15)**

---

**Report by: Chief Executive**

---

### **1.0 Purpose**

- 1.1. The purpose of this report is to present to Committee the Leisure & Sport Strategy 2013-2015.

### **2.0 Recommendations**

- 2.1. It is recommended that the Committee:
- a) recommends approval by Council of the Leisure & Sport Strategy 2013-2015;
  - b) subject to Council approval further to 2.1(a), notes the intention to take forward the review of leisure referred to in paragraph 5.3 of this report;
  - c) endorses the remit of that review; and
  - d) notes the Chief Executive's intention to streamline management and operational responsibility for leisure and sport within the Council.

### **3.0 Considerations - Strategic Context**

- 3.1 The Council's corporate priorities contained within the document *Taking Clackmannanshire Forward* (agreed in October, 2012) included a priority action to deliver a holistic Leisure & Sport Strategy.
- 3.2 The proposed Strategy, which is attached as the Appendix to this report, is firmly grounded in the ambitions of the Clackmannanshire Community Plan, *Working Together for Clackmannanshire*, and the Clackmannanshire Single Outcome Agreement which was signed off at the start of July this year. As such, the Leisure & Sport Strategy is underpinned by the following key principles which are fundamental to these recently agreed core documents:
- **Community Participation & Problem Solving:** should lie at the heart of service design to ensure need is met;
  - **Prevention & Early Intervention:** there must be a decisive shift towards prevention & early intervention setting behaviours early in life.

- **Preventative Health Care:** Early is best, but it's never too late to start leading a healthier, more active life, therefore, we should work with communities and community groups to raise awareness and tailor responses based on need;
- **Partnership Working:** the totality of all assets should be brought to bear through Partnership Working & Integrated Service Delivery, e.g. those of council, partners, third sector and communities
- **Customer Focus** - recognition that one size doesn't fit all; preferences, needs and trends change over time and as people transition through various life stages; flexibility and adaptability of will be key
- **Sustainability & Affordability** - solutions must be affordable, stand the test of time and should not result in unsustainable future liabilities, either for partners or communities.

3.3 The Council's transformational change programme, *Making Clackmannanshire Better*, also provides a key strategic context for the Leisure & Sport Strategy, with the following themes being of particular relevance:

- supporting early years
- supporting adults
- working in partnership and developing our communities
- making better use of public buildings and facilities.

#### 4.0 Considerations - Aims & Objectives of the Strategy

4.1 The Strategy sets out the local context for leisure and sport provision and is informed by recent stakeholder consultation (via the Main Issues Report and the Clacks 1000). Derived from that context, the Strategy sets out three aims which are to:

- 1 Make active lives a habit for all children and young people in Clackmannanshire;
- 2 Increase levels of participation by all;
- 3 Develop a core infrastructure that is sufficiently flexible to support participation and development in a range of leisure and sport activities.

4.2 There are number of more detailed objectives associated with each of these aims and these are set out on pages 13-18 of the Strategy.

4.3 In addition, seven key measures from the SOA are proposed to assess the impact the Strategy is having in meeting its aims and the Council's wider intended outcomes. These measures are set out on page 19 of the Strategy.

#### 5.0 Considerations - Going Forward

5.1 As the Committee will note, the proposed Strategy covers a shorter period than would normally be associated with such a document. The reason for this is to enable the document to be revisited in response to potential future developments which may arise as a result of:

a) relevant *Making Clackmannanshire Better* initiatives which could impact on provision of leisure and sport, generally, and the Council's role in that provision, specifically; and

b) the Leisure & Sport Strategy's aim to "*develop a core infrastructure that is sufficiently flexible to support participation and development in a range of leisure and sport activities.*"

- 5.2 Related to b), a significant factor is that the five year contract for the provision of leisure and sport services at the Alloa Leisure Bowl is coming to an end. (The contract is worth £488,000 and due to expire in September, 2014.) While the terms of the contract allow for a five year extension, it is considered prudent given the strategic framework which has been described in this report to review this contract in that context. Accordingly, it is intended (subject to agreement with Wasp Leisure Limited) to extend the contract for one year to enable an assessment of that provision to take place and for an appraisal of the potential capacity for other provision to be carried out.
- 5.3 Council has previously earmarked resources for this review pending the approval of a Leisure Strategy (ref 2012-13 Revenue Budget) so, subject to Council approval of the Strategy, this review will be taken forward. The intended remit of the review is as follows:

#### **Review of Leisure Provision - Remit**

##### Purpose

The purpose of the review is

1 - to assess the current provision (as delivered by Alloa Leisure Bowl) against the following criteria:

- a. range and quality of activities offered
- b. cost and value of activities offered
- c. fitness for purpose of the facility taking into account the following contexts:

- other leisure facilities within Clackmannanshire
- other leisure facilities outwith but accessible to Clackmannanshire
- service user demand
- potential alternative models of provision
- the Council's interim Leisure & Sport Strategy

2 - to assess the potential capacity for other leisure provision in Clackmannanshire against the same criteria as above and taking into account the same contexts.

##### Outputs

The outputs of the review will be a report outlining:

- a) the assessments referred to above
- b) the provision of a range of options for future leisure provision which best align with the ambitions of the Council and the financial constraints that it faces
- c) an options appraisal of these options

## **6.0 Related Matters**

- 6.1 The management of various aspects of leisure and sport provision within the Council is currently split between Education, Facilities Management and Strategy & Customer Services. This has meant that there has not been a single strategic lead which has sometimes resulted in a lack of clarity and corporate direction.
- 6.2 Accordingly, it is the Chief Executive's intention to consolidate management responsibility for leisure and sport so that in future:
- the Head of Education will have the strategic lead for leisure and sport policy and provision
  - associated supporting processes (e.g. bookings, staffing of facilities) would be streamlined within Strategy & Customer Services
  - responsibility for maintenance of the buildings would remain with the Hard FM & Maintenance team.
- 6.3 As well as ensuring greater clarity of direction and accountability at officer level, this focus aligns with the Council's structure for political accountability in terms of the roles of the Education, Leisure & Sport Committee in determining policies for the promotion of sport and leisure and of the Convenor of that Committee who has political responsibility for the policy areas of leisure and sport and for the education service.
- 6.4 A subsidiary benefit of this streamlined management is that it would also align better with Stirling Council's arrangements, where the lead service is education.

## **7.0 Conclusions**

- 7.1 One of the Council's priority actions is to deliver a holistic Leisure & Sport Strategy. In order that that Strategy is, and remains, fit for purpose, it is important that it is firmly rooted in the relevant strategic contexts which underpin the policy and operating environments of the Council. The approach put forward in this report should ensure that this is the case.

## **8.0 Sustainability Implications**

- 8.1 The proposals in the Strategy would contribute to reducing health inequalities, reducing social exclusion and encouraging outdoor activity.

## **9.0 Resource Implications**

- 9.2 *Financial Details* - there are no additional financial implications for the Council's approved budget as a direct result of this paper. Any future budget implications from the Strategy, if approved by Council, would be routed via the normal budget processes.
- 9.3 *Staffing* - there are no changes to the Council's establishment as a result of this report.

## 10.0 Exempt Reports

10.1 Is this report exempt? No

## 11.0 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 )

Our communities are more cohesive and inclusive  
Vulnerable people and families are supported  
Substance misuse and its effects are reduced  
Health is improving and health inequalities are reducing  
The Council is effective, efficient and recognised for excellence

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

Community Plan  
Single Outcome Agreement  
Taking Clackmannanshire Forward

## 12.0 Equalities Impact

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

Yes

## 13.0 Legality

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

## 14.0 Appendices

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

- Leisure & Sport Strategy (2013-2015)

## 15.0 Background Papers

15.1 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


- Main Issues Report
- Clackmannanshire SOA
- Taking Clackmannanshire Forward

- Working Together for Clackmannanshire

**Author(s)**

<b>NAME</b>	<b>DESIGNATION</b>	<b>TEL NO / EXTENSION</b>
Elaine McPherson	Chief Executive	452002
Stuart Crickmar	Head of Strategy & Customer Services	452127
Stephen Crawford	Head of Facilities Management	452533
Alan Miliken	Assistant Head of Education	01786 442945

**Approved by**

<b>NAME</b>	<b>DESIGNATION</b>	<b>SIGNATURE</b>
Elaine McPherson	Chief Executive	



Clackmannanshire  
Council

# Making Clackmannanshire Better Leisure and Sport Strategy

2013-2015





<b>CONTENTS</b>	<b>Page</b>
Foreword	3
Mission & Contexts	4
Principles	10
Aims and Objectives	12
Taking the Strategy Forward	19
Appendix 1 - Overview of Aims and Objectives	20
Appendix 2 - Strategic Background	23



## **Foreword**

The Council wants to make Clackmannanshire better by making healthy, active living a way of life.

The benefits of leisure and sport are well known; beyond the obvious health benefits, leisure and sport activities provide us with friendship and a sense of community and wellbeing that goes beyond anything we can easily measure. Achievement in leisure and sport, on a personal level, or through supporting others, can provide a real sense of satisfaction and enjoyment.

Whether it's Andy Murray winning Wimbledon, Alloa Athletic getting promoted or that feeling of completing a personal challenge, such as climbing a Munro or running a half marathon, the sense of achievement and unity with others is uplifting, motivational and often life-affirming

The challenge, of course, is for us to make changes in our daily lives so that we realise the benefits of being more active, more often and for longer. It's not always easy; not everyone can or would want to be an Andy Murray, and with modern busy lives, there are many distractions and barriers to be overcome.

The Strategy, therefore, seeks to provide a framework to make it easier for all of us to get involved in leisure and sport activities. Through it, the Council wants to see:

1. Increased participation in leisure and sport;
2. Increased numbers of people leading more active lives;
3. Improvements in adult health and reduction in levels of childhood obesity;
4. Reductions in the gap between the highest and lowest life expectancy rates;
5. Improvements in the quality of life within all our communities.

The Strategy has been developed taking into account recent community consultation and will be refined over the next 18 months alongside other Council service developments which are taking place.

I hope the document provides a framework to motivate and support everyone in Clackmannanshire to be more active more often, regardless of age or ability.

**Councillor Ellen Forson**



## **Our Mission**

To make healthy, active living a way of life in Clackmannanshire.

## **Contexts**

Leisure and sport are inherently good things to promote and support. They keep us fit, active and healthy, but more than that, they enrich all our lives and are essential elements of community wellbeing and cohesion. As such, leisure and sport are as much part of Scotland's rich history, culture and traditions as our music and poetry, our food and drink, our landscapes and our architectural heritage.

There are many and varied leisure and sport activities to choose from in Clackmannanshire. The facilities which the Council directly provides and maintains are shown on the diagram on the next page.

As well, as Council facilities and assets, there are many other organisations in the private and voluntary sectors which offer activities. And, of course, in Clackmannanshire, perhaps our biggest leisure assets are the Ochil Hills which offer superb opportunities for many pursuits.





Resources allocated by the Council to some of this provision are as follows:

- Alloa Leisure Bowl - £488,000 - footfall 378,000
- Firpark Ski Centre - £161,089 - footfall 25,392
- Tullibody Civic Centre - £118,416 - footfall 31,972
- Dumyat Leisure Centre - £100,624 - footfall 12,810
- Sports Development Service - £316,000
- Alloa Academy (public leisure resources) - £133,000 - footfall 38,159
- Alva Academy (public leisure resources) - £145,123 - footfall 34,741
- Lornshill Academy (public leisure resources) - £132,683 - footfall 42,438
- Maintenance of open space - £250,000

As can be seen, Council expenditure on that provision is over £1.8M.

The statutory basis for this is the Local Government and Planning Act (Scotland) 1982 which states that Councils *"shall ensure that there is adequate provision of facilities for the inhabitants of their area for recreational, sporting, cultural and social activities."*

While the term *"adequate"* is not defined in law, national guidance from 2003 advises councils to find out people's needs whilst taking into account national objectives and priorities.

Taking into consideration this statutory basis, the priorities set out by the Council and the economic climate, it is clear that investment in leisure and sport by the Council must demonstrably improve outcomes within a context of reducing resources. Given the current fiscal outlook, it is doubly important that the case for leisure and sport provision is firmly rooted within the context of clear policy priorities, customer need and economic reality.



## Health & Lifestyle Outcomes in Clackmannanshire

There remain significant health and lifestyle inequalities in Clackmannanshire, particularly between our most and our least deprived communities.

Clackmannanshire's lifestyle indicators provide an illustration of the challenges we face within the Wee County. For instance, compared to Scotland as a whole, in Clackmannanshire:

- an estimated 30% of adults smoke compared with 25%
- child obesity is 8.9% compared with 8%
- prevalence of diabetes in adults is 3.8% compared with 3.5%
- mental health prescriptions total 10.5% compared with 9.7%.

Women's, maternal and children's health factors are also worse in Clackmannanshire than in the rest of Scotland. For example, an estimated 29.9% of mothers smoke during pregnancy compared with a national average of 22.6%. Other women's and maternal outcomes, such as number of teenage pregnancies, low birth weights and low breast feeding rates are also much worse in Clackmannanshire than they are in the rest of Scotland.

Although mortality rates from the main causes in Scotland (which are coronary heart disease, cerebrovascular disease and cancers) are generally below the Scottish average, male life expectancy is significantly worse, particularly in our most deprived communities where it is as low as 67.9 years compared with a Scottish average of 74.5 years.

## Stakeholder Consultation

A significant consultation exercise supported the development of this interim strategy. The Leisure & Sport Strategy Main Issues Paper developed in 2012 set out a number of considerations and some key threads emerged from stakeholder groups:

- **Community and community groups** - informal leisure pursuits were higher priority than formal sports provision, with walking and cycling being by some margin the most popular activities. Of those who use leisure and sports facilities within Clackmannanshire, poor quality, high cost and issues with access were regarded as the main barriers to participation;
- **Clubs** - indicated that they wanted club development to lead to increased participation, and, therefore, wanted the Council's strategic



response to engage the whole community, and a greater focus on attracting external funding;

- **Nurseries and schools** - feedback provided a pattern that mirrors national research, with participation levels beginning to decline sharply as children move from primary into secondary education. From national research, we know this downward trajectory continues at a constant rate in the working age population, significantly worsening with age.

Based on the consultation, participation levels are high in nursery age children, with activities in parks and swimming featuring highly. Swimming continues to be popular for primary age children, when football also comes to the fore as a significant area of participation. Better promotion of existing events and facilities, and better outdoor facilities, such as skate parks, were regarded respectively as priorities for nursery and primary age pupils.

A quarter of secondary school age respondents were not interested in leisure and sport. For those who do participate, formal sporting activity featured less in preference to informal activities such as walking. School, Council and club based activities supported the majority of participation, however, these tended to be more leisure or fitness orientated, rather than significant participation in competitive sport.

The main barriers to sport participation cited by secondary-school aged respondents were clashes with other commitments and a lack of quality facilities.

### Public Perception

When asked in 2012, 28% of residents who responded to the Clacks 1000 Citizens' Panel said that the area had good leisure facilities. This was higher at 42% in the former regeneration areas. The results in 2013 were 35% and 36% respectively.

For those that had used leisure and sport services, positive perceptions of the facilities are the norm:

- overall 76% in 2012 and 77% in 2013
- regeneration areas 91% in 2012 and 88% in 2013.

When asked specifically in 2012 (results from regeneration communities in brackets) what they disliked about their community 29% (7%) said poor leisure facilities, 25% (35%) said nowhere for children to play and 49% (59%) said young people hanging around/nothing to do.



In 2013 when asked what they disliked about their community 26% (22%) said poor leisure facilities, 16% (26%) said nowhere for children to play, and 36% (39%) said young people hanging around.

Whilst over half of residents believe that sport and leisure facilities are good, only 12% agree Clackmannanshire has a good choice of activities/facilities for teenagers. Just over a quarter agreed that Clackmannanshire has good facilities and activities for families, and a similar proportion, 28%, agree that there are good facilities/activities for older people.

The bulk of Clackmannanshire residents (over 90%) agree they have good access to open spaces, with around 60% of respondents consistently saying they visit these. Over half (57% overall, and 60% in regeneration areas) of panel members said they visited Gartmorn Dam Country Park in the past year.

Awareness of work being taken forward by Ochil Landscape Partnership has shifted from about a quarter of residents in 2012 to a third in 2013. However, awareness of the Partnership is very low in regeneration areas. Awareness of the work of the Inner Forth Landscape Initiative remains very low both in regeneration areas and across Clackmannanshire more widely.



## **Principles**

Leisure and sport are an important part of all our lives. This Strategy acknowledges that in the current climate of uncertainty, both within the wider economy and partner organisations, new ways of thinking are required. If we are to continue meeting the needs and expectations of the communities we serve, we need to be open to working in new ways, seeing the role of the Council and its partners in a new light, with personal and community responsibilities for problem-solving coming more and more to the fore.

Changing behaviours is never easy, particularly in later life, therefore prevention and early intervention, setting our young people on a path of healthy active lifestyles is key. We know that positive lifestyles formed early in our early years tend to stay with us throughout life. Parents, therefore, particularly mothers, have a significant influence and role to play.

Whilst prevention is best, it's never too late to start living more healthily, so targeted interventions can make a significant contribution at all life stages.

Medical, environmental and lifestyle advances and improvements in working conditions are seeing a significant proportion of our population living longer, though not always healthier lives. As our population ages, and with increasing numbers leading sedentary, inactive lifestyles, we are facing a demographic time bomb.

We often see ourselves as passive recipients of health care, however, as a core principle we must shift public perception so that we all regard anticipatory or preventative health care as a personal responsibility. In essence, healthier living today is the best prescription for us to be healthier, fitter and more active into later life.

This needs to be seen beyond just physical wellbeing. As our population increasingly ages, more people are living on their own, often with complex health and social care needs, some of whom may be leading isolated existences with impacts on mental health. Leisure and sport, but particularly community leisure and group activities, will increasingly play an important role in bringing communities together, giving people a sense of purpose and place, thereby improving community cohesion.

The strategy recognises that there is no magic bullet; improving service provision is important but insufficient in its own right. Opportunities presently exist that are not being taken up by segments of our community, the result of which is social inequality with too many suffering premature ill-health, poor quality of life and ultimately, lives shorter than they need be.

The solutions lie in a better blend of responses, with service providers, community groups and communities working together to meet need based on



circumstance, recognising that not everyone can or wants to participate in formal or organised activities. The barriers to participation are many and complex: cost, accessibility, awareness, personal confidence, parental confidence, self-esteem, self-image, ability, peer-pressure, personal preference, poor role models and environmental influences.

Accordingly, our decision-making and actions in relation to the Strategy are underpinned by the following principles:

- **Community Participation & Problem Solving:** should lie at the heart of service design to ensure need is met;
- **Prevention & Early Intervention:** there must be a decisive shift towards prevention & early Intervention setting behaviours early in life.
- **Preventative Health Care:** Early is best, but it's never too late to start leading a healthier, more active life, therefore, we should work with communities and community groups to raise awareness and tailor responses based on need, both in terms of place, and life stage;
- **Partnership Working:** the totality of all assets should be brought to bear through Partnership Working & Integrated Service Delivery, e.g. those of council, partners, third sector and communities
- **Customer Focus** - recognition that one size doesn't fit all, and that preferences, needs and trends change over time and as people transition through various life stages, therefore flexibility and adaptability will be key
- **Sustainability & Affordability** - solutions must be affordable, stand the test of time and should not result in unsustainable future liabilities, neither for partners nor communities..



## **Aims and Objectives**

To enable us to implement our Mission, we have identified the following overarching aims based on the underpinning principles set out in the previous section.

### **Aims:**

- 1 Make active lives a habit for all children and young people in Clackmannanshire;
- 2 Increase levels of participation by all;
- 3 Develop a core infrastructure that is sufficiently flexible to support participation and development in a range of leisure and sport activities.

The next pages explain these aims and set out specific objectives we intend to pursue under each of the aims. A summary is also provided at Appendix 1 of the Strategy.



### **Aim 1 - Make active living a habit for all children and young people in Clackmannanshire**

The arguments for a decisive shift of resources to prevention and early intervention are well understood, as is the understanding that children's early years are the time to form positive habits and behaviours.

While the emphasis has often been placed on the role of education and schools, even before children start nursery, parents or carers have a key role to play in promoting active healthy lives and in setting a positive example through their own participation. Opportunities for parents and children to participate together can be particularly powerful.

So while schools will continue to be an important part of the mix through the Curriculum for Excellence, we also need to see a greater focus earlier on in life.

As well as parents and carers, clubs and community groups are vital as they provide an array of opportunities for participation from cradle to grave. There is a need, however, to better link these opportunities through more formal service design or participation pathways, from early years, supporting the Curriculum for Excellence during school years, and then through into adulthood, including ongoing organised activities, leisure pursuits and amateur and elite sports.

The focus for all partners will be on programmes aimed at developing key physical and social skills that will have a significant impact on a child's development. This will include improving the child's physical literacy such as agility, balance and coordination in line with Long Term Athlete FUNdamental development. This will enable individuals to put those skills into use later in life, enabling participation in leisure and sports with confidence.

#### **Objectives:**

By working with partners and communities:

- develop information, advice and, where necessary, support programmes for expectant mothers to improve personal confidence and physical and health literacy;
- develop and enhance the provision offered through the Active Start initiative, including daily physical activity, movement and co-ordination programmes, information for families and resources for all pre-school children in nursery settings;
- develop further the work and benefits of the Active Start initiative through parent and toddler groups, new mothers, health visitors and other pre-school establishments;



- develop and enhance the Active Schools initiative including extra-curricular sports and physical activity clubs, links to community sports clubs, sports pathways and P7 transition projects;
- ensure the Active Schools initiative works closely with other organisations to use sport to target groups of girls/women, people who have disabilities and individuals in socio-economically deprived communities to increase participation in physical activity;
- ensure the delivery of 2 hours quality PE per week to all primary school aged children through a co-ordinated and balanced curriculum driven by the Curriculum for Excellence and that links the school to local clubs and community opportunities;
- raise confidence, motivation and provide challenge through an annual programme of inter school sports competitions with clear pathways leading to regional and national representation;
- ensure delivery of 2 sessions of PE per pupil per week in secondary schools and develop the schools of sport model to increase pupils' sporting and life skills such as resilience, self-esteem, fitness respect and self-belief;
- ensure that all school, leisure, physical activity, PE and sport are managed through integrated and co-ordinated pathway approaches, working with key local groups and regional and national partners to help pupils achieve their potential;
- develop a Commonwealth Games and Ryder Cup Legacy Plan for Clackmannanshire to ensure that we inspire young people and increase participation.



## **Aim 2 - Increase levels of participation by all**

Health inequalities are significant within Clackmannanshire. Poor health impacts on quality of life; it also limits employment and income opportunities, and is, therefore, a significant factor in determining socio-economic deprivation. Moreover, premature ill-health brought on by inactivity, bad diet and poor lifestyle choices will increasingly place unsustainable burdens on the health and social care system in Clackmannanshire.

Leisure and sport are essential components, therefore, of targeted integrated anticipatory care/prevention programmes that we need put in place to significantly improve adult health in areas of known high risk.

It is also vital that leisure and sport are accessible (physically and economically) so partners need to work together to ensure that any such barriers to participation are minimised.

### **Objectives:**

Working with partners and communities:

- develop and enhance the provision offered through the Active Communities initiative, raising awareness of wellbeing and the benefits of healthy lifestyle choices, to include:
  - individual health checks and learning plans
  - nutritional advice
  - a range of fitness and exercise classes
  - the development (with health partners and community groups) targeted referral pathways to leisure and sport anticipatory health care programmes;
- working with local employers, develop programmes and promotions that encourage increased participation in the workplace;
- develop the roll out of the national Community Sports Hub programme at Lornshill, Alva and Alloa campuses in order to provide additional structured opportunities for young people and adults to be physically active within their communities;
- develop tailored community programmes such as Midnight Leagues, Urban Sports (such as skateboarding), freestyle activities, outdoor activities, dance and martial arts and youth programmes as a focussed approach to support vulnerable communities and groups;
- review existing sports provision for older people and people with disabilities and develop a range of sports and leisure activities and



pathways, including supporting the creation of new community based clubs;

- review public funding/service level agreements with community groups to ensure sufficient support is targeted at the development and maintenance of preventative and anticipatory health care leisure and sport programmes;
- work with all sectors to ensure accessibility of leisure and sport is maximised;
- working with all sectors, develop an integrated marketing and promotional programme of leisure and sports opportunities in the County, including developing and attracting new events that make the most of Clackmannanshire's outstanding outdoor space and existing facilities.



**Aim 3 - Develop a core infrastructure that is sufficiently flexible to support increased participation in a range of leisure and sports activities**

Leisure and sports activities are diverse which means that the facilities and resources required to support them will be wide and varied. Even within any one leisure pursuit or sport, levels of participation, practice or expertise may require completely different levels of facilities and support.

At the elite end, participants may expect to travel to a regional centre of excellence for facilities and coaching; at a beginners level, a small area of open space or access to a hall may suffice. For others it may be easy access to outdoor spaces or cycle paths.

Infrastructure should not be regarded solely as hard assets such as playing fields or buildings. Coaches, activity leaders and volunteers are as - if not more - important.

While the Council cannot possibly cater for all activities and levels of participation, there remains significant underutilisation of existing council leisure and sport facilities. Looking across Clackmannanshire, there are many public, private and community assets which if better planned and integrated could be used to much greater impact and effect. Looking beyond county boundaries, there is also merit in continuing to explore more formal links and pathways with neighbouring, regional and national resources to better meet the needs of all.

**Objectives:**

- develop an Open Space Strategy, and associated Land Asset Management Plan, that enables increased participation in our highest demand areas such as informal outdoor leisure activities and opportunities;
- working with partners and communities map out all existing leisure and sports assets, both hard assets, groups and gaps in service provision. and people resources within Clackmannanshire;
- based on the mapping exercise, as part of the *Making Clackmannanshire Better* programme undertake a review of service delivery models that meet need at a community and county level, and provide pathways to neighbouring, regional and national resources;
- work with communities and community groups to realise their aspirations as set out in their Community Action Plans or community visioning exercises
- support communities and community groups to develop community vehicles and funding applications for sport and leisure provision or facilities that meet identified need;



- working with CTSI and local clubs, develop an integrated volunteer development programme that supports the needs of leisure and sport provision, including:
  - an integrated programme of coach education, in-service training, Continued Professional Development and leadership
  - wider deployment of modern progressive ideas such as the Community Sports Hub, Positive Coaching Scotland, club accreditation
- ensure better utilisation of high profile national campaigns and events to motivate and inspire young people and adults in Clackmannanshire to participate in leisure and sport.



## Taking Our Leisure & Sport Strategy Forward

The landscape within which the Council operates is constantly changing. In delivering this Strategy, we need to fully consider the impact of developments such as the Council's Corporate Plan 2012-2017, the new Single Outcome Agreement 2013-2023, including initiatives being delivered under the umbrella of *Making Clackmannanshire Better*. We will also consider the increasing and changing demand for services, and the challenging context in which we find ourselves.

The Strategy will be reviewed annually to ensure it remains fit for purpose and is having a positive impact towards achieving our overall Corporate Vision. This will include an evaluation based on performance outcomes set out in the SOA. It will also be reconsidered in 2015 further to a review of existing provision as set out in the objectives under the third aim.

Measure	2012	2013	Target 2017
Satisfaction with Sport and Leisure provision overall	76%	77%	85%
% of people participating in leisure and sport	Check Household Survey		
Prevalence of Adult Diabetes (gap with national average)	-	0.3%	0%
Child Obesity in primary 1 Children (gap with national average)	-	0.8%	0%
Gap between Life Expectancy (Clacks and national average)	Males 0.9 yrs Females 0.1 yrs		
% of people who feel that they have a good quality of life	88%	87%	95%
% of people who agree that Clackmannanshire has good choice of leisure & sport activities/facilities:			
Overall	54%	55%	70%
Young Children	28%	34%	50%
Teenagers	11%	12%	30%
Families	21%	26%	45%
Older People	25%	28%	45%

**Leisure & Sports Strategy Mission**

Our mission is to see that healthy active living becomes a way of life for all in Clackmannanshire



<p><b>Make active living a habit for all children and young people in Clackmannanshire</b></p>	<p><b>Increase levels of participation by all</b></p>	<p><b>Develop a core infrastructure that is sufficiently flexible to support increased participation in a range of leisure and sports activities</b></p>
<ul style="list-style-type: none"> <li>• develop information, advice and, where necessary, support programmes for expectant mothers to improve personal confidence and physical and health literacy;</li> <li>• develop and enhance the provision offered through the Active Start initiative, including daily physical activity, movement and co-ordination programmes, information for families and resources for all pre-school children in nursery settings;</li> <li>• develop further the work and benefits of the Active Start initiative through parent and toddler groups, new mothers, health visitors and other pre-school establishments;</li> </ul>	<ul style="list-style-type: none"> <li>• develop and enhance the provision offered through the Active Communities initiative, raising awareness of wellbeing and the benefits of healthy lifestyle choices, to include;               <ul style="list-style-type: none"> <li>○ individual health checks and learning plans</li> <li>○ nutritional advice</li> <li>○ a range of fitness and exercise classes</li> <li>○ develop (with health partners and community groups) targeted referral pathways to leisure and sport anticipatory health care programmes;</li> </ul> </li> <li>• working with local employers, develop programmes and promotions that encourage increased participation in the workplace;</li> <li>• develop the roll out of the national Community Sports Hub programme at Lornshell, Alva and Alloa</li> </ul>	<ul style="list-style-type: none"> <li>• develop an Open Space Strategy, and associated Land Asset Management Plan, that enables increased participation in our highest demand areas such as informal outdoor leisure activities and opportunities;</li> <li>• working with partners and communities map out all existing leisure and sports assets, both hard assets, groups and gaps in service provision. and people resources within Clackmannanshire;</li> <li>• based on the mapping exercise, as part of the Making Clackmannanshire Better undertake a review of service delivery models that meet need at a community and county level, and provide pathways to neighbouring, regional and national resources;</li> </ul>



<p><b>Make active living a habit for all children and young people in Clackmannanshire</b></p>	<p><b>Increase levels of participation by all</b></p>	<p><b>Develop a core infrastructure that is sufficiently flexible to support increased participation in a range of leisure and sports activities</b></p>
<ul style="list-style-type: none"> <li>• develop and enhance the Active Schools initiative including extra-curricular sports and physical activity clubs, links to community sports clubs, sports pathways and P7 transition projects;</li> <li>• ensure the Active Schools initiative works closely with other organisations to use sport to target groups of girls/women, people who have disabilities and individuals in socio-economically deprived communities to increase participation in physical activity;</li> <li>• ensure the delivery of 2 hours quality PE per week to all primary school aged children through a co-ordinated and balanced curriculum driven by the Curriculum for Excellence and that links the school to local clubs and community opportunities;</li> <li>• raise confidence, motivation and provide challenge through an annual programme of inter school sports competitions with clear pathways leading to regional and national representation;</li> <li>• ensure delivery of 2 sessions of PE per pupil per week in secondary schools and develop</li> </ul>	<p>campuses providing additional structured opportunities for young people and adults to be physically active within their communities;</p> <ul style="list-style-type: none"> <li>• develop tailored community programmes such as Midnight Leagues, Urban Sports (such as skateboarding), freestyle activities, outdoor activities, dance and martial arts and youth programmes as a focussed approach to support vulnerable communities and groups;</li> <li>• review existing sports provision for older people and people with disabilities and develop a range of sports and leisure activities and pathways, including supporting the creation of new community based clubs;</li> <li>• review public funding/service level agreements with community groups to ensure sufficient support is provided to the development and maintenance of preventative and anticipatory health care leisure and sport programmes;</li> </ul> <p>working with all sectors, develop an integrated marketing and promotional programme of leisure and sports opportunities in the County, including developing and attracting new events that make the most of Clackmannanshire's outstanding outdoor space and</p>	<ul style="list-style-type: none"> <li>• work with communities and community groups to realise their aspirations as set out in their Community Action Plan or community visioning exercises;</li> <li>• provide support to communities and community groups to develop community vehicles and funding applications for sport and leisure provision or facilities that meet identified need;</li> <li>• working with CTSI and local clubs, develop an integrated volunteer development programme that supports the needs of leisure and sport provision, including:             <ul style="list-style-type: none"> <li>○ an integrated programme of coach education, in-service training, Continued Professional Development and leadership</li> <li>○ wider deployment of modern progressive ideas such as the Community Sports Hub, Positive Coaching Scotland, club accreditation</li> </ul> </li> <li>• work with all sectors to ensure accessibility of leisure and sport is maximised;</li> </ul>



<b>Make active living a habit for all children and young people in Clackmannanshire</b>	<b>Increase levels of participation by all</b>	<b>Develop a core infrastructure that is sufficiently flexible to support increased participation in a range of leisure and sports activities</b>
<p>the schools of sport model to increase pupils' sporting and life skills such as resilience, self-esteem, fitness respect and self-belief;</p> <ul style="list-style-type: none"><li>• ensure that all school, leisure, physical activity, PE and sport are managed through integrated and co-ordinated pathway approaches, working with key local groups and regional and national partners to help pupils achieve their potential;</li><li>• develop a Commonwealth Games and Ryder Cup Legacy Plan for Clackmannanshire to ensure that we inspire young people and increase participation.</li></ul>	<p>existing facilities.</p>	<ul style="list-style-type: none"><li>• ensure better utilisation of high profile national campaigns and events to motivate and inspire young people and adults in Clackmannanshire to participate in leisure and sport.</li></ul>



## **Appendix 2 - Strategic Background**

Through its Corporate Plan and the Single Outcome Agreement (SOA), the Council is committed to improving the long-term outcomes for our communities in Clackmannanshire. Both plans recognise that a step change is required in order to break the cycle of deprivation that creates inequalities in Clackmannanshire, and to manage the demand for sustainable services essential for the most vulnerable individuals in our communities.

We will realise our Vision, by enabling:

- Better services
- Better opportunities
- Better communities

The Council has a number of key corporate strategies in place to guide how we will achieve these aims, objectives and priorities. These strategies complement one another and promote a strategic, organisation-wide approach for delivering positive outcomes for our customers and our communities. This Leisure & Sports Strategy is, therefore, closely aligned with the Council's other corporate strategies, and is integral to the Council's significant and ambitious programme of transformation, '*Making Clackmannanshire Better*'.



DRAFT