**CLACKMANNANSHIRE COUNCIL**

| | |
|---|---|
| **Report to** | **Scrutiny Committee** |
| **Date of Meeting:** | **24 August 2017** |
| **Subject:** | **Education Service Business Plan 2017/18** |
| **Report by:** | **Anne Pearson, Chief Education Officer** |

## 1.0 Purpose

1.1. The purpose of this report is to present to the Scrutiny Committee the Education Service Business Plan for 2017/18. The Plan is appended to the report in Appendix 1.

## 2.0 Recommendations

2.1. It is recommended that the Scrutiny Committee note and comment and challenge as appropriate.

## 3.0 Considerations

3.1. This has been a transition year for the Education Service with the shared agreement ending in December 2016. Since then the service has been carrying out an extensive evaluation of the performance and development needs across the service. Actions have been identified which will drive improvement.

3.2. The actions will ensure that the service delivers ongoing improvement in the four strategic priority areas: Attainment, Closing the Gap between the most and least disadvantaged, Health and Well Being and Employability Skills and Positive Destinations. It takes account of the work already underway through the Scottish Attainment Challenge and the new Pupil Equity Funding, and the new requirements of the Education (Scotland) Act 2016 to report on the National Improvement Framework.

3.3. The plan is aligned to corporate priorities and to the developing Local Outcome Improvement Plan. It sets out the actions to be delivered in the year 2017-2018 in line with the introduction of a new cycle of annual planning and reporting on the National Improvement Framework. Robust baselines and target measures are in development which will set targets beyond the initial one year timescale. Ongoing planning, tracking and monitoring processes have been put in place so that all staff will be working towards the delivery of this plan.

The first annual report on performance based on this new planning cycle will be delivered in August 2018. Ongoing scrutiny will be channelled through the Council Scrutiny groups.

**4.0    Sustainability Implications**

4.1.    The paper has no sustainability implications.

**5.0    Resource Implications**

5.1.    Financial Details – No

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

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

5.4    Staffing

There are no direct staffing implications associated with this report.

**6.0    Exempt Reports**

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

**7.0    Declarations**

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

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

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

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

**8.0 Equalities Impact**

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

**9.0 Legality**

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


**10.0 Appendices**

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

*Appendix 1 -  Education Business Plan 2017/18*


**11.0 Background Papers**

16.1   Have you used other documents to compile your report?  (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)
Yes  ☑ (please list the documents below)   No ☐

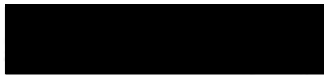*Corporate Plan 2013 – 2017*

*Single Outcome Agreement*

*Statutory Guidance on Standards in Scotland's Schools etc. Act 2000*

*Education Governance: Next Steps*


**Author(s)**

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|---|---|---|
| Lorraine Sanda | Improving Outcomes Manager | 2425 |

**Approved by**

| NAME | DESIGNATION | SIGNATURE |
|---|---|---|
| Anne Pearson | Chief Education Officer | ███████████ |
| Elaine McPherson | Chief Executive | ███████████ |

# Education Service

## Business Plan 2017-18

**Making Clackmannanshire Better**

## 1 SERVICE OVERVIEW

### 1.1 SERVICE MISSION / PURPOSE & OBJECTIVES

The Education Service provides a wide range of services for children, young people, families and communities, in order to educate, protect, support and promote the achievements, health and wellbeing of every child, with a particular focus on the most vulnerable children within the Clackmannanshire Council area. Much of our work is undertaken in partnership with other services, agencies, communities, children, young people and their families, parents or carers. Improvement will be supported by collaboration across schools, establishments and across services and with other regional partners.

This plan is structured around the 4 key priorities of the National Improvement Framework, focussing on delivering improvements under the 6 key drivers, and drawing on all elements of the service. It sets out the rationale, strategies, actions, performance measures and assurance context which will ensure that ongoing improvement is the norm in Clackmannanshire.

Our priorities and activities to achieve **equity** and **excellence** align with those set in the National Improvement Framework. These priorities reflect the areas where we believe we can make the biggest difference to improving the outcomes for the children of Clackmannanshire.

Detailed analysis of the full range of available evidence, School Improvement Plans and information from stakeholders informed the development of this plan. It is underpinned by a comprehensive Research and Evaluation Strategy. We are committed to ensuring that the views of our children, families, communities and partners are taken into account when planning and delivering our services. We pride ourselves on being responsive to the needs of the people who use our services.

In Clackmannanshire, our improvement activity is organised around the 6 key drivers; School leadership, Teacher professionalism, Parental engagement, Assessment of children's progress, School improvement, Performance information. The actions - set out by each driver - are inter-connected. Success in one contributes to success in others.  Our improvement is closely monitored against a comprehensive set of performance measures. Our plans are informed by the best research nationally and internationally, as well as our local context and consultation. Our clear goal is to always place children first. As set out in the Organisation for Economic Co-operation and Development (OECD) publications, "Synergies for Better Learning: An International Perspective on Evaluation and Assessment, April 2013" and in "Improving Schools in Scotland: An OECD Perspective, 2015" improvement in education requires a holistic, coherent, comprehensive and integrated approach, which places the learner firmly at the centre.

All drivers apply to all children and parents and all staff within all services and teams within Education - Community Learning and Development, Educational Psychology, Sport, Estates, Early Learning and Childcare, Additional Support Needs, Scottish Attainment Challenge and Improving Outcomes (Broad General Education and Senior Phase).

We will continue to respond to established national policy developments and priorities set by the Scottish Government, and we will also aim to meet the challenges of new national initiatives. We fully adhere to national directives such as Getting It Right for Every Child (GIRFEC), Curriculum for Excellence and the implementation of the Children and Young People (Scotland) Act 2014 and Developing the Young Workforce. In addition, we are implementing change through the Scottish Attainment Challenge as a Challenge Authority.

Our Plan also links to the Children's Services Plan and the Local Outcomes Improvement Plan that has been developed by Clackmannanshire Council and our Community Planning Partners.

We will deliver improvement activity in relation to the 4 strategic priorities of the National Improvement framework. This activity is clearly focused on aims and outcomes for all children and young people, with a specific focus on reducing inequalities of outcome.

| Priorities | Aims |
|---|---|
| Improvement in attainment, particularly in literacy and numeracy | All children achieving appropriate levels for age and stage in Early Years and BGE, and for relevant Senior Phase Qualifications in line with virtual comparators |
| Closing the attainment gap between the most and least disadvantaged children | No pattern of lower attainment and achievement for children in lower SIMD bands, and for Looked After Children, in line with national and virtual comparators |
| Improvement in children's and young people's health and wellbeing | Improvement in attendance, engagement in learning, and in children's health and well being, in line with national levels |
| Improvement in employability skills and sustained, positive school leaver destinations | All young people develop employability skills and move into a positive and sustained destination post-school |

## 1.2 SERVICE STRUCTURE

Clackmannanshire's Education Service is made up of Community Learning and Development, Educational Psychology, Sport, Estates, Early Learning and Childcare, Additional Support Needs, Scottish Attainment Challenge and Improving Outcomes (Broad General Education and Senior Phase).

School education is provided for more than 6,500 pupils in 18 primary, 3 secondary and 3 special schools. The service also provides 1,080 places for children in their pre-school years, in 2 nursery schools and 18 nursery classes. It co-operates with local private sector providers to ensure a comprehensive, high quality early education service across the whole council area.

The service works as a family, and in collaboration with other partners and local authorities, and with national government and agencies. We currently have 541 FTE staff. Schools and Early Learning establishments work in clusters - Alva Cluster, Alloa Cluster and Lornshill Cluster.

Our education estate is in good condition, with 100% of our establishments being graded A or B for condition, and 84% for suitability. A comprehensive five year capital programme is in place to remedy any suitability issues and maintain our establishments in an A or B condition and, where possible, redevelop the estate to enable 21st century learning environments to be created. We are currently working on updating our Education Estate Strategy encompassing Early Years and ASN.

Our secondary estate is comprised of three Academies which were opened in 2009 and are operated through a PFI scheme initiated in 2007. Redwell Primary School is our newest primary school and was opened in 2014.

We are working towards our targets set out in the Council's Carbon Management Plan to ensure a sustainable and efficient estate.
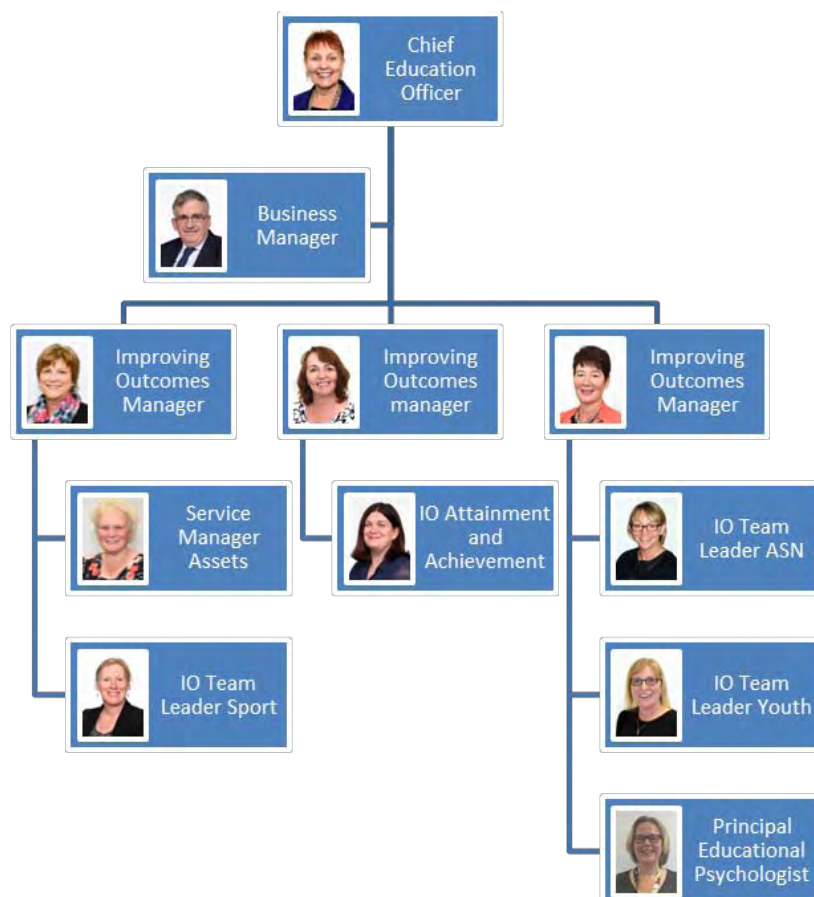
## 1.3 BUDGET

**Education Service**

| Revenue Budget | £,000 |
| --- | --- |
| Service Management | 1,004 |
| Early Years | 4,134 |
| Primary Education | 13,391 |
| Secondary Education | 13,293 |
| ASN Education | 6,123 |
| Educational Psychology | 320 |
| School Crossing Patrols | 73 |
| Sports Development | 179 |
| Youth and Adult Services | 430 |
| **Total Education Service Revenue Budget 2017/18** | **38,947** |

| Capital Budget | £,000 |
| --- | --- |
| Alloa Secondary School Support Unit | 11 |
| Deerpark Primary School Refurbishment | 34 |
| Craigbank Primary School Refurbsihment | 628 |
| St Serfs Primary / Nursery School | 33 |
| Clackmannan Primary School Refurbishment | 1,427 |
| Banchory Primary School | 68 |
| Fishcross Primary School | 17 |
| Alva Primary School | 427 |
| Menstrie Primary School | 145 |
| Coalsnaughton Primary School | 26 |
| Strathdevon Primary School | 6 |
| Statutory Compliance DDA Schools | 16 |
| Compliance - Asbestos Removal (Schools) | 20 |
| Schools ICT Replacement | 46 |
| Network Infrastructure Improvement | 200 |
| Schools ICT Replacement | 47 |
| Schools ICT Replacement - All Primaries | 100 |
| Digital Transformation | 200 |
| School Estate - Tullibody South Campus | 3,345 |
| Park Primary / Nursery School | 231 |
| St Mungo's Primary School | 1 |
| **Total Education Service Capital Budget** | **7,027** |

## 1.4 KEY SERVICE STRATEGIES & POLICIES

The policy landscape for education is cross cutting, complex and subject to rapid change and implementation timescales. The ambition is to reform approaches to service delivery in the face of current pressures - reduced funding, reduced availability of qualified teaching staff, demographic and socio-economic pressures - whilst continuing to improve attainment and achievement to bring about the best possible educational outcomes for our children and young people.

The National Improvement Framework (NIF) is a key driver for dynamic and agile improvement in education. It underpins work on the Scottish Attainment Challenge which provides a framework for expenditure of the additional finance given directly to schools from the Pupil Equity Fund.

Other high level policies relating to the delivery of education are -

- Education (Scotland) Act 2016

- Children and Young People (Scotland) Act 2014

- Getting It Right For Every Child

- Children's Rights - United Nations Convention on the Rights of the Child (UNCRC)

- Expansion of Early Learning and Childcare entitlement

- Curriculum for Excellence

- Carers and Young Carers Strategy and the proposed Carers Legislation due to come into Force from April 2018.

- Community Empowerment (Scotland) Act 2015

- Gaelic Language (Scotland) Act 2005

- Community Learning and Development (Scotland) Regulations 2013

- Governance Review: Next Steps, June 2017

- Review of the Parental Involvement (Scotland) Act 2006

- Developing the Young Workforce and Youth Employment Strategy


This plan has clear links to other local plans including -

- Local Outcome Improvement Plan

- Children's Services Plan

- Community Justice Plan

- Mental Health Strategy

- Employability Strategy

## 2 KEY ISSUES FOR THE SERVICE

**Population:** Clackmannanshire is Scotland's smallest local authority with a population of around 51,000. Children aged 0 to 15 years account for **17.6%** of our overall population; higher than the national average (16.9%)[1].

**Deprivation:** Clackmannanshire is one of the most deprived areas of Scotland with four of our datazones featuring in the 5% most deprived areas across the country (all located in Alloa). **More than a quarter** of our children **27%** live in poverty[2] with almost 3 in 10 of our school pupils **29%** living in our most deprived areas[3].

**Health & Wellbeing:** In 2014, NHS data revealed that Clackmannanshire had the *highest rate* of teenage pregnancies across Scotland with 82 young women pregnant before the age of 20 years; a rate of 57.1 pregnancies per 1000 women compared to the Scottish average of 34.1. For young girls aged under 16 years, the pregnancy rate was **more than double** the Scottish average[4].

A survey carried out in 2016 identified **more than 4 in 10** secondary school pupils from Clackmannanshire felt unhappy, struggled to maintain relationships with their peer group. This behaviour was **more evident among female pupils**. Pupils living in the most deprived areas were more likely to have poor mental health; similarly pupils on Free School Meals (FSM) were also reported as having greater difficulties in managing their social behaviours. **Mental wellbeing decreases with age[5]**.

Almost two thirds of secondary school pupils said they liked school with boys liking school more than girls. Secondary school pupils were generally more positive about their school, teachers and other pupils in their class. Primary school pupils who were surveyed identified a **strong association** with liking school to their general wellbeing, the more they liked school the better they felt about life[6].

**Substance Misuse:** Current smoking behaviour for S2 and S4 pupils is **higher** in Clackmannanshire than across Scotland and is especially high among girls. The same pupil survey identified pupils in S4 as more likely to have drunk alcohol than the Scottish average with pupils of low mental wellbeing more likely to drink alcohol than their peer group. Almost a quarter **24%** of S4 pupils admit to taking illegal drugs with cannabis remaining the most common drug taken although there was an increase in the number of pupils trying 'Legal Highs'[7].

**Schools:** Clackmannanshire has 18 publicly funded primary schools, 3 publicly funded secondary schools, 2 specialist provision schools and 1 special school.

At the end of 2015/16, there were **6585 pupils** in our schools (4004 primary school pupils, 2548 secondary school pupils & 33 pupils at special schools) with pupil projections indicating an increase to 6800 pupils (4200 primary & 2600 secondary) by the year 2020[8].

At the end of the same year, there were **541** Full Time Equivalent (FTE) teachers, an **increase** of 8% (39 teachers); the 'pupil:teacher' ratio also fell to 12.5:1 (from 13.4:1[9]). The average class size was 22.4 pupils, slightly lower than the Scottish average (23.1).

[1] Mid 2016 Population Estimates – National Records of Scotland (NRS)
[2] www.endchildpoverty.org.uk
[3] Pupil Census 2016, Scottish Government
[4] ISD Scotland
[5] ScotCen – Health & Wellbeing among children and young people in Clackmannanshire, 2016
[6] ScotCen – Health & Wellbeing among children and young people in Clackmannanshire, 2016
[7] ScotCen – Health & Wellbeing among children and young people in Clackmannanshire, 2016
[8] Pupil Projections 2014, Scottish Government
[9] Summary Statistics for Schools in Scotland, No7-2016, Scottish Government

**Looked After Children (LAC):** Clackmannanshire has a **higher ratio** of Looked After Children (LAC) than the Scottish average, with **145** LAC pupils attending our schools in 2015/16. Of our LAC pupils, there were 40 LAC pupils looked after 'at home' and 105 LAC pupils looked after 'away from home' (figures include both primary & secondary school pupils), **slightly higher** than the Scottish average[10].

**Additional Support Needs (ASN):** Across our schools, **26.1%** of our primary school pupils and **28.8%** of our secondary school pupils have been identified as having Additional Support Needs (ASN), higher than the Scottish average (22.3% & 26.8% respectively). Social, emotional & behavioural difficulty was given as the main reason for requiring additional support for all pupils; a quarter of our ASN pupils in primary school (259 pupils) rising to 35% among our secondary school ASN pupils[11].

**Free School Meals (FSM):** A recent Healthy Living Survey carried out across Clackmannanshire in March 2017 identified **57%** of primary school pupils and **17%** of secondary school pupils as registered for FSM[12]. The primary school figure includes **all primary 1 to 3 pupils** who are all entitled to free school meals. Both **Coalsnaughton PS** and **Park PS** have a higher percentage of pupils entitled to FSM compared to other primary schools across the area.

**Physical Education: 100%** of primary schools met their PE target of 2 hours per week and **100%** of secondary schools met their PE target of 100 minutes per week in 2017, as set by the Scottish Government.

**Attendance & Exclusions:** At the end of 2016/17 there were **220** exclusions across Clackmannanshire Schools: 122 across our Secondary Schools, 65 across our Primary Schools and 33 attributed to our School Support Service (both primary & secondary). Almost a half (106) of all exclusions involved pupils on free school meals[13]. This year has seen an **improvement** in exclusions **across our primary schools** with a *fall of almost a third*. Increases however were recorded in our secondary schools and with pupils linked to our 'School Support Service'. (There were a total of 242 exclusions in 2015/16[14]).

Average attendance across both our primary & secondary schools in Clackmannanshire in 2016/17 was **93%** (June 2017); attendance across our primary schools was 94.6% (a slight improvement on 2015/16 – 94.5%) and 90.5% across our secondary schools (a very slight fall on 2015/16 – 90.9%). The average attendance for pupils from SIMD deciles 1 & 2 was **91.4%**, and for pupils in receipt of free school meals it was **90.1%**, both lower than the overall average.

**Attainment:** Latest SQA results (2015/16) indicate *improvement* in the percentage of school leavers achieving SCQF Level 3 (97.8%) and National 4 Qualifications (SCQF Level 4 – 93.9%). *Improvement* was also achieved in the percentage of school leavers achieving at least one Higher (SCQF Level 6 – 51.7%); however, there was a *slight fall* in the percentage of school leavers achieving National 5 Qualifications (SCQF Level 5 – 79.3%).

Despite having a higher ratio of LAC in our schools in 2016, **90%** of our LAC pupils left school with one or more qualifications at SCQF Level 3 and **80%** left with one or more qualifications at SCQF Level 4; both *higher* than the Scottish averages (87% and 77% respectively[15]).

Achievement of Curriculum for Excellence (CfE) – Teacher Professional Judgement (TPJ) was introduced in 2015/16. Results from across Clackmanannshire schools in its first year indicate a significant difference in the *numeracy levels* of our P4 pupils (First Level) to S3 pupils (Third & Fourth Level) compared to the Scottish average, with scores much lower. Differences were also noticed in all tests in the P4 pupil cohort.

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[10] Pupil Census 2016, Scottish Government
[11] Pupil Census 2016, Scottish Government
[12] School Meals Data Set 2017, Scottish Government
[13] Provisional figures for 2016/17 exclusion data, extracted from SEEMiS on 4/07/17
[14] Figures taken from spreadsheets maintained by Lynn Cavanagh (Stirling)
[15] Education Outcomes for Looked After Children 2015/15, Scottish Government

Primary school pupils from across Clackmannanshire were recently tested for improvement in their literacy skills (National Group Reading Test). When P4 pupils were tested after a 6 month period, *improvement* was recorded in their literacy skills; however when two different P4 cohorts were tested, there was only improvement seen in pupils from the most deprived areas across Clackmannanshire.

Results of testing of P7 pupils (different pupil cohorts) reported *improvement in literacy levels* in pupils who lived in 8 out of 10 SIMD deciles across Clackmannanshire with improvement in raising the literacy levels of P7 pupils being achieved in two-thirds of our primary schools.

Improvements were also recorded in *reducing the attainment gap* between pupils living in our most and least deprived areas[16].

**Positive Destinations:** In 2016, there were almost 500 school leavers with over 50% of them achieving at least one or more SCQF Level 6 (Scottish Higher) or above, an improvement on the previous year although still lower than the Scottish average of 62%.

Eighty seven per cent **87%** of school leavers in the same year moved onto positive destinations which again were slightly lower than the Scottish average of 93%; however this was an improvement on the previous year[17].

Pupils from Clackmannanshire are *less likely* to stay on at school compared to the Scottish average, with 85% of pupils staying on to S5 and 56% staying on to S6 in 2016[18].

A smaller percentage of pupils from Clackmannanshire went to college or university in 2016 **44%** compared to previous years; a fall of 9.5 percentage points in the last three years. These figures were also much lower than the Scottish average.

**Employment:** Adults are *less likely* to be in work in Clackmannanshire with recent employment rates highlighting a fall of almost two percentage points in FY2016/17 to 68.7%, lower than the Scottish average (73.4%)[19]. Almost **10%** of our school leavers in 2016 became unemployed[20], adding to the lower employment rate among our 16 to 24 year olds. Our unemployment rates are higher than the Scottish average; however the trend over the last five years is for *more school leavers to go into employment* compared to the Scottish average. *Almost 4 in 10* school leavers entered employment on leaving school in 2016[21].

[16] Clackmannanshire Attainment Picture – NGRT, Internal Report, June 2017
[17] Attainment & Leaver Destinations Supplementary Data 15/16 – Scottish Government
[18] Pupil Census 2016, Scottish Government; Scottish average to S5 – 87% & to S6 – 63%
[19] Annual Population Survey Results for Year to 31 March 2017 – Summary Tables, Scottish Government
[20] Attainment & Leaver Destinations Supplementary Data 15/16 – Scottish Government
[21] Attainment & Leaver Destinations Supplementary Data 15/16 – Scottish Government

## 3  APPROACHES

This page sets out Clackmannanshire Education Service's Strategy for research and evaluation.   The overriding purpose of this approach is to support the delivery of the improvement activity set out in this Plan, the Clackmannanshire Programme for the Scottish Attainment Challenge (including Pupil Equity Funding), and it informs all service improvement activity.

Our planning and reporting is firmly underpinned by a holistic, robust and coherent approach to the gathering and use of evidence and data.   Availability and robust use of evidence supports our cycle of ongoing, continuous improvement, and will help promote innovation.

As recognised in the 'Synergies for Better Learning: an international perspective on evaluation and assessment, OECD Publishing, 2013' publication, and in 'Improving Schools in Scotland - an OECD Perspective, OECD, 2015', education systems around the world are placing greater importance on evaluation activity to drive improvement. With the complexity of change, and  increasing recognition of the importance of empowering leaders, system level collaboration and professionalism of all educators, it is vital that we have an approach that sets out how we gather evidence and use it effectively for different purposes.

This strategy sets out the broad range of evidence and activity that should be readily available to support all levels of the system, with a clear purpose and alignment to the 4 strategic priorities set out in our National Improvement Framework Plan. We recognise the importance of using a mix of data methods and sources to support triangulation of evidence, providing a more balanced picture and a deeper understanding of what is working or not. This will help minimise any distortions from one source of evidence, and support long-term sustainable improvement.

This strategy will be reviewed annually in line with the reporting cycle of the Clackmannanshire National Improvement Framework Plan.

A wide range of improvement evidence will be monitored closely..

**Types of research and evaluation activity**

The key areas identified in this Strategy:

- Authority commissioned independent research and evaluation from academia or other expert sources (e.g. University of Strathclyde Evaluation of progress on SAC, Speech and Language Therapy)

- Educators producing Collaborative Action Research using their own evidence and data, including in collaboration with academic institutions or partners

- Quantitative data sets , including SNSA, CEM Data, SQA Results, RCS HWB Survey

- Self-reporting and surveys to gather views of stakeholders including teachers, parents/carers, children and young people, partners

> "It is important to have a coherent and carefully designed framework in order to maximise the quality of the information, **to ensure that particular evidence sources are fit for the intended purpose**, and to minimise unintended consequences such as reducing rather than promoting teachers' assessment capacities. This means integrating processes and systems for learner assessment, teacher and leader appraisal, school evaluation together with local authority and national activities and policies.  These should be driven by norms of collective responsibility and mutual accountability, through processes of genuine enquiry. " OECD Review

- National and international evidence and studies eg Education Endowment Foundation, Education Scotland National Improvement Hub, Organisation for Economic Co-operation and Development (OECD) Reports, Academic publications

## Knowledge Exchange

We will ensure that our educators develop a strong understanding of the data and evidence available and how to use it effectively to inform their rationale for improvement and interventions and practice. PEF, Cluster and school improvement planning and reporting is firmly underpinned by this approach. We will support educators in undertaking their own Collaborative Action Research, drawing on the expertise available. This support includes:

- Dissemination and signposting of relevant research and evaluation via Online resource  (SAC Glow group)

- Strengthening school, cluster, regional and national collaboration, and with parents, families and partners

- School Improvement and Action Planning

- Targeted input from Scottish Government Improvement Adviser and ongoing work with Children and Young People's Collaborative on Improvement Science/Methodology

- Educational Psychology Service/SAC Guide and support  to Collaborative Action Research and Enquiry

- Coordinated and strategic approach to gathering and sharing stakeholder views

- Academic Experts (combined input of all the Academic institutions involved in Clackmannanshire)

- Challenge Authority National Improvement Hub

## List of Delivery Partners - as at August 2017

- University of Strathclyde

- University of St Andrews

- University of Glasgow

- University of Stirling

- Speech and Language Therapy Service, Forth Valley

## 3.3 MANAGING SERVICE PERFORMANCE

Our vision for children in Clackmannanshire is that they leave education skilled and well prepared for life, work and future learning, with a bright, positive future ahead of them. As part of this vision we will work to minimise the effects of child poverty and raise attainment for all children.

Our theory of change and improvement in Clackmannanshire is based on working as a family, collaborating at cluster and local level and with partners, and by always putting children first, at the centre of everything we do.

We have a relentless focus on improving outcomes and of studying and evaluating what difference our actions are making to children's lives.

We have a robust planning methodology, used by all educational establishments and teams at the centre. This ensures that there is a clear rationale for each action with defined outcomes and a measurement plan for evidencing impact. This is replicated in the Delivery Plan tables.

| 4 Priorities | What we will do to achieve these Priorities - see Impact |
|---|---|
| Improvement in attainment, particularly in literacy and numeracy | Support children to be ready for learning<br><br>Increase opportunities for teachers to collaborate and increase their professional capacity<br><br>Empower and support school leaders<br><br>Increase innovative and nurturing approaches to improve behaviour, attendance and achievement |
| Closing the attainment gap between the most and least disadvantaged children | Ensure barriers to learning are identified and addressed<br><br>Help families and children who most need it<br><br>Increase partnership working and support for most vulnerable/at risk children<br><br>Improve planning and interventions for those with specific additional support needs |
| Improvement in children's and young people's health and wellbeing | Provide access to wellbeing support and advice in schools for those at risk and who most need it<br><br>Provide easy access to sport and leisure activities, addressing any barriers to participation related to poverty or family circumstances<br><br>Promote sexual health<br><br>Minimise the misuse of drugs, alcohol & tobacco |
| Improvement in employability skills and sustained, positive school leaver destinations for all young people | Increase numbers in employment, education or training<br><br>Improve partnership working with employers, families and communities<br><br>Reduce youth offending behaviour<br><br>Increase young people's participation, voice and influence |

| 15 Key indicators (tracked by SIMD 1 & 2 and overall) - see KPIs | |
|---|---|
| % Children achieving Early Years milestones<br><br>% Children achieving expected levels of CfE<br><br>% Young people achieving at SCQF Levels in English and Maths<br><br>No. of Awards achieved by young people by end of Senior Phase<br><br>Attendance figures<br><br>Exclusions figures<br><br>Positive Destinations<br><br>Inspection / VSE ratings for Early Years establishments, Schools and Services | No. of Children taking part in sport / physical activity out of school<br><br>No. of C&YP volunteering at school and in the community<br><br>Teenage pregnancy levels<br><br>Rates of weekly drinking (aged 15)<br><br>% of C&YP who report "enjoying being in school today"<br><br>% of C&YP who agree with the statement "I enjoy my life"<br><br>C&YP with conduct causing serious concern (Children's Reporter) |

# 4 DELIVERY PLAN

## Education Service Business Plan 2017-18

### Priority 1

Improvement in attainment, particularly in literacy and numeracy

- Support children to be ready for learning
- Increase opportunities for teachers to collaborate and increase their professional capacity
- Empower and support school leaders

| Code | KPI | 2014/15 Value | 2015/16 Value | 2016/17 Value | 2017/18 Target | Lead |
|---|---|---|---|---|---|---|
| EDU BGE 01 | % Children achieving expected levels of CfE | – | 69% | 66% | TBA | Cathy Quinn |
| EDU SPH 02 | % Young people achieving at SCQF Levels in English and Maths | 62.45% | 66.6% | 69.74% | TBA | Lorraine Sanda |
| EDU ELC 05 | % Children achieving Early Years milestones | – | – | Baseline data to be gathered | TBA | Jane Rough |
| EDU ELC 06 | Inspection / VSE rating for Early Years establishments, schools and services | – | – | Baseline data to be gathered | TBA | Jane Rough |

| Code | Action | Impact | By When | Lead |
|---|---|---|---|---|
| EDU BGE 17 01 | Leadership and CLPL Programmes are implemented, supporting all educators | Empowered and supported leaders | 30/06/18 | Cathy Quinn |
| EDU BGE 17 02 | Mentoring and support mechanisms are set up for existing and new Head Teachers and SMTs | Empowered and supported school leaders | 30/06/18 | Cathy Quinn |
| EDU BGE 17 03 | The Curriculum Rationale in schools is reviewed in partnership with Education Scotland and Stirling University (SAC) | Increased opportunities for teachers to collaborate and increase their professional capacity | 30/06/18 | Cathy Quinn |
| EDU BGE 17 05 | Leadership of Learning is delivered in partnership with University of Stirling (SAC) and SCEL | Increased opportunities for teachers to collaborate and increase their professional capacity | 30/06/18 | Cathy Quinn |

| Code | Action | Impact | By When | Lead |
|---|---|---|---|---|
| EDU ELC 17 08 | An Early Learning and Childcare Academy is set up to deliver SVQ Programme for Assessors | Increased opportunities for teachers to collaborate and increase their professional capacity | 30/06/18 | Jane Rough |
| EDU BGE 17 09 | Increased collaboration activity within, across and beyond school is supported | Increased opportunities for teachers to collaborate and increase their professional capacity | 30/06/18 | Cathy Quinn |
| EDU BGE 17 10 | SAC Literacy and Numeracy is developed in partnership with University of Strathclyde | Supported children, ready for learning | 30/06/18 | Cathy Quinn |
| EDU BGE 17 11 | SAC Health and Wellbeing is developed in partnership with University of Strathclyde | Increased innovative and nurturing approaches to improve behaviour, attendance and achievement | 30/06/18 | Cathy Quinn |
| EDU BGE 17 13 | A new CPD Tracker System is developed and in use | Empowered and supported school leaders | 30/06/18 | Cathy Quinn |
| EDU SPH 17 14 | CLD Professional Standards are developed and in use | Increased opportunities for educators to collaborate and increase their professional capacity | 30/06/18 | Mary Fox |
| EDU ELC 17 20 | Learning Together Programme (PEEP) and Psychology of Parenting Programme (PoPP) training is delivered for staff from Early Years | Supported children, ready for learning | 30/06/18 | Jane Rough |
| EDU SPH 17 30 | The Readiness for Learning approach is rolled out consisting of training and a range of strategies including Neuro-sequential Model n Education (NME), Therapeutic Service (TS) and Nurture (SAC) | Supported children, ready for learning | 30/06/20 | Whitney Barrett |
| EDU BGE 17 31 | An assessment and moderation strategy is created in partnership with Glasgow University (including 'measuring what matters') | Increased opportunities for teachers to collaborate and increase their professional capacity | 30/06/18 | Cathy Quinn |
| EDU ELC 17 33 | A Play Strategy is implemented | Increase innovative and nurturing approaches to improve behaviour, attendance and achievement | 30/06/18 | Jane Rough |
| EDU BGE 17 36 | Literacy and Numeracy strategies / interventions are developed (SAC) | Supported children, ready for learning | 30/06/18 | Cathy Quinn |
| EDU ELC 17 42 | E-learning journals to track children's development are implemented by Early Learning and childcare staff | Supported children, ready for learning | 30/06/18 | Jane Rough |
| EDU SPH 17 46 | New Scottish National Standardised Assessment is implemented in all schools | Supported children, ready for learning | 30/06/18 | Cathy Quinn |
| EDU BGE 17 47 | New recruitment, selection, induction and PRD processes are implemented | Empowered and supported school leaders | 30/06/18 | Cathy Quinn |

| Code | Action | Impact | By When | Lead |
|---|---|---|---|---|
| EDU SPH 17 48 | Schools and teams at centre are assessed for appropriate | Increased innovative and nurturing approaches to improve behaviour, attendance and achievement | 30/06/18 | Whitney Barrett |
| EDU BGE 17 50 | An ongoing programme is implemented to ensure schools are prepared and supported to be ready for any future HMI inspections | Empowered and supported school leaders | 30/06/18 | Cathy Quinn |
| EDU BGE 17 51 | Quality Assurance and moderation of school improvement planning is developed to deliver peer support and challenge | Increased opportunities for teachers to collaborate and increase their professional capacity | 30/06/18 | Cathy Quinn |
| EDU BGE 17 52 | Quality Assurance and Validated Self Evaluation process for all establishments have been developed | Empowered and supported school leaders | 30/06/18 | Cathy Quinn |
| EDU ELC 17 53 | Language is Fun Together programme is delivered by Speech and Language Therapists (SALT) to Early Learning and Childcare settings | Supported children, ready for learning | 30/06/20 | Jane Rough |
| EDU ELC 17 54 | Agreed and planned Capital Improvement works take place | Empowered and supported school leaders | 30/06/18 | Eileen Turnbull |
| EDU ELC 17 57 | New Tullibody South Campus for 2-12 years is opened | Supported children, ready for learning | 31/08/18 | Eileen Turnbull |
| EDU BGE 17 59 | Schools have implemented a consistent approach to cluster and school improvement planning | Supported children, ready for learning | 30/06/18 | Cathy Quinn |
| EDU SPH 17 60 | CLPL in Data Literacy is provided for all | Increased opportunities for teachers to collaborate and increase their professional capacity | 30/06/18 | Cathy Quinn |
| EDU SPH 17 63 | A Research and Evaluation Strategy is developed, outlining approaches to effective evaluation, effectively linking research, policy and practice | Increased opportunities for teachers to collaborate and increase their professional capacity | 30/06/18 | Lorraine Sanda |
| EDU SPH 17 65 | All schools and nurseries are supported with use of data and analysis by the Improvement Analyst | Empowered and supported school leaders | 30/06/18 | Cathy Forsyth |
| EDU SPH 17 66 | A local dashboard / set of school level performance data is created | Empowered and supported school leaders | 30/06/18 | Cathy Forsyth |
| EDU SPH 17 68 | School Improvement Meetings are supported by clear profile and benchmarks for improvement | Empowered and supported school leaders | 30/06/18 | Cathy Forsyth |

**Priority 2**

Closing the attainment gap between the most and least disadvantaged children

- Ensure barriers to learning are identified and addressed
- Help families and children who most need it
- Increase partnership working and support for most vulnerable / at risk children
- Improve planning and interventions for those with specific additional support needs

| Code | KPI | 2014/15 Value | 2015/16 Value | 2016/17 Value | 2017/18 Target | Lead |
|---|---|---|---|---|---|---|
| EDU BGE 03 | Attendance figures | 91.67% | 92.58% | 94.56% | TBA | Jane Rough |
| EDU BGE 04 | No of Exclusion incidents | 148 | 115 | – | TBA | Jane Rough |

| Code | Action | Impact | By When | Lead |
|---|---|---|---|---|
| EDU ELC 17 15 | Intensive training on Child Protection for all education leaders has been carried out | Increased partnership working and support for most vulnerable / at risk children | 30/06/18 | Jane Rough |
| EDU SPH 17 19 | Training and support for head teachers, educators and staff is provided in partnership with Enquire / Resolve / Children in Scotland to promote positive parental engagement | Barriers to learning are identified and addressed | 30/06/18 | Rhoda MacDougall |
| EDU BGE 17 22 | Ccafe for families is further developed and expanded to specific Primary Schools (SAC) | Families and children who most need it are helped | 30/06/18 | Cathy Quinn |
| EDU BGE 17 23 | An Early Intervention Team is set up | Families and children who most need it are helped | 30/06/18 | Cathy Quinn |
| EDU SPH 17 29 | A Syrian refugee ESOL programme is developed and implemented | Families and children who most need it are helped | 30/06/18 | Mary Fox |
| EDU SPH 17 34 | ASN Services in Clackmannanshire are reviewed and redesigned to meet changing demand | Barriers to learning are identified and addressed | 30/06/18 | Rhoda MacDougall |

| Code | Action | Impact | By When | Lead |
|---|---|---|---|---|
| EDU ELC 17 37 | A new model of sharing data between Health, Early Years and Schools is agreed and implemented | Increased partnership working and support for most vulnerable / at risk children | 30/06/18 | Jane Rough |
| EDU SPH 17 41 | Educational Psychology implements a data-led Service Delivery Model that is targeted and flexible to respond to local and national priorities | Barriers to learning are identified and addressed | 30/06/18 | Whitney Barrett |
| EDU SPH 17 49 | A rolling programme of ASN school assessment is in place to ensure appropriate, inclusive environments to meet the needs of all learners | Barriers to learning are identified and addressed | 30/06/18 | Rhoda MacDougall |
| EDU ELC 17 56 | Phase 1 of 1140 hours Early Learning and Childcare expansion is delivered at Sauchie Nursery and Alva Nursery Class | Families and children who most need it are helped | 30/06/18 | Jane Rough |
| EDU SPH 17 64 | Evaluation and research from NME, in collaboration with the University of St Andrews, is shared at a range of local and national forums | Improved planning and interventions for those with specific additional needs | 30/06/18 | Whitney Barrett |
| EDU ELC 17 70 | Revised guidance on Attendance and Exclusions is implemented | Barriers to learning are identified and addressed | 31/12/17 | Jane Rough |
| EDU BGE 17 71 | Critical Collaborative Professional Enquiry (CPPE) programme is delivered in partnership with Stirling University | Increased partnership working and support for most vulnerable / at risk children | 30/06/18 | Cathy Quinn |

**Priority 3**

Improvement in children's and young people's health and wellbeing

- Provide access to wellbeing support and advice in schools for those at risk and who most need it
- Provide easy access to sport and leisure activities, addressing any barriers to participation related to poverty or family circumstances
- Promote sexual health
- Minimise the misuse of drugs, alcohol & tobacco

| Code | KPI | 2014/15 Value | 2015/16 Value | 2016/17 Value | 2017/18 Target | Lead |
|---|---|---|---|---|---|---|
| EDU BGE 07 | No. of children taking part in sport / physical activity out of school | – | – | – | TBA | Marjorie MacFarlane |
| EDU SPH 08 | Teenage Pregnancy levels | 57.1 per 1000 women (2014) | 45.8 per 1000 women (2015) | – | TBA | Lorraine Sanda |
| EDU SPH 09 | Rates of weekly drinking | 73 (2013) | – | – | TBA | Lorraine Sanda |
| EDU BGE 10 | % of children and young people who report 'enjoying being in school today' | – | 68% (primary) | Not avail | TBA | Cathy Quinn |
| EDU BGE 11 | % of children and young people who agree with the statement 'I enjoy my life' | – | 84% (primary) | Not avail | TBA | Cathy Quinn |
| EDU SPH 13 | C&YP with conduct causing serious concern | 16 | 21 | 18 | TBA | Lorraine Sanda |

| Code | Action | Impact | By When | Lead |
|---|---|---|---|---|
| EDU SPH 17 16 | CLPL for staff on the GIRFEC model has been carried out | Access provided to wellbeing support and advice in schools for those at risk and who most need it | 30/06/18 | Jane Rough |
| EDU ELC 17 21 | A greater focus on Parental Engagement in Physical Education, Physical Activity and School Sport (PEPASS / SAC) | Provide easy access to sport and leisure activities, addressing any barriers to participation related to poverty or family circumstances | 30/06/18 | Marjorie MacFarlane |
| EDU SPH 17 26 | A new model of support for advocacy / engagement for families of children with ASN / GIRFEC is implemented | Access provided to wellbeing support and advice in schools for those at risk and who most need it | 30/06/20 | Rhoda MacDougall |
| EDU ELC 17 45 | Summer Camps are implemented targeted at specific learning needs of our young people, combining sport and literacy / numeracy | Provide easy access to sport and leisure activities, addressing any barriers to participation related to poverty or family circumstances | 30/06/18 | Marjorie MacFarlane |

**Priority 4**

Improvement in employability skills and sustained positive destinations for all young people

- Increase numbers in employment, education or training
- Improve partnership working with employers, families and communities
- Reduce youth offending behaviour
- Increase young people's participation , voice and influence

| Code | KPI | 2014/15 Value | 2015/16 Value | 2016/17 Value | 2017/18 Target | Lead |
|---|---|---|---|---|---|---|
| EDU SPH 12 | No. of Awards achieved by young people by end of Senior Phase | – | – | – | TBA | Mary Fox |
| EDU SPH 14 | No. of C&YP volunteering at school and in the community | – | – | – | TBA | Mary Fox |
| EDU SPH 15 | Positive Destinations | – | – | – | TBA | Lorraine Sanda |

| Code | Action | Impact | By When | Lead |
|---|---|---|---|---|
| EDU SPH 17 06 | Youth Network Voice is expanded to include a wider range of partners | Increased young people's participation , voice and influence | 30/06/18 | Mary Fox |
| EDU BGE 17 07 | Young Carers Champions are introduced in schools | Increased young people's participation , voice and influence | 30/06/18 | Cathy Quinn |
| EDU SPH 17 17 | A Parental Engagement Strategy for Clackmannanshire is created in partnership with Parent Councils and parents | Improve partnership working with employers, families and communities | 30/06/18 | Diane Cherry |
| EDU SPH 17 18 | A Parent Council Forum is set up for ongoing dialogue and support at LA level | Improve partnership working with employers, families and communities | 30/06/18 | Diane Cherry |
| EDU SPH 17 24 | The University of Strathclyde parental and community project is piloted in the Alva Cluster | Improve partnership working with employers, families and communities | 30/06/18 | Lorraine Sanda |
| EDU SPH 17 25 | The Skills Development Scotland Model is developed in partnership with Children's Social Work | Increase numbers in employment, education or training | 30/06/18 | Lorraine Sanda |

| Code | Action | Impact | By When | Lead |
|---|---|---|---|---|
| EDU BGE 17 27 | Analysis of reporting / parental info on children's learning from all services is carried out | Improve partnership working with employers, families and communities | 30/06/18 | Cathy Quinn |
| EDU ELC 17 28 | An Early Learning and Childcare and After Schools Care survey of parents is carried out | Improve partnership working with employers, families and communities | 30/06/18 | Jane Rough |
| EDU SPH 17 32 | A 3-18 Skills Framework is developed | Increase numbers in employment, education or training | 30/06/18 | Lorraine Sanda |
| EDU SPH 17 35 | A Career Pathways model from Primary to Post-school is implemented | Increase numbers in employment, education or training | 30/06/18 | Lorraine Sanda |
| EDU SPH 17 38 | An alternative pathways / destinations approach (sports, outdoor learning, creative arts, awards) is implemented | Increase numbers in employment, education or training | 30/06/18 | Mary Fox |
| EDU SPH 17 39 | The range of senior phase qualifications / achievement awards is increased | Increase numbers in employment, education or training | 30/06/18 | Lorraine Sanda |
| EDU SPH 17 40 | Partnerships with employers / DYW are increased | Improve partnership working with employers, families and communities | 30/06/18 | Lorraine Sanda |
| EDU SPH 17 43 | Learners completion rates of accredited programmes has increased | Increase numbers in employment, education or training | 30/06/18 | Mary Fox |
| EDU SPH 17 44 | The percentage of Young People entering a positive and sustained destination as a result of Activity Agreements has increased | Increase numbers in employment, education or training | 30/06/18 | Mary Fox |
| EDU ELC 17 55 | Impact of Early Learning and Childcare providers delivering extra hours is evaluated | Improve partnership working with employers, families and communities | 30/06/18 | Jane Rough |
| EDU SPH 17 61 | A Communications and Engagement Strategy is developed | Improve partnership working with employers, families and communities | 30/06/18 | Diane Cherry |
| EDU BGE 17 62 | Pupil voice is increased through pupil led enquiry | Increased young people's participation, voice and influence | 30/06/18 | Kaye Hills |
| EDU SPH 17 67 | CLD self evaluation and benchmarking has been developed in partnership with other Local Authorities | Improve partnership working with employers, families and communities | 30/06/18 | Mary Fox |
| EDU SPH 17 69 | The CLD Strategic Plan is completed | Improve partnership working with employers, families and communities | 30/06/18 | Mary Fox |

## EDU 1617-01 Impact of Budgetary/Financial Pressures

| Field | Value |
|---|---|
| ID & Title | EDU 1617-01 Impact of Budgetary/Financial Pressures |
| Approach | |
| Status | (yellow arrow) |
| Managed By | Diane Cherry; Cathy Quinn; Jane Rough; Lorraine Sanda |
| Current Rating | 12 |
| Target Rating | 8 |
| Description | Similar to all public sector organisations, Clackmannanshire Council finances are under pressure. This will impact on its ability to meet service demands. |
| Potential Effect | |
| Related Actions | |
| Internal Controls | |
| Latest Note | |

## EDU 1718-02 Partnership Working

| Field | Value |
|---|---|
| ID & Title | EDU 1718-02 Partnership Working |
| Approach | |
| Status | (yellow arrow) |
| Managed By | Diane Cherry; Cathy Quinn; Jane Rough; Lorraine Sanda |
| Current Rating | 12 |
| Target Rating | 8 |
| Description | Many of our partners continue to experience financial and funding pressures. This has the potential to adversely impact on their ability to provide and deliver effective services in partnership with Education. |
| Potential Effect | |
| Related Actions | |
| Internal Controls | |
| Latest Note | |

| ID & Title | EDU 1718-03  Leadership Development | Approach | | Status | Managed By | Diane Cherry; Cathy Quinn; Jane Rough; Lorraine Sanda | Current Rating | 12 | Target Rating | 8 |
|---|---|---|---|---|---|---|---|---|---|---|
| Description | As part of our approach to ensuring high quality learning and teaching is taking place in our schools, the service is supporting leadership development for education practitioners in Clackmannanshire. The key risk is that we fail to develop effective leaders for our schools and that teachers in leadership roles will not be as effective in leading their teams, initiating and managing change effectively and in developing leadership capacity in others (school leadership). | | | | | | | | | |
| Potential Effect | | | | | | | | | | |
| Related Actions | | | | | Internal Controls | | | | | |
| Latest Note | | | | | | | | | | |

| ID & Title | EDU 1718-04  Reducing Attainment Gap | Approach | | Status | Managed By | Diane Cherry; Cathy Quinn; Jane Rough; Lorraine Sanda | Current Rating | 12 | Target Rating | 8 |
|---|---|---|---|---|---|---|---|---|---|---|
| Description | The service is committed to addressing the educational attainment gap on the basis that educational outcomes are a strong determinant of later life chances.  By giving our young people the best skills for life, learning and work, a route will be provided through which we can aim to improve social mobility, reduce poverty and enable our young people and communities to reach their potential | | | | | | | | | |
| Potential Effect | | | | | | | | | | |
| Related Actions | | | | | Internal Controls | | | | | |
| Latest Note | | | | | | | | | | |