



**Clackmannanshire
Council**

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Comhairle Siorrachd
Chlach Mhanann

Kilncraigs, Greenside Street, Alloa, FK10 1EB (Tel.01259-450000)

Meeting of the Scrutiny Committee

Thursday 19th April 2018 at 9.30 am

**Venue: Council Chamber, Kilncraigs,
Greenside Street, Alloa, FK10 1EB**

Date	Time
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Scrutiny Committee

The remit of the Scrutiny Committee is:

- a. To monitor council services against agreed outcomes, standards and targets
- b. To monitor the achievement of organisation-wide agreed outcomes, standards and targets
- c. To monitor the achievement of agreed outcomes, standards and targets by the community planning partnership
- d. The scrutiny of Council decision-making, with the ability to call in decisions
- e. To initiate or undertake scrutiny reviews
- f. To deal with matters referred by the Council for scrutiny purposes

The Scrutiny Committee will meet every 2 months on the third Thursday, the agenda alternating between items (a) and (b) at one meeting and item (c) at the next

11 April 2018

A MEETING of the SCRUTINY COMMITTEE will be held within the Council Chamber, Kilncraigs, Greenside Street, Alloa, FK10 1EB, on THURSDAY 19 APRIL 2018 at 9.30 am.

**ELAINE MCPHERSON
Chief Executive**

B U S I N E S S

	Page no.
1. Apologies	--
2. Declaration of Interests Members should declare any financial or non-financial interests they have in any item on this agenda, identifying the relevant agenda item and the nature of their interest 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 Thursday 15 February 2018 (Copy herewith)	05
4. Senior Phase Attainment and Positive Destinations – report By the Chief Education Officer (Copy herewith)	09
5. Scottish Attainment Challenge (SAC) Update Report – report By the Chief Education Officer (Copy herewith)	17
6. Single Outcome Agreement Annual Review 2016/17 – report by the Head of Strategy and Customer Services (Copy herewith)	33
7. Clackmannanshire Child Protection Procedures – report by the Head of Social Services (Copy herewith)	39

Scrutiny Committee – Committee Members (Membership 8 - Quorum 4)

Councillors

Wards

Councillor	Dave Clark (Chair)*	2	Clackmannanshire North	LAB
Councillor	Darren Lee	1	Clackmannanshire West	CONS
Councillor	Phil Fairlie	3	Clackmannanshire Central	SNP
Councillor	Derek Stewart	3	Clackmannanshire Central	LAB
Councillor	Chris Dixon	4	Clackmannanshire South	IND
Councillor	Ellen Forson	4	Clackmannanshire South	SNP
Councillor	Bill Mason	5	Clackmannanshire East	CONS
Vacancy				

*Councillor Dave Clark was appointed by Council as Chair of the Scrutiny Committee on Thursday 1 June 2017.

The Council agreed that the Chair of the Scrutiny Committee will rotate between the 2 Opposition parties on an annual basis.

Appointed Members (3)

Rev Sang Y Cha	Church of Scotland
Father Michael Freyne	Roman Catholic Church
Pastor David Fraser	Scottish Baptist Church

The Council's Religious Representatives (Appointed Members) only have voting rights on matters relating to the discharge of the authority's function as education authority.



**MINUTES OF MEETING of the SCRUTINY COMMITTEE held within the Council
Chamber, Kilncraigs, Greenside Street, ALLOA, FK10 1EB, on THURSDAY 15
FEBRUARY 2018 at 9.30 am.**

PRESENT

Councillor Dave Clark, Committee Chair (In the Chair)
Councillor Bill Mason (Vice Chair)
Councillor Chris Dixon
Councillor Kenneth Earle (S)
Councillor Phil Fairlie
Councillor Darren Lee

Pastor David Fraser, Religious Representative (Appointed Member)

IN ATTENDANCE

Stephen Coulter, Head of Resources and Governance
Stuart Crickmar, Head of Strategy and Customer Services
Celia Gray, Head of Social Services
Ahsan Khan, Head of Housing and Community Safety
Ian Doctor, Regulatory Services Manager
Linda Melville, Service Manager, Adult Care Service
Lindsay Thomson, Service Manager, Legal and Democracy (Clerk to the Committee)
Cathy Quinn, Improving Outcomes Manager, Education Service (Item 06)
Margaret Summers, Committee Services

Tony Beveridge, Temporary Chief Superintendent, Forth Valley Division, Police Scotland
Chief Inspector Drew Sinclair, Local Area Commander, Police Scotland
Roddie Keith, Area Manager & LSO for Clackmannanshire & Stirling, SFRS
Mark Duffy, Prevention & Protection Group Manager, Clackmannanshire & Stirling, SFRS
Steve Harkins, Response & Resilience Group Manager, Clackmannanshire & Stirling, SFRS

SC(17)37 APOLOGIES

Apologies for absence were received from Councillor Ellen Forson and Councillor Derek Stewart. Councillor Kenneth Earle attended as substitute for Councillor Stewart.

SC(17)38 DECLARATIONS OF INTEREST

None.

SC(17)39 MINUTES OF MEETING: SCRUTINY COMMITTEE 21 DECEMBER 2017

The minutes of the meeting of the Scrutiny Committee held on Thursday 21 December 2017 were submitted for approval.

Moved by Councillor Bill Mason. Seconded by Councillor Chris Dixon.

Decision

The minutes of the meeting of the Scrutiny Committee held on Thursday 21 December 2017 were agreed as a correct record and signed by the Chair of the Committee.

SC(18)40 POLICE PERFORMANCE REPORT FOR CLACKMANNANSHIRE APRIL 2017 TO 30 SEPTEMBER 2017

A report which provided the Scrutiny Committee with information on the performance of Police Scotland in the Clackmannanshire local authority area for the period April 2017 to September 2017 was submitted by the Local Area Commander.

The format of the report followed the same as the previous quarters and aligned with the headings of the Clackmannanshire Local Policing Plan 2017-2020.

The Committee heard from Tony Beveridge, Temporary Chief Superintendent, and Chief Inspector Drew Sinclair, Local Area Commander, and had opportunity to put questions to both.

Motion

That Committee notes the information set out in the report.

Moved by Councillor Bill Mason. Seconded by Councillor Kenneth Earle.

Decision

Having commented on and challenged the report and having had opportunity for questions, the Committee agreed to note the information set out in the report.

SC(18)41 FIRE PERFORMANCE REPORT – HALF ONE 2017/18

A report which provided the Scrutiny Committee with a six months performance of the Scottish Fire and Rescue Service (SFRS) in Clackmannanshire covering the period 1 April to 30 September 2017 was submitted by the Local Senior Officer for Clackmannanshire and Stirling. The report was based on performance against objectives and targets set out in the Local Fire and Rescue Plan for Clackmannanshire 2014/17.

The report also provided the Committee with an overview of the Ward prevention plans being developed by the Scottish Fire and Rescue Service (SFRS).

The Committee heard from Roddie Keith, Local Senior Officer, Clackmannanshire and Stirling, and had opportunity to put questions to him.

Motion

That Committee notes the information set out in the report.

Moved by Councillor Kenneth Earle. Seconded by Councillor Bill Mason.

Decision

Having commented on and challenged the report and having had opportunity for questions, the Committee agreed to note the information set out in the report.

The representatives from Police Scotland and the Scottish Fire and Rescue Service withdrew from the meeting at this point in the proceedings (10.30 am).

SC(18)42 LOCAL GOVERNMENT BENCHMARKING FRAMEWORK

A report was submitted by the Head of Strategy and Customer Services which presented the Scrutiny Committee with performance information from the Local Government Benchmarking Framework (LGBF), focusing on Clackmannanshire Council's performance in the 2016/17 financial year in relation to other Scottish local authorities.

Detailed and summarised information of Clackmannanshire Council's performance and comments on indicators ranked in the bottom quartile (bottom 8 Councils) were set out in Appendix A of the report. The report indicated that all of the data was currently draft and that indicators and values may change up to the point of national publication by the Improvement Service in February 2018.

As no representative from the Education Service was in attendance to respond to questions at this point in the proceedings (10.40 am), the Chair adjourned the meeting for 10 minutes to allow a representative to attend. When the meeting resumed at 10.50 am, six (6) elected members and one (1) appointed member remained present with Cathy Quinn, Improving Outcomes Manager, Education Service, in attendance.

Motion

That Committee notes the information set out in the report and Appendix A.

Moved by Councillor Phil Fairlie. Seconded by Councillor Bill Mason.

Decision

Having commented on and challenged as appropriate and having had opportunity for questions, the Committee agreed to note the information set out in the report and Appendix A.

Ends 11.30 am

Report to Scrutiny Committee

Date of Meeting: 19 April 2018

Subject: Senior Phase Attainment and Positive Destinations

Report by: Chief Education Officer

1.0 Purpose

1.1. The purpose of this report is to provide an update on progress in relation to Senior Phase Attainment and Positive Destinations across the authority. A separate report provides an update on the Scottish Attainment Challenge. This report includes a summary of progress on:

- Improving Attainment in Literacy & Numeracy
- Improving Attainment for all
- Attainment vs Deprivation
- Positive Destinations

2.0 Recommendations

2.1. The Committee is recommended to note and comment on the data and progress.

3.0 Considerations

- 3.1. The evidence contained in this report contributes both to the National Improvement Framework and the Scottish Attainment Challenge, as well as the Local Outcome Improvement Plan and the Integrated Children's Services Plan.
- 3.2. The report provides a summary of data generated from the INSIGHT Senior Phase Benchmarking Tool which is managed by Scottish Government and allows schools and local authorities to benchmark attainment gained in Senior Phase against Virtual Comparators (pupils with similar backgrounds).
- 3.3. INSIGHT is updated twice annually, around September for attainment results and February for school leaver's data. This report focuses on school leavers data.

3.4. The data shows that:

- Over the last 3 years there has been an improvement in the percentage of school leavers achieving both Level 4 and 5 Literacy and Numeracy. This trend is also reflected in our school leavers with Additional Support Needs with over a third achieving Level 5 Literacy and Numeracy.
- The attainment gap of school leavers living in SIMD 1 and 2 has grown this year compared to 2016.
- There has been a fall in the percentage of school leavers entering a positive destination in 2017. This is lower than last year and lower than both the VC and National average.
- A higher percentage of school leavers entered university this year and almost a third secured employment which is an upward trend over the last 3 years.

3.5 There is an extensive Education Service improvement plan underway to raise attainment and close the poverty related attainment gap. This includes the programme of activity funded from the Scottish Attainment Challenge (see separate report) addressing learning and teaching, leadership of learning, families and communities.

3.6 Schools are working hard on improving employability skills and increasing positive destinations under the Developing the Young Workforce agenda. However, given the continual downward trend reflected in these latest figures, a Task Group has been set up involving Forth Valley College, Developing Young Workforce Regional Group, Skills Development Scotland and Headteachers of all secondary schools to see what further urgent action can be taken.

3.7 A more detailed report can be found at Appendix 1.

4.0 Sustainability Implications

4.1. This paper has no sustainability implications

5.0 Resource Implications

5.1. Financial Details

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

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

5.4. *Staffing*

6.0 Exempt Reports

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

7.0 Declarations

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

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

Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all
Our families; children and young people will have the best possible start in life
Women and girls will be confident and aspirational, and achieve their full potential
Our communities will be resilient and empowered so that they can thrive and flourish

(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 Clackmannanshire Attainment Report

11.0 Background Papers

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

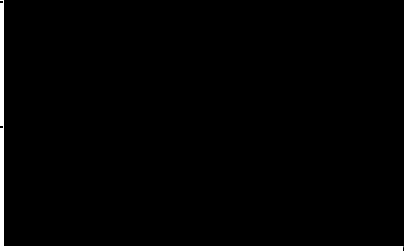
which the report is considered)

Yes (please list the documents below) No

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Cathy Forsyth	Improvement Analyst	2457

Approved by

NAME	DESIGNATION	SIGNATURE
Anne Pearson	Chief Education Officer	
Elaine McPherson	Chief Executive	

Clackmannanshire Attainment Report

• Improving Attainment in Literacy & Numeracy (Overall S4, S5 & S6)

There was a slight increase in the percentage of school leavers who achieved both Level 4 Literacy & Numeracy in 2016/17 (83%); this continues an *improving trend* over the last 5 years. However, despite this increase, the percentage is still lower than the Virtual Comparator (VC) (85.1%) and the National average (89.2%).

There was an increase of 5.1% points of school leavers who achieved Level 5 Literacy & Numeracy in 2016/17 (62%); this continues an *improving trend* over the last 3 years. This figure is also higher than the VC by 1.6% points (60.2%) although lower than the National average (66.5%).

The following paragraphs detail the level of attainment achieved by different cohorts.

S4: The percentage of school leavers in S4 who achieved both Level 4 Literacy & Numeracy fell this year to 39.4% (equates to 26 pupils). This figure is both lower than the VC (54.6%) by 10 pupils and the National average (60.6%) by 14 pupils. Fewer school leavers from S4 achieved both Level 5 Literacy & Numeracy this year (5 pupils); lower than the VC by 1 pupil and the National average by 6 pupils. The percentage of school leavers from S5 who achieve Level 5 is traditionally low.

S5: Over the last 5 years there has been an *improving trend* in relation to the percentage of school leavers in S5 who achieved both Level 4 Literacy & Numeracy. This year 117 school leavers (78.5%) achieved both Level 4 Literacy & Numeracy. Despite the improving trend, the number of S5 leavers achieving is lower than the VC by 0.8% points (equates to 1 pupil) and lower than the National average (82.5%) by 4% points (equates to 6 pupils). The percentage of school leavers in S5 who achieved both Level 5 Literacy & Numeracy increased this year, continuing an *improving trend* over the last 5 years. The percentage (45.6% - equates to 68 pupils) was also higher than the VC (41.3%) by 6 pupils and the National average (42.5%) by 5 pupils.

S6: The percentage of school leavers in S6 who achieved both Level 4 Literacy & Numeracy *improved* by 1.3% points to 95.7% (equates to 268 pupils). This increase continues an *improving trend* over the last 3 years and is higher than the VC (95.3%) by 1 pupil although lower than the National average (97.2%) by 4 pupils. The percentage of school leavers in S6 who achieved both Level 5 Literacy & Numeracy improved by 2.4% points to 83.6% (equates to 234 pupils). This increase continues an *improving trend* over the last 3 years and is higher than the VC by 3 pupils (82.6%).

Additional Support Needs (ASN) (S4, S5, & S6): There has been a fall in the attainment of school leavers with ASN: 61.6% (equates to 106 pupils) who achieved Level 4 Literacy & Numeracy; a fall of 4.2% points on last year; both lower than the VC (68.4%) by 12 pupils and the National average (74.8%) by 23 pupils. More than a third (34.9%) of school leavers with ASN achieved Level 5 Literacy & Numeracy (equates to 60 pupils); an increase of 2.7% points on last year and continuing an *improving trend* over the last 3 years. Despite the increase, the number of school leavers with ASN who achieved this level was lower than the VC (35.9%) by 2 pupils and the National average (41.1%) by 11 pupils.

30% Most Deprived (S4, S5 & S6): More than three quarters (76%) of school leavers from the 30% most deprived areas of the authority achieved Level 4 Literacy & Numeracy (equates to 184 pupils), a fall of 2% points compared to last year and lower than both the VC (80.4%) by 11 pupils and the National average (82.2%) by 15 pupils. However more school leavers from the same area of deprivation achieved Level 5 Literacy & Numeracy: 50% (equates to 121 pupils); an increase of 5.5% points and continuing an *improving trend* over the last 3 years. This percentage of school leavers was higher than the VC (49.1%) by 2 pupils but lower than the National average (51.3%) by 3 pupils.

Looked After Children (LAC) (S4, S5 & S6): (Note: due to the small number in the cohort, actual numbers are not included in this section) A lower number of LAC (home & away) school leavers this year achieved both Level 4 Literacy & Numeracy compared to last year; a fall of almost 12% points. The percentage of LAC school leavers who achieved both Level 5 Literacy & Numeracy also fell to 16.7%, a fall of 14.6% points compared to last year and lower than both the VC (21.7%) by 5% points and the National average (17.3%) by 0.6% points.

- **Improving Attainment for All**

The following analysis is based on 'Complementary' tariff points. This is the average tariff score of a pupil based on their five highest achieving qualifications.

Across all school leavers, our highest 20% performing school leavers left school with a lower tariff score than in previous years (1130 points in 2017 compared to 1169 points in 2016 – fall of 39 points); this was also lower than the VC (1215 points) and the National average (1269 points).

Our middle 60% performing school leavers left school with 15 tariff points more than the 2016 school leavers (522 points compared to 507 points in 2016); an improving trend over the last 3 years. Despite this increase though, the tariff scores were lower than the VC (556 points) and the National average (634 points).

Our lowest 20% performing also left school this year with a lower tariff score; 90 tariff points compared to 100 in 2016. This was also lower than the VC (109 points) and the National average (148 points).

LAC School Leavers: The number of LAC school leavers is too low for any appropriate comparisons to be made in relation to average tariff points.

- **Attainment vs Deprivation**

For the purposes of this section, the average complementary tariff points of school leavers from SIMD 1 & 2 are compared against both the National average and the VC for the same SIMD profile.

A quarter of the school leavers this year were from SIMD 1&2 (129 pupils). Analysis of the average tariff points of school leavers from this SIMD profile in Clackmannanshire compared to the National average highlights that Clackmannanshire school leavers did not achieve as many tariff points as the National average, with a gap of 91 tariff points this year between the two cohorts. This gap has grown since last year where the gap was 80.5 tariff points.

Comparing Clackmannanshire school leavers from the same SIMD profile with the VC highlights a smaller gap between the two cohorts with the difference being 37.5 tariff points, a fall from the previous year where the gap was 42.5 tariff points.

LAC School Leavers: Please note the figures are too small to be able to make a proper comparison using the INSIGHT benchmarking tool to identify attainment gap with this cohort.

Comparing the gap between school leavers from SIMD 1&2 and SIMD 9&10 highlights a similar gap this year compared to last year with very little change.

The following charts (Chart 1 & Chart 2) illustrate the gap in SIMD 1 & 2 against the National and the VC.

Chart1: Attainment Gap between Clackmannanshire & National

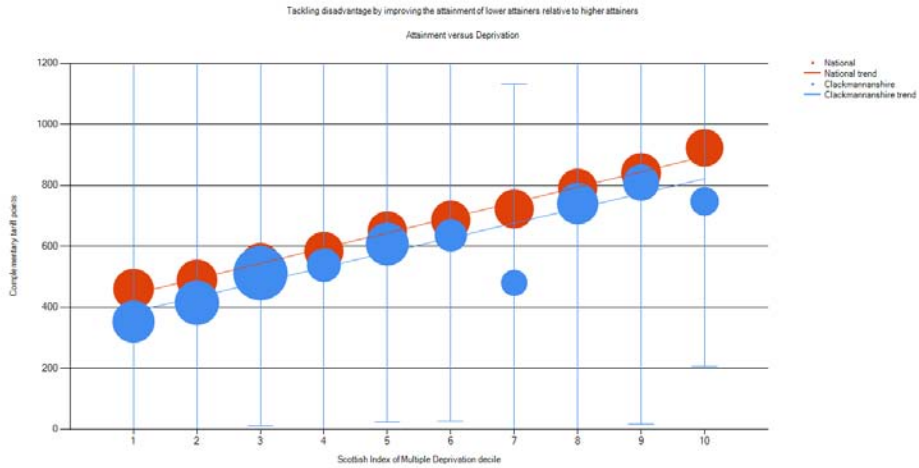
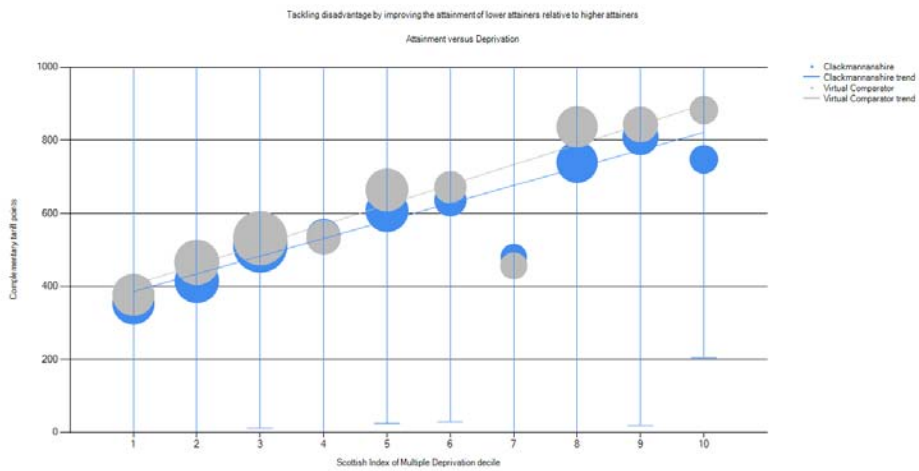


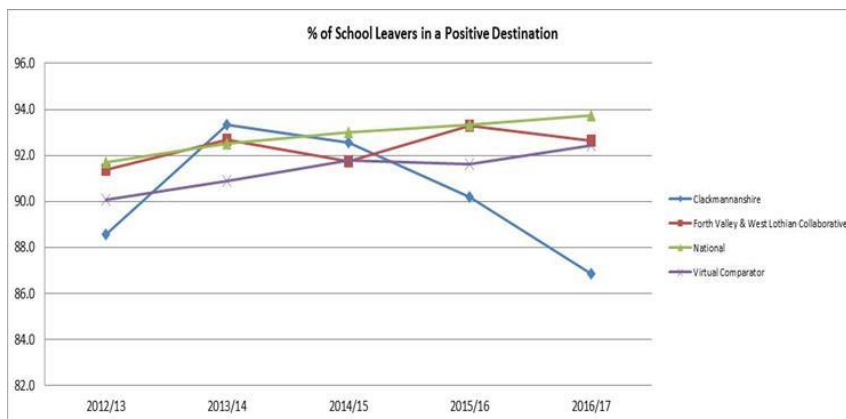
Chart 2: Attainment Gap between Clackmannanshire & VC



• **Positive Destinations**

There has been a fall in the percentage of school leavers this year compared to last year with 86.9% (430) of school leavers resulting in a Positive Destination in 2016/17, a fall of 4.4% points compared to 2015/16 (90.2%). This is also lower than the VC by 5.5% points. This means that 65 school leavers were not in a positive destination upon leaving school this year. It also represents a downward trend over the last three years, as illustrated in Chart 3.

Chart 3: Percentage of School Leavers in a Positive Destination



One in 10 school leavers became unemployed (equates to 52 pupils) upon leaving school; higher than last year by 10 more pupils. Also a lower number of school leavers entered Further Education (College) than last year (27.7% - 137 pupils); this is also lower than the VC (35%). There is also a downward trend for the percentage of school leavers entering Activity Agreements (1.8%), again lower than the VC (2%); although the numbers are low.

There has been a slight improvement in the percentage of school leavers who entered Higher Education (University) with more than a quarter (27.7%) of school leavers which is higher than last year but lower than the VC (35%). Almost a third (31.9%) of school leavers secured employment upon leaving school; an upward trend over the last 3 years and higher than the VC (21.3%).

Two thirds of LAC school leavers resulted in a positive destination upon leaving school. This is a decreasing trend over the last 3 years. Almost 40% of LAC school leavers started College however no LAC school leavers left to go to University this year, compared to last year.

There was a fall in the percentage of school leavers who resulted in a positive destination across all three secondary schools (although Alva Academy was a very slight fall).

85% (113) of school leavers from Alloa Academy resulted in a positive destination; a fall of 3.5% points compared to last year and lower than both the VC (90.8%) & the overall Clacks average (86.9%). Over the last two years, the percentage of school leavers from Alloa Academy who resulted in a positive destination has fallen.

90.6% (135) of school leavers from Alva Academy resulted in a positive destination; a fall of 0.1% points compared to last year; lower than the VC (94.3%) but higher than overall Clacks average (86.9%). Over the last 3 years, the percentage of school leavers from Alva Academy in a positive destination has fallen (although the fall was very slight this year).

85.5% (182) of school leavers from Lornhill Academy resulted in a positive destination; a fall of 5.3% points compared to last year; lower than both the VC (92.1%) and overall Clacks average (86.9%). Over the last 3 years, the percentage of school leavers from Lornhill Academy resulting in a positive destination has fallen.

Report to: Scrutiny Committee

Date of Meeting: 19 April 2018

Subject: Scottish Attainment Challenge (SAC) Update Report

Report by: Chief Education Officer

1.0 Purpose

The purpose of this report is to provide the Scrutiny Committee with an update on Clackmannanshire's Attainment Challenge Year Three/Quarter Four Report in line with Scottish Attainment Challenge Governance.

1.2 The report includes a summary of progress and key issues within the following strands:

- Leadership of Learning
- Learning and Teaching
- Families and Communities

2.0 Recommendations

2.1 It is recommended that the Scrutiny Committee note and comment on the progress of the Year Three/Quarter Four summary.

3.0 Considerations

3.1 In Clackmannanshire, 22 schools and 6696 pupils are supported by SAC funding.

3.2 Working in partnership with Education Scotland and the Scottish Government Learning Directorate in October and November 2017, the Attainment Team carried out a rigorous analysis and review of the current programme.

3.3 Attainment Challenge Progress Reports for Quarter Three and Four indicate improvements across agreed outcomes. The process of gathering robust evidence to show delivery against agreed milestones (appendix 3), planned budget spend and raising attainment to close the poverty related attainment gap remains a priority and will form the basis for the *end of academic year* reports.

3.4 Budget is £ 1.5m and spend is on track (Appendix 4)

3.5 The evidence contained in this report supports the delivery of the Clackmannanshire Plan for the National Improvement Framework (Appendix 2). It

will also contribute to reporting for the Local Outcome Improvement Plan and the Integrated Children's Services Plan.

3.3 Leadership of Learning

- 3.3.1 6 Principal Teachers joined the Attainment Team in January 2018. They are providing targeted school based support across our 10 focus schools working directly with class teachers, children and families, planning and developing high quality professional learning and interventions.
- 3.3.2 Improved analysis of data and tracking and monitoring processes has enabled the SAC Improving Outcomes Team to focus on targeted schools, cohorts and disadvantaged groups.
- 3.3.3 The Early Intervention Team have completed a small test of change (November – January 2018) using the adapted Leuven scale in 7 Focus schools. Outcomes for 37 pupils (in SIMD 1 & 2) tracked over 10 weeks showed improvements in child wellbeing, engagement and attainment.
- 3.3.4 Analysis of data and feedback from 11 School Reviews (carried out between August '17 and February '18) and data from Teacher Professional Judgements identified a need to establish a professional learning programme for teachers, learning assistants and school leaders relating to improving teaching and learning. Looking outwards, and learning from a successful programme carried out by Glasgow City Council (Leading Learning, Improving Pedagogy and Equity), we have created a bespoke programme. 100% of Clackmannanshire schools are participating in this.

3.4 Learning and teaching

- 3.4.1 Phase 1 of our Enhanced Reading Programme with identified schools is complete. Evidence of impact is currently being reviewed with all stakeholders. Additional work including literacy clinics, peer support, mentoring and parental engagement aims to ensure approaches are consistently embedded across the targeted schools. This work is being carried out by our Principal Teachers, supported by Professor Sue Ellis of Strathclyde University.
- 3.4.2 NHS Speech and Language Therapists are continuing to support 4 targeted schools in phase 1 of the communication rich environment programme, TALK CLACKS. Post evaluation check ups indicate staff are embedding these approaches in their practice. Evidence of impact will be monitored through the school review process and via the end of year evaluations.

3.5 Families and Communities

- 3.5.1 A further 3 Primary Schools have been trained in the NME (Neurolinguistic Memory in Education) component of Readiness for Learning. This takes the total number of schools trained to 11.
- 3.5.2 The 3rd Sector Partnership with Wellbeing Scotland provides holistic wellbeing and Therapeutic Listening Services. It has provided 6 Wellbeing workers offering bespoke support in all our Secondary Schools and 3 targeted Primary Schools.
 - 141 young people have regular 1-1 sessions in Secondary Schools.

- 18 young people have regular 1-1 sessions in Primary Schools.
- Analysis of data from Wellbeing Scotland has highlighted a 95% improvement in Wellbeing scores using CORE.

3.6 More detail on progress is provided on Appendix 1

4.0 Sustainability Implications

4.1 This paper has no sustainability implications

5.0 Resource Implications

5.2 *Financial Details*

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

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

5.4 *Staffing*

6.0 Exempt Reports

6.1 Is this report exempt? 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)

- | | |
|--|-------------------------------------|
| Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all | <input checked="" type="checkbox"/> |
| Our families; children and young people will have the best possible start in life | <input checked="" type="checkbox"/> |
| Women and girls will be confident and aspirational, and achieve their full potential | <input checked="" type="checkbox"/> |
| Our communities will be resilient and empowered so that they can thrive and flourish | <input checked="" type="checkbox"/> |
| The Council is effective, efficient and recognised for excellence | <input checked="" type="checkbox"/> |

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

Not applicable.

9.0 Equalities Impact

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

No

10.0 Legality

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

Yes.

11.0 Appendices

- Appendix 1 - The Quarter 4 December 2017-March 2018 summary report for Scottish Government
- Appendix 2 - Attainment infographic
- Appendix 3 - SAC progress Pentana update
- Appendix 4 - Finance report

12.0 Background Papers

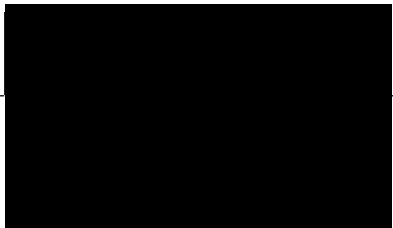
12.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

Yes (please list the documents below) No

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Kaye Hills	Improving Outcomes Team Leader - Attainment	Ext 2424

Approved by

NAME	DESIGNATION	SIGNATURE
Anne Pearson	Chief Education Officer	
Elaine McPherson	Chief Executive	



Attainment Challenge Report Quarter 4-December 2017-March 2018

This briefing highlights the key development areas and a challenge across the Attainment Challenge Programme in Clackmannanshire 2018. It includes a summary of progress and key issues within the following strands:

- Learning and Teaching
- Leadership of Learning
- Families and Communities

Following meetings with Scottish Government and Learning Directorate in October and November 2017, the Attainment Team carried out a rigorous analysis and review of the current programme. Focussed monitoring, school reviews and evaluations have highlighted that some interventions are not achieving their agreed outcomes and impact. As a result three key funded programmes, Read Write Inc., PEPASS and CCAFE will come to an end in March 2018. (Schools may use their PEF Funding to continue with these programmes if they support their context and improvement objectives.)

Number of schools supported by SAC funding?	22
How many pupils are benefiting from SAC funding?	6696

Leadership of Learning

- The newly appointed Improving Outcomes Principal Teachers have undertaken an induction week. Feedback has shown 100% understanding of the aims and core objectives of the Attainment Challenge. All 6 Principal Teachers are providing targeted school based support across our 10 focus schools working directly with class teachers and children and families, planning and developing high quality professional learning and interventions. Each approach is being rigorously monitored and quality assured from February – June 2018 through the use of a school contract, bespoke measurement plans and evaluations.
- The Improvement Analyst has embedded a tracking and monitoring process which focuses on individual cohorts and disadvantaged groups against a set of performance measures aligned to the National Improvement Framework and Attainment Challenge. Regular reports are shared with the Attainment Team including information on attendance, exclusions, Teacher Professional Judgements, standardised and local assessment data with a focus on pupils in Deciles 1 and 2. This is allowing more targeted interventions and programmes to raise attainment.
- The dedicated Leads for each intervention across the Attainment Challenge provide an update of their Action Plan (2017-2018) fortnightly to ensure that there are clear links

between the drivers and levers of the Attainment Challenge. Key evaluations are also recorded via the authority business planning tool- Pentana. This is aligned to local and National Improvement Framework Priorities and gives a clear indication of milestones delivered and status.

- The Early Intervention Team has been redesigned so that allocation is based on SIMD need and Teacher Professional Judgment. They are undertaking CLPL on the use of Improvement Science to support measuring impact of their targeted work. Identified Early Intervention Workers have completed a small test of change (November – January 2018) using the adapted Leuven scale in 7 Focus schools. Results have indicated core improvements; 37 pupils (SIMD 1 and 2) tracked over 10 weeks showed:
 - 60% increasing in wellbeing
 - 47% increase in engagement
 - 15% increase in attainment

All the Early Intervention Team are now tracking targeted young people from SIMD 1 and 2 and groups using the Adapted Leuven's scale in addition to attendance and behaviour. This will be reviewed in March 2018.

- As a result of feedback from the Head Teachers during the School Review Process, Teacher Professional Judgements and evaluation of the Leading Learning, Improving Pedagogy and Equity Programme in Glasgow (2017), Clackmannanshire have engaged with Tapestry to provide a bespoke programme which will form part of a longitude study and research into the impact of the programme on classroom practice and attainment.
- The school based Curriculum Collaborative Professional Enquiry Programme with Stirling University has been postponed due to staffing capacity and will begin in March 2018 within our 3 Secondary Schools
- Each school's PEF plan has been cross-referenced to the outcomes of the Attainment Challenge to ensure that the process of selecting interventions and approaches contribute to closing the attainment gap between the most and least disadvantaged children. Schools have been asked to indicate their 2018-2019 PEF spending.
- A Collaborative Research and Evaluation Strategy is now in place to ensure that there is a coherent and consistent approach to the use of evidence for improvement and is available on GLOW for all staff. Collaboration with Strathclyde, St Andrews and Stirling Universities is building capacity by developing sustainable ways for educational establishments to extend and strengthen their professional collaboration, working arrangements and engagement with the communities they serve.

Learning and Teaching

- Phase 1 of the direct support from Strathclyde University with our identified schools is complete. Evidence of impact is currently being reviewed with all stakeholders. Schools are continuing to focus on enhancing the reading curriculum that explores cognitive knowledge and skills for reading, intersecting with curriculum organisation and teaching. Two Principal Teachers are supporting these identified schools with literacy clinics, peer support, mentoring and parental engagement.
- The NHS Speech and Language Therapists are continuing to support 4 targeted schools in Group 1 of the programme. Modules 1 and 2 of Speech and Language Therapy have been delivered to practitioners across these establishments. Post evaluation check ups indicate staff are embedding these approaches in their practice. Evidence of impact will be monitored through the school review process and via the end of year evaluations.

All 14 schools rated the Word Aware phonics training sessions held in February 2018 as good/very good. Utilisation of the approaches will be monitored through action planning with schools to ensure development of communication environments is inclusive for all learners.

Families and Communities

- The CCafe (Clackmannanshire Children and Families Environment) in Partnership with Action for Children have been working closely with 15 families from 3 Primary Schools and 1 High School. The Scottish Government and Attainment Team Review of the Programme Plan identified gaps and development needs in terms of measured impact, cost per pupil/family and data linked to closing the poverty related attainment gap. As a result, this Children and Families strand has been refocused to provide targeted approaches in adult literacy and numeracy for parents or carers, and will form part of the Proposed Programme Plan for 2018-2019.
- The PEPASS programme has provided a wide range of community programmes to increase children and young people's participation in sport – an increase of 21% from 2017. Focused work in 2 schools has allowed for Gold School Sports Awards from Sports Scotland. PEPASS co-ordinators have been working with parents and carers to encourage further participation, particularly in holiday and out of school events. It has been difficult to directly link the improvement in increased participation in sporting activities to improvement in attainment. Despite an increase in attendance and engagement, particularly in our 2 focus schools, there is no quantifiable data linking this to attainment. The PEPASS Programme, funded by the Attainment Challenge, will be withdrawn by August 2018.
- A further 3 Primary Schools have been trained in the NME component of Readiness for Learning. Post training evaluations highlight
 - 42% of staff feel this has had a positive impact at the whole class level.

- 5 out of 9 (55%) of schools trained in NME have reported increase in attendance and exclusion. This is being reviewed to find out if this is directly linked to NME

A screening of the 'Resilience' Documentary to 300 educators in Clackmannanshire raised awareness of the impact of childhood adversity with staff recognising the focus on ErL.

- The 3rd Sector Partnership with Wellbeing Scotland to provide holistic wellbeing and Therapeutic Listening Services has provided 6 Wellbeing workers offering bespoke support in all our High Schools and 3 targeted Primary Schools.
 - 141 young people have regular 1-1 sessions in Secondary Schools.
 - 18 young people have regular 1-1 sessions in Primary Schools.
 - Analysis of data from Wellbeing Scotland has highlighted a 95% improvement in Wellbeing scores using CORE.

Assemblies, group work, staff CLPL and family support visits are also offered as part of the service.

A small test of change is underway using the adapted Leuven scale. All workers are capturing data (January – March2018) with 5 identified young people and 1 core group to determine if this measurement tool provides quantifiable data.



Demographics

- * 18 Primary Schools; 3 Secondary Schools; 3 Special Schools
- * Primary School Roll: **4084** pupils
- * Secondary School Roll: **2573** pupils
- * School Support Service (Primary & Secondary): **53** pupils
- * Lochies: **36** pupils
- * **35%** pupils in SIMD 1&2
- * **19%** pupils entitled to Free School Meals (FSM)
- * **High proportion** of pupils with Additional Support Needs (ASN), in particular Social, Emotional & Behavioural Difficulties



6746 pupils

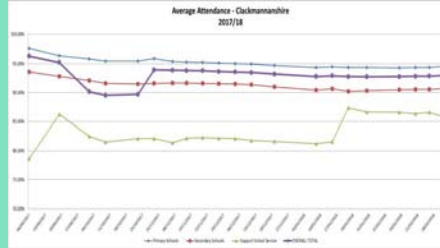


* Extended Additional Support Needs (EASN) pupils attend mainstream schools as well as Lochies across the authority

Attendance & Exclusions

- * Average Attendance across Schools in 2016/17: 92.95%
- * Current Attendance (05/03/2018): **92.98%** (slightly higher)

Attendance has started to *slightly improve* across all schools with an *upward trend* in the last 4 weeks. This is illustrated in the chart below:



- * Average attendance of pupils with ASN: 91.2%
- * Average attendance of LAC pupils (home & away): 91.3%
- * Average attendance of FSM pupils: 90%
- * Average attendance of pupils from SIMD 1&2: 91.7%

- * Exclusions were particularly high in 2016/17 with **212** exclusion incidents across all schools. In 2017/18, new exclusion procedures were introduced which has resulted in a **fall** in the number of exclusion incidents. To date, there have been **12** exclusion incidents.



Analysis carried out on exclusion incidents which had occurred in our Secondary Schools in 2016/17 identified the most common incident which resulted in an exclusion was 'General or persistent behaviour', 25% of all incidents; followed by 'Verbal abuse of staff' at 18% of all incidents.

Attainment



Broad General Education (BGE)

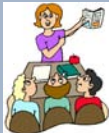
(Based on June 2017 published data)

Pupils from P1, P4, P7, & S3 are assessed in four curricular areas: Literacy Reading, Literacy Writing, Literacy Listening & Talking and Numeracy.

Pupils in P1 are expected to achieve 'Early Level' in all four areas before moving to P2. In 2017, **81%** of our P1 pupils achieved Early Level in Reading; **76%** achieved this level in Writing, **86%** achieved this level in Listening & Talking and **79%** achieved this level in Numeracy. This represented *improvements* in all four curricular areas compared to 2016.



For P4 pupils, they are expected to achieve 'First Level' before moving into P5. In 2017, **64%** achieved this level in Reading, **58%** achieved this level in Writing and **60%** achieved this level in Numeracy. Despite the high levels, these results are *lower* than in 2016. The only improvement is in Listening & Talking where 75% achieved First Level.



In P7, pupils are expected to achieve 'Second Level' before moving onto Secondary School. In 2017, pupils *improved* in Reading and Listening & Talking where **70%** and **75%** achieved this level respectively. In Writing only **49%** achieved this level and in Numeracy only **54%** achieved this level, both *lower* than in 2016.

In S3 pupils are expected to achieve 'Third Level or Above' (also assessed for 'Fourth Level') in all four curricular areas. Across Clackmannanshire, **84%** of our S3 pupils achieved this level in Reading, **82%** achieved this level in Writing, **87%** achieved this level in Listening & Talking and **64%** achieved this level in Numeracy. This represented *improvements* in all four curricular areas for S3 pupils.



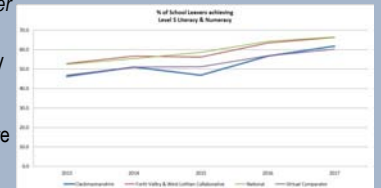
National Qualifications & Senior Phase

(Based on Feb 2018 published data)

Literacy & Numeracy

83% of school leavers achieved Level 4 Literacy & Numeracy in 2016/17, a *slight increase* (0.2% points) compared to last year and continuing an improving trend over the last 5 years. Despite the increase, the percentage is still *lower* than the VC (85.1%) and National (89.2%).

62% of school leavers achieved Level 5 Literacy & Numeracy in 2016/17, an *increase* of 5.1% points compared to last year, and continuing an *improving trend* over the last 3 years. This figure is *higher* than the VC by 1.6% points (60.2%) although lower than the National (66.5%).



There has been a *fall* in the attainment of school leavers with ASN: **61.6%** achieved Level 4 Literacy & Numeracy; a *fall* of 4.2% points on last year; both *lower* than the VC & National. More than a third (**34.9%**) of school leavers with ASN achieved Level 5 Literacy & Numeracy; an *increase* of 2.7% points on last year, although lower than the VC (35.9%) and National (41.1%).

More than three quarters (**76%**) of school leavers from the **30% most deprived** areas of the authority achieved Level 4 Literacy & Numeracy, a *fall* of 2% points compared to last year and lower than both the VC (80.4%) and National (82.2%). However more school leavers from the same area achieved Level 5 Literacy & Numeracy: 50%; an *increase* of 5.5% points and continuing the *improving trend* over the last 3 years. This percentage of school leavers was both *higher* than the VC (49.1%) and the Regional Collaborative (49%).

Positive Destinations







86.9% of school leavers in Positive Destination in 2016/17; *fall* of 4.4% points compared to 2015/16 (90.2%); 5.5% points *lower* than the VC. A *downward trend* over the last three years. **10.5%** of school leavers became unemployed upon leaving school; *higher* than last year.






Fewer number of school leavers entered College than last year (27.7% - 137 pupils); also lower than the VC (35%). However, more than a quarter (**27.7%**) of school leavers entered University, *higher* than last year; although lower than the VC (35%). Almost a third (**31.9%**) of school leavers secured employment upon leaving school; an *upward trend* over the last 3 years and also higher than the VC (21.3%).





ACTION PLAN








August 2017 – April 2018







Generated on: 16 March 2018






Covalent Code	ACTION	By When	Lead	Status Icon
EDU SAC 001	Numeracy through Physical Activity in the Early Years	30-Jun-2018	Kaye Hills	
Sub-Action	By When	Status Icon	Latest Note	
Collate and evaluate results	27-Jun-2018			
Contact nursery classes and administer assessments	03-Nov-2017		All assessments completed and information providing evidence for targeted approaches	
Deliver numeracy and Mathematics training to Sports Development Team	01-Sep-2017			
Implement 8 week block of Active Numeracy	25-May-2018			
Reassess using numeracy tool	20-Jun-2018			







Covalent Code	ACTION	By When	Lead	Status Icon
EDU SAC 002	Numeracy Catch-Up Programme	31-Mar-2018	Kaye Hills	
Sub-Action	By When	Status Icon	Latest Note	
Deliver Making Sense of Number CLPL	24-Nov-2017		CLPL delivered to Numeracy Leads. Resources allocated.	
Deliver training to for Catch - Up	30-Mar-2018		Training cancelled due to PT commitments.	
Develop Catch - Up Programme	09-Feb-2018		Materials and resources purchased through Numeracy Hub funding. Early and First level Catch Up Programme complete.	
Identify 3 pilot schools	09-Feb-2018		Re-focus of PT remit has not allowed for identification of 3 pilot schools. This will be reviewed in June.	







Covalent Code	ACTION	By When	Lead	Status Icon
EDU SAC 003	Maths Recovery in the Classroom	30-Jun-2018	Kaye Hills	
Sub-Action	By When	Status Icon	Latest Note	
Audit primary establishments pedagogy	09-Feb-2018		School Review Programme has identified areas of strength and development need. Numeracy Leads working to review pedagogy and practice in early and first level.	
Compile report summarising findings	23-Feb-2018		Report amalgamated into school review documentation.	
Compile report summarising findings of classroom observations	17-Oct-2017		Reports amalgamated into school review documentation.	

Covalent Code	ACTION	By When	Lead	Status Icon
EDU SAC 004	TALK Clacks Speech and Language Therapy Project - Primary	31-Mar-2018	Kaye Hills	
Sub-Action	By When	Status Icon	Latest Note	
Deliver first and second training modules (Intro to SLT 1 & 2) to schools in Intervention Phase 1	24-Nov-2017		Modules completed. Feedback indicated additional support required at focus schools. Evaluations will form part of the impact assessments in June.	
Deliver Teaching Children to Listen Intervention to targeted classes	09-Feb-2018		Training delivered.	
Hold initial meeting with communication champion(s) in each school.	30-Mar-2018			
Identify communication champions in all Intervention Group 1 schools	06-Oct-2017		Meeting with schools identified communication champions who have agreed to meet to review current training provision and highlighted identified needs.	
Identify target classes for teaching children to listen intervention	01-Sep-2017		Communication champions and schools working with identified targets on core listening interventions. Progress is being monitored and will be reviewed in March 2018.	
Produce and distribute leaflet for parents with information about TALK Clacks project	24-Nov-2017		Talk Clacks implementation team established. Leaflet produced.	

Covalent Code	ACTION	By When	Lead	Status Icon
EDU SAC 005	Wellbeing Workers - Therapeutic Counselling / Listening - Secondary	31-Mar-2018	Kaye Hills	
Sub-Action	By When	Status Icon	Latest Note	
Deliver development session to operational group to agree/set service provision	28-Aug-2017		Development session held with 4 Wellbeing Workers. Referral pathway agreed and shared with all Stakeholders. Feedback providing evidence of next steps.	
Produce report for Scottish Government	02-Oct-2017		Collated evidence across 3 High Schools produced to support quarter 2 Scottish Government Report.	
Produce report for Scottish Government	18-Dec-2017		Steering Group established. Evidence collated and shared in Quarter 3 report.	
Produce work stream plan for each school (August - Oct 2017)	28-Aug-2017		Individual workstream plan responsibility of each school due to bespoke nature of service.	
Service put to tender (Procurement)	09-Mar-2018		Procurement paperwork completed. Tender out with Public Contracts Scotland.	

Covalent Code	ACTION	By When	Lead	Status Icon
EDU SAC 006	Read, Write, Inc	30-Jun-2018	Kaye Hills	
Sub-Action	By When	Status Icon	Latest Note	
Delivery of Session 1 Programme	07-Sep-2017		Session 1 delivered to identified schools and support material distributed. Agreed timetable of visits shared.	
Delivery of Session 2 Programme	12-Dec-2017		Session 2 programme rescheduled due to bad weather.	
Support Session to targeted schools	12-Feb-2018		Trainers delivered support sessions at each school and provided additional resources to implement Programme 1.	
Support Sessions to targeted schools	23-Nov-2017		Rescheduled support session added to this session. Programme complete. SAC no longer funding continuation.	

Covalent Code	ACTION	By When	Lead	Status Icon
EDU SAC 007	Sue Ellis - Reading Programme	30-Jun-2018	Kaye Hills	
Sub-Action	By When	Status Icon	Latest Note	
Compile measurement data and feedback report	01-Jun-2018			
Draft contract for each school	30-Mar-2018			
Establish timetable of involvement Feb-June	01-Feb-2018		PT's created timetable of support and engagement with identified schools from March - June.	
Meet Sue Ellis - update session	01-May-2018			
Undertake Session 1 Reading Programme	30-Apr-2018			

Covalent Code	ACTION	By When	Lead	Status Icon
EDU SAC 008	Improving Outcomes Team	30-Jun-2018	Kaye Hills	
Sub-Action	By When	Status Icon	Latest Note	
Creation of Delivery Plans	21-Feb-2018		Individual PT's have produced a deliver plan for each curricular area for Literacy, Numeracy and Health and Wellbeing to align with NIF.	
Creation of School Contracts	14-Feb-2018		PT team have created individual school contracts highlighting targeted support in pedagogy and practice in Literacy, Numeracy and Health and Wellbeing.	
Evaluation of delivery plans	14-Jun-2018			
PT Induction	29-Jan-2018		Induction week complete. Feedback highlighted 100% understanding of core aims and objectives of SAC.	
Support to targeted schools Phase 1	29-Mar-2018			

**Scottish Attainment Challenge
Challenge Authorities Programme 2017/18**

Local Authority	Clackmannanshire Council
Project Lead/Contact	Catherine Quinn

Profile to March 2018

Intervention	Allocation	Q1 Claim (Actual)	Q2 Claim (Actual)	Q3 Claim (Actual)	Q4 Claim (estimate)	Forecast total spend to March 18
1. Listeners Services	£80,000	-	£70,000			£70,000
2. Pupil Led Enquiry	£20,000	-	£5,833		£20,000	£25,833
3. Emotional	£168,000	£23,022	£53,990	£49,785	£42,376	£169,173
4. CAFÉ/ Family	£97,000	£16,245	£54,813	£9,810	£37,598	£118,466
5. PEPASS	£165,600	£36,298	£47,643	£42,005	£44,621	£170,567
6. Early Intervention	£290,000	£30,743	£65,234	£83,451	£96,009	£275,437
7. Leadership	£638,800	£154,125	£124,041	£87,525	£228,925	£594,616
8. Literacy & Numeracy	£88,600	£11,018	£18,210	£42,844	£51,836	£123,908
Authority Total	£1,548,000	£271,451	£439,764	£315,420	£521,365	£1,548,000

Report to **Scrutiny Committee**

Date of Meeting: **19 April 2018**

Subject: **Single Outcome Agreement Annual Review 2016/17**

Report by: **Head of Strategy & Customer Services**

1.0 Purpose

- 1.1. The report provides information on the 2016/17 annual review of the Single Outcome Agreement (SOA) on behalf of the Clackmannanshire Alliance. This is the final report on the SOA before it is replaced by the Local Outcome Improvement Plan (LOIP) from 2017/18 onwards. A background report provided to members of the Scrutiny Committee, presents information on the SOA performance framework, including a range of performance indicators relevant to each of the Clackmannanshire Alliance's key priority outcomes. Qualitative information is also provided in case studies on partnership initiatives, and in commentary on progress and performance from partnership teams and community partners (Community Councils and Tenants and Residents Groups).

2.0 Recommendations

- 2.1. That Committee notes the report, commenting and challenging as appropriate.

3.0 Considerations

Summary

- 3.1. This report presents information on behalf of the Clackmannanshire Alliance Community Planning Partnership. The Alliance has two main Partnership Teams – Business, Jobs & Skills, and Community Wellbeing & Safety, and partnership work undertaken by various different organisations, sub-groups and teams is also presented. Although the SOA covered the ten-year period from 2013 to 2023, this has now been superseded by changes at a national level. From 2017/18, the SOA will be replaced by the recently-approved LOIP, therefore, this is the final report on the SOA, though many indicators, themes and areas of joint working will continue to be represented and addressed via the LOIP.
- 3.2. The Alliance's key priority outcomes were identified around 10 years ago, when the challenges and circumstances facing public services were markedly different from those of today. Significant changes over this period include the consolidation of regional Police and Fire services into Police Scotland and the Scottish Fire & Rescue Service, respectively, the Integration of Health & Care Services, and various changes to resources and arrangements in both local government and the third sector. Therefore, the refocussing public service priorities on current needs will be beneficial, both for the area of Clackmannanshire, and for the services working to those priorities. In particular, focussing on fewer, more specific outcomes may improve effectiveness.

- 3.3. Many areas of improvement are evident with very positive results relating to some outcomes. For others, it may be necessary for partners to review ambitions, for example, acute financial constraints, socio-demographic and economic factors. In these cases, more achievable and realistic targets may need to be set with the aim of maintaining performance levels, reducing annual decline, or performing above the Scottish average, acknowledging that actual improvement may not be possible. Therefore, while performance levels improved in 40% of indicators, results were within target (or within 5% of it) in 60% of indicators. It is notable, however, that targets were not set for 18 indicators and, as this is a key element of performance management, efforts will be made to ensure that partners set targets for all LOIP indicators.

The Area has a Positive Image and Attracts People and Businesses

- 3.4. This outcome is a key area of focus for the Local Employability Partnership, with many initiatives ongoing with local and national groups. There were slight dips in tourism indicators, reflecting national trends, though still close to target and with an increase in self-catering visitors. City Deal and VisitScotland funding bids aim to support the Discover Clackmannanshire tourism marketing strategy. The number of businesses increased, including those with more than 50 employees, and business start-ups, business survival, and the numbers of social enterprises remain broadly consistent, with community partners noting the importance of businesses to local communities. The town vacancy rate also improved, and community partners speak positively about local neighbourhoods, though decline was evident in some perception results and in businesses and employers receiving advice, linked to reduced referrals and capacity to provide support.

Our Communities are more Cohesive and Inclusive

- 3.5. As the case study for this outcome demonstrates, the Council, Joint Community Council Forum and CTSI have been exploring innovative approaches to ensuring that communities are involved in local decision-making. Though there is less evidence of target achievement in the indicators presented, more are showing improved performance than in a number of other outcomes. Again, there was evidence of decline in some perception measures, as well as in the average weekly wage, which is noted as reducing more significantly for women, and this will be a key area of focus for the LOIP in future years. Improvements can, however, be seen in the gender pay gap among Council employees, benefits claimants, housing quality, and Looked After Children remaining in the community. There was also a substantial increase in third sector employees (though partly related to increased provision of data by local third sector organisations), as well as incremental annual increases in the number of active community groups in the area.

People are Better Skilled, Trained and Ready for Learning and Employment

- 3.6. Partnership working has been ongoing in relation to the Great Tapestry of Scotland, as well as with various academic institutions. Though there is some evidence of decline, in several indicators this is fairly marginal, such as in job density and employment rates, residents' qualifications and perceptions of primary schools. In some cases, particularly the latter, this was also from strong performance levels in 15/16, and most remain above the Scottish average. Improvement can, however, be seen in relation to 16-19 year-old participation (which replaces the previous 'school leaver destinations' measure), modern apprentices, residents with an NVQ, secondary school perceptions and college leaver destinations. Community comments echo positive local and national survey results for satisfaction with local schools, though also noting areas for improvement, and demonstrating awareness of key links between education and future opportunities and engagement.

Our Communities are and Feel Safer

- 3.7. Further collaboration can be seen in relation to community safety, where Police and Fire services, the Council, and community groups regularly work together to focus on prevention and awareness. There is some evidence of decline in perceptions though in some, again, only a slight decline on very positive results in 15/16, with several close to target. Exceptions were an improvement to 100% satisfaction with Fire services, but also a below-target result for satisfaction with tackling crime. Community comments include generally positive perceptions, as well as an area for improvement. There was an increase in accidental dwelling fires and resulting casualties, though there was a reduction in deliberate fires. There was also an increase in road collision injuries, and a reduction in Proceeds of Crime Act seizures, though static at a Forth Valley level. Reports of domestic abuse increased; however, no target is set here, as we cannot differentiate between an increase in occurrences, and a positive increase in the reporting of incidents.

Vulnerable People and Families are Supported

- 3.8. Improvements can be seen in several indicators relating to this outcome, though in others performance was outwith target, or targets were not set. There was a decline in homeless applicants sustaining tenancies for more than a year, and in domestic abuse bail checks. Older people with intensive needs receiving homecare also reduced, however, we generally perform better than the majority of authorities in this indicator. Improvements can be seen in Adult Protection, with increased consideration of advocacy, as well as in Child Protection, with fewer children on the register, fewer new referrals, and a smaller proportion of referrals on the grounds of 'lack of parental care'. There was a reduction in teenage pregnancies, though rates are still higher than average and this will remain a key area of focus for the LOIP. Positive developments in community justice can be seen in the case study and the issue of linking people with services is raised in the community comment.

Substance Misuse and its Effects are Reduced

- 3.9. Some Clacks 1000 perceptions in relation to substance misuse have declined, however, this contrasts with more positive community comments. Fewer people were charged with drug dealing though, similarly to domestic abuse (above), this could be considered positive or negative. There were fewer Children's Reporter referrals on the grounds of alcohol or drug misuse (and these are also monitored separately by partner organisations for greater insight). Awareness of stopping smoking services continues to improve, as well as the effectiveness of services, due to having developed approaches that are more person-centred. An example of the work conducted by Clackmannanshire & Stirling Alcohol & Drug Partnership is given in the case study on the Forth Valley Recovery Community.

Health is Improving and Health Inequalities are Reducing

- 3.10. A range of positive partnership initiatives are described, as well as holistic links made by the Community Wellbeing and Safety Partnership across several different outcomes. This demonstrates the inter-connectedness of many of the Alliance's key priorities, several of which can have an impact on an individual's health. There is some evidence of decline though, again, in many cases from a very positive 15/16 result, such as a maximum drop of 4% in the first 4 perception measures, and a minimum result of 88%. Satisfaction with Forth Valley Royal Hospital continues to improve, now at 94%, and there was a reduction in deaths from cancer (across Forth Valley as a whole). There was, however, an increase in deaths from heart disease, and in infant mortalities, and fewer 3-5 year-olds are registered with a dentist. Reductions in life expectancy were very slight, and there was a marked reduction in still births, with increased support provided for mothers.

The Environment is Protected and Enhanced for All

The mutual goals of local groups and national bodies, such as Sustainable Transport Scotland and the Trust for Conservation Volunteers, are being addressed by targeting flood risk, cycleways and invasive species. Higher levels of improvement and target achievement are evident here, including in recycling and awareness of climate change, sustainability and biodiversity. A slight improvement was also seen in satisfaction with the physical environment. There were also improvements in greenhouse gas emissions, which will be further improved through the Local Heat & Energy Efficiency Strategy and Scottish Energy Efficiency Programme funding. There were slight dips in street cleanliness and in satisfaction with street cleaning and refuse collection/recycling, reflecting community comments. All Council houses meet the energy efficiency criteria of the Scottish Housing Quality Standard, and this will be further improved with the new Energy Efficiency Standard for Social Housing.

Our Public Services are Improving

- 3.11. Declining satisfaction is likely to be linked to reduced resources limiting the ability to provide all functions at previous levels of service. More positive results for Housing were reported in the tenant satisfaction survey, though possibly linked to differing methodologies. Reduced satisfaction with library and leisure services contrasts with significant improvement and top quartile rankings, from the Scottish Household Survey in both areas. There was also a very slight dip in Contact Centre satisfaction, though extremely high levels are reported for both the Contact Centre and Community Access Points. Less positive results were recorded in relation to broader questions on consultation, participation in decision-making, satisfaction with public services and joint working. Community groups do, however, acknowledge the traditionally high standards, and both community and public service partners recognise the need for preventative initiatives, such as that in the case study. Improving outcomes for young people, particularly girls and those living in deprived areas, will be a key priority for public services and community partners as we move to the LOIP in future years.

4.0 Sustainability Implications

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

5.0 Resource Implications

5.1. *Financial Details – There are no direct financial implications arising from this report.*

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. Yes ✓

5.4. *Staffing – There are no direct staffing implications arising from this report.*

6.0 Exempt Reports

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

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)

Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all ✓

Our families; children and young people will have the best possible start in life ✓

Women and girls will be confident and aspirational, and achieve their full potential ✓

Our communities will be resilient and empowered so that they can thrive and flourish ✓

(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. If there are no appendices, please state "none".

None

11.0 Background Papers

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

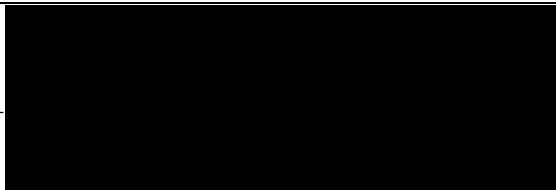
Yes ✓ (please list the documents below) No

Clackmannanshire Single Outcome Agreement 2016/17 Annual Review

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Lesley Baillie	Community Planning Policy Officer	2012
Judi Richardson	Performance & Information Adviser	2105

Approved by

NAME	DESIGNATION	SIGNATURE
Stuart Crickmar	Head of Strategy & Customer Services	
Elaine McPherson	Chief Executive	

Report to: Scrutiny Committee

Date of Meeting: 19 April 2018

Subject: Clackmannanshire Child Protection Procedures

Report by: Head of Social Services

1.0 Purpose

- 1.1. This report is to inform the Scrutiny Committee of the completion of Clackmannanshire Inter-Agency Child Protection Procedures, 2017.

2.0 Recommendations

- 2.1. It is recommended that Committee notes this report.

3.0 Considerations

- 3.1. Children's Social Services developed the Clackmannanshire Inter-Agency Child Protection Procedures, 2017 to ensure that Social Work, as the lead agency, apply a high standard of operational consistency.
- 3.2. These procedures are interconnected with the Scottish Government's National Guidance for Child Protection in Scotland, 2010 and Forth Valley Inter Agency Child Protection Guidance, 2016.
- 3.3. In November 2017, all Social Workers within the service completed a five day intensive child protection course, with these procedures at the core of the training.
- 3.4. These procedures shall be an essential tool and reference point for Team Managers and Social Workers in their work with children at risk of significant harm and shall be one component part in promoting best practice within the service.
- 3.5. The detailed procedures are available as a background paper and officers will summarise key aspects of these at the committee meeting.

4.0 Sustainability Implications

- 4.1. None

5.0 Resource Implications

5.1. Financial Details

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

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

5.4. Staffing N/A

5.5. Within existing establishment.

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)

Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all	<input type="checkbox"/>
Our families; children and young people will have the best possible start in life	<input checked="" type="checkbox"/>
Women and girls will be confident and aspirational, and achieve their full potential	<input checked="" type="checkbox"/>
Our communities will be resilient and empowered so that they can thrive and flourish	<input checked="" type="checkbox"/>

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

8.0 Equalities Impact

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

9.0 Legality

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

10.0 Appendices

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

none

11.0 Background Papers

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


Yes No

Clackmannanshire Inter-Agency Child Protection Procedures, 2017

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Margaret McIntyre	Service Manager	01259 225000

Approved by

NAME	DESIGNATION	SIGNATURE
Celia Gray	Head of Service	
Elaine McPherson	Chief Executive	