CLACKMANNANSHIRE COUNCIL

Report to: **Scrutiny Committee**

Date of Meeting: **14 June 2018**

Subject: **Education Service Performance Report 2017/2018**

Report by: **Chief Education Officer**

1.0   Purpose

1.1   The purpose of this paper is to report to the Scrutiny Committee on the performance across Education from April 2017 to the end of March 2018.

1.2   The report provides information about the progress of improvement activities and performance against agreed measures set out in the Education Service Business Plan 2017/20178.

1.3   Additional information is included in the Pentana progress report against each of the actions and measures at Appendix 1.

1.4   A full National Improvement Framework (NIF) Progress Report against the Service strategic priorities is at Appendix 2.

2.0   Recommendations

2.1   It is recommended that the Scrutiny Committee notes and agrees this report and provides comment and challenge as appropriate.

3.0   Considerations

The Education Service is focused on improvement activity in the four strategic priority areas set out in the National Improvement Framework (NIF):

- Improvement in literacy and numeracy

- Closing the attainment gap

- Improvement in health and wellbeing

- Improvement in employability skills and positive destinations.

The activity below is set out by the six drivers of the National Improvement Framework (School/Service Improvement, Teacher/Staff Professionalism, School Leadership, Parental Engagement, Assessment of Children's Progress and Performance Information).

Progress on the Clackmannanshire 2017/2018 NIF Plan must be reported to Scottish Government by August 2018.

3.1 **Key Service Activity during 2017/2018**

3.2 **School Improvement**

School Reviews

During session 2017/18 the Education Service had an ambitious plan to carry out in depth reviews of every school/nursery in Clackmannanshire to identify strengths and areas for development.   Establishments were required to prepare their own detailed self evaluation prior to the review to be validated during the review process. At the time of writing, only two primary schools are still to be reviewed and will be completed by end June 2018.

The reviews were carried out by a team made up of staff at the centre that has knowledge and expertise in specific areas. Class room observations were carried out to assess progress and teaching standards in literacy, numeracy and health and well being. Focus groups were carried out with parents, pupils and staff (teaching and support) to validate the statements that school had made in their self evaluation. A parent and pupil survey was also carried out to provide some measurable data with will be used to assess progress when future reviews are carried out.

At the end of the review week, each headteacher was given verbal and written feedback from the team, and a letter was shared with parents on the main areas of strength and development.

A rolling programme of these reviews will provide ongoing support to schools to improve self evaluation, helping them to prepare for external inspections and promoting the continuous improvement expected in our schools to ensure the best possible outcomes for all our children and families.

In addition, all 5 ASN provisions/services were reviewed by an independent ASN expert working along with an internal education service team.

The Review process, along with most recent HMIE inspections, provides a complete picture of improvement across all schools.

Out of the 24 reviews undertaken, 80% were rated satisfactory or above.

3.2.1 Inspections Schools and Early Years

During the course of 2017/2018, the outcomes of inspections were as follows:

3.2.2 Lornshill Academy – November 2017

Leadership of change	Good
Learning, teaching and assessment	Good
Raising attainment and achievement	Good
Ensuring wellbeing, equality and inclusion	Good

The inspection team found the following strengths in the school's work.

- The headteacher's inspirational leadership which is helping senior and middle leaders staff and young people to develop strong leadership skills. It is also supporting all people in the school community to be successful, aspire and belong.

- The newly revised vision, values and beliefs which are central to the school's work. They contribute well to the school ethos, which promotes diversity and seeks to ensure that all young people are included and encouraged to do their best.

- The positive start to improving young people's attainment in literacy.

- The supportive way in which young people are assisted to make informed decisions about their next steps in learning. A high number of young people leave school for a positive destination.

The following areas for improvement were identified and discussed with the headteacher and a representative from Clackmannanshire Council.

- Ensure that all self evaluation evidence is of a good quality and used consistently by teachers to ensure they take account of learners' prior knowledge and progress when planning lessons. Self-evaluation evidence should be used more effectively to raise school attainment and achievement.

- Further improve experiences for young people at all stages by providing more opportunities for them to work collaboratively, lead their learning and increase their skills in working independently.

- Implement a wider range of accredited courses and programmes for young people who use the learning centre and learning hub. This will enhance their learning experiences and opportunities for attainment and achievement. The schools should evaluate regularly the effectiveness of new approaches to improving personal support provision to ensure they lead to improved outcomes.

- Continue to review the range of learning pathways which young people can access. The school should ensure they lead to improved attainment and support young people into positive and sustained destinations, such as employment or further education.

3.2.3 Fishcross Primary School – May 2017

Self evaluation for self improvement	Satisfactory
Raising attainment and achievement	Satisfactory

The inspection team found the following strengths in the school's work:

- Relationships between staff and children are strong. Staff know the children and their families very well.   Staff are responsive to and provide a high level of care for the children.

- The children are happy and enjoy attending Fishcross Primary School

- The school is well supported by parents and partners.

The following areas for improvement were identified by inspectors:

- Improve leadership at all levels and develop more rigorous approaches to increase positive impact from self-evaluation on raising attainment and achievement in literacy and numeracy including involving all stakeholders effectively in the process.

- Build on the positive relationships with parents and further develop parental engagement in their children's learning, improving whole school approaches for learning, teaching and assessment.

- Further develop children's confidence, independence and involvement in their learning. Develop the children's skills to be able to talk confidently about their learning, the progress they are making and what they need to do to further improve.

Inspectors will ask Clackmannanshire Council for a report on progress with the agreed areas for improvement within one year of the publication of the inspection report. Taking account of the progress report, inspectors will then decide whether further engagement with the school is required.

3.2.4 Tillicoultry Primary School and Nursery Class – April 2017

Leadership of change	Good
Learning, teaching and assessment	Good
Raising attainment and achievement	Good
Ensuring wellbeing, equality and inclusion	Good

Nursery Class

Leadership of Change	Good
Learning, teaching and assessment	Good

Raising attainment and achievement	Good
Ensuring wellbeing, equality and inclusion	Good

The inspection team found the following strengths in the school's work:

- The headteacher's effective approach to school improvement which has been successful in fostering a team approach to securing positive outcomes for children.
- Very well-behaved children who are motivated in their learning as a result of the positive relationships with children fostered by staff.
- The impact on children from the staff focus on improving the health and wellbeing of children across the school and nursery.
- Personalised achievement opportunities provided by the school and nursery which are extending children's skills.

The following areas for improvement were identified and discussed with the headteacher and a representative from Clackmannanshire Council:

- To ensure the remits of all promoted staff are suitably challenging and focus on raising attainment.
- Develop clearer, simpler approaches to assessment that are consistent across the school.
- Share good practice in learning and teaching to help ensure a consistent learning experience for all children across the school.
- Continue to raise attainment and as part of this review the arrangements for setting children.

Inspectors are confident that the school has the capacity to continue to improve and so will make no more visits in connection with this inspection.

3.2.5 During the course of 2017/2018, the outcomes of Nursery and Out of School Care Inspections were as follows:

3.2.6 Sauchie Nursery – January 2018

Leadership of Change	Good
Learning, teaching and assessment	Good
Raising attainment and achievement	Good
Ensuring wellbeing, equality and inclusion	Good

The Inspection team found the following strengths in the nursery's work.

- Friendly children who show care and support for each other and are keen to learn.
- The outdoor learning environment which is supporting children to be curious in their learning.
- Management and staff team who work well with partners to help secure the best possible outcomes for children and their families.

- Management team who are providing strong supportive leadership to ensure continuous improvement of this setting.

3.3   School Leadership

<u>Leadership of Learning</u>

A number of practitioners are currently undertaking masters level modules in conjunction with Stirling University and Strathclyde University.

Two Primary Depute Headteachers are about to undertake Into Headship in 2018-19. We have two primary headteachers who are undertaking the Into Headship programme and two headteachers undertaking Excellence in Headship Programmes. Next session, one headteacher will undertake Into Headship and three headteachers will begin Excellence in Headship.

These programmes will enhance their understanding of leadership. We anticipate the impact of these professional learning activities to be that school leadership improves and impacts on better outcomes for learners.

<u>Improvement Collaborative Professional Learning Programme (ICPLP) - (Formerly Central Scotland Partnership)</u>

The ICPLP Programme provides leadership opportunities and professional learning opportunities for staff across Falkirk, Stirling and West Lothian. It supports networking and sharing of experience across the collaborative.

A programme of short courses is shortly being made available to staff for the forthcoming academic year.

There has been a significant increase in the number of Clackmannanshire leaders enrolling in this programme.

<u>Recruitment</u>

Recruitment of high quality teachers and leaders who are equipped to provide a meaningful educational experience for children and young people is an essential goal of the service.

The Education Service in Clackmannanshire Council revised the processes used to recruit classroom teachers and senior leaders.

For class teachers, this involves observation of their classroom practice followed by an interview, during which candidates have an opportunity to reflect critically on the lesson they taught. For senior leaders, candidates take part in an Assessment Centre which includes four activities that explore aspects of the role they hope to undertake, as well as a school visit where they are interviewed by pupils and staff.

In 2017/2018, new headteachers were appointed at Alloa Academy, Alva Academy, Craigbank Primary School, Sunnyside Primary School. Strathdevon Primary School, Sauchie and ABC Nurseries

3.4 Teacher Professionalism

<u>Employee Review and Development (ERD)</u>

We are currently piloting new ERD processes for Education with a view to a rollout for all staff during session 18-19. The new process will be accessed electronically via iTrent.

<u>Early Learning and Childcare Academy</u>

An Early Learning and Childcare Academy was set up in Clackmannanshire to deliver Scottish Vocational Qualifications for Assessors who provide support and training to recruit and develop Early Learning and Childcare trainees. We currently have eight trainees who are supported through the Early Learning and Childcare Academy. They are based in nursery with half a day a week input from Early Years staff on the underpinning knowledge on early learning and childcare.

Trainees are supported by four assessors and they each have a mentor. Whilst centre staff lead the learning, field based nursery staff have had the opportunity to deliver sessions on topics that they specialise in.

The impact of this work will be that we can develop more Early Learning and Childcare staff locally who will help us deliver the expansion to 1140 hours of free early learning and childcare.

<u>Getting it Right – Child Protection</u>

100% of heads of establishment & centre based staff have undertaken Intensive Workforce (formerly Level 4) Child Protection training. A minimum of one Depute Head from each secondary school along with Managers from our private partner nurseries have also been trained. Briefing sessions have been delivered to school janitors and catering staff.

Specific Level (formerly Level 2) training is being revised to be delivered to all teaching and support staff.

3.5 Parental Engagement

<u>Parental Involvement and Engagement Strategy</u>

A new Parental Involvement and Engagement Strategy has been developed in line with Parental Involvement legislation. This has been developed in consultation with Clackmannanshire's Parent Councils and legally is the source document for schools.

As part of the School Review process, a focus group of parents and a survey has been used to gather parents' views about their school. These focus groups and surveys have provided evaluation data about what schools do well and where they could improve their parental involvement and engagement. This information was used to shape the strategy. A group of parents whose children have Additional Support Needs also contributed their views.

<u>Parental Engagement In Physical Education, Physical Activity & School Sport
(PEPASS)</u>

Targeted work within Coalsnaughton, Deerpark, Banchory and Park Primary Schools
has taken place using a collaborative PEPASS approach including the SAC PEPASS
Officer, Primary PE teacher, Active Schools Co-ordinator and SMT representative in
each school.

Parent and pupil surveys were undertaken at the start of the intervention to gauge
current understanding and engagement in PEPASS and this will be repeated in June
2018.

In addition small groups of pupils were identified by each school as a result of a
variety of factors including participation levels, classroom engagement in learning,
parental support and other factors such as behavioural needs or SIMD area. These
pupils have been supported on a weekly basis to participate in a range of PEPASS
activities such as team building, soft archery, judo and leadership.

The overall schools participation levels in inter school sports events and overall pupil
participation in Active Schools programmes has been tracked with final results being
produced in June 2018.

Interim feedback from school teachers is that the targeted pupils are more engaged
in their overall learning and the interim sports participation data shows:

- o Coalsnaughton PS - 44% increase in participation rates in extra curricular
  sports clubs

- o Banchory PS - 87% increase in participation rates in extra curricular sports
  clubs

- o Deerpark PS - 39% increase in participation rates in extra curricular sports
  clubs

- o Park PS - 5% increase in participation rates in extra curricular sports clubs

<u>Syrian Refugee Programme</u>

The Community Learning and Development Team now has a full complement of
ESOL/Support staff and with guidance from the SQA, learning programmes are being
developed to meet the needs of the 37 Syrian Refugee learners. This will ensure that
they meet the required levels to allow them to enter college. This programme is now
part of our core business and more learners will go to college in August.

Education is also providing support to all Syrian children and families through the
Education Support Programme.

3.6   Assessment of Children's Progress

<u>Attendance and Exclusions</u>

New procedures have been put in place this year to improve attendance and reduce exclusions.   A campaign, Attend Today, Achieve Tomorrow , has been introduced in partnership with parents and staff, to improve awareness of the impact of occasional absence days on attainment.   Social media and visual materials have been used to promote the campaign. This is already showing impact with attendance in some areas already increasing.

<u>Outcomes for Looked after Children</u>

We have continued to monitor closely the outcomes for Looked After Children. Data for this group in relation to : Attendance, Exclusions, Attainment and Positive Destinations is analysed carefully and discussed with schools at termly visits by the Improving Outcomes Managers and at Secondary School Improvement Meetings with the Chief Education Officer (November 2017 and May 2018). This will be one of our "Obsessions" in 2018/2019 which we track on a weekly basis and in partnership with Social Work we will consider how we work jointly to improve the outcomes for Looked After Children.

A summary of progress for LAC Children can be seen at the end of the NIF Progress Report at Appendix 2.

<u>Additional Support Needs (ASN)</u>

Our Staged Intervention guidance to meet the needs of children with additional support needs has been reviewed this session to ensure it is clear and concise and user friendly for all stakeholders in education to access. The Staged Intervention process is used in all Clackmannanshire educational establishments to support children and young people who experience barriers to learning. It is designed to assist schools to deploy resources effectively to ensure all children and young people access an appropriate curriculum.   The process is underpinned by a range of legislation outlined in the following context section.

Clackmannanshire Council's Staged Intervention process provides schools, parents, children and young people and other agencies with a a framework to assess, identify, plan and review support for children and young people who have Additional Support Needs (ASN). This process ensures that children and young people and parents/carers are fully involved in planning and decision making regarding their education and that advice/support is requested from other services when required. Our aim is to identify and meet the needs of children and young people at the earliest opportunity to promote, support and safeguard wellbeing and improve outcomes for children and young people.

All stages of intervention require robust assessment using aspects of the National Practice Model in a proportionate and timely manner, involving appropriate partners to ensure effective planning for children and young people.

The new guidance has been shared with all educational establishments. Online training is currently being developed and it is expected that all schools will complete the training via Clacks Academy. We will develop a parent/carer information leaflet in partnership with a group of parents.

We have developed bespoke ASN training packages for mainstream educators in Autism Spectrum Disorder, Social Emotional Behaviour Needs and complex Additional Support Needs. Staff from Nursery, Primary, Secondary and Specialist settings have worked together on the packages to ensure that training is relevant and can support children and young people. The training is being trialled in early June by. Redwell, Deerpark, Sunnyside and Alva Academy. The schools are acting as 'critical friends' and to evaluate the training to ensure it is offering the most effect support and advice in each of the 3 specialist areas. The training packages will then available on the Career Long Professional Learning calendar throughout session 2018-19.

We met with a group of parents who have children with ASN in Nursery, Primary and Secondary and our Specialist settings to discuss what is working well in ASN and what needs to be improved. Parents said that the journey to getting the correct support for their child was challenging but they also felt that once the needs of their child were identified that support generally was given quickly. They felt that staff in schools, particularly primary settings, needed to be better at identifying ASN so that children could be supported earlier. We have translated the feedback from our parents into an action plan to improve our practices and support in ASN across Clackmannanshire and this includes meeting with the parents to update them on our actions and we are planning an annual ASN Parent Fayre, the first will take place in October 2018.

Sports Activity

A seven week programme of a wide variety of sports and physical activities was set up for the school summer holiday period for pre-school, primary and secondary children. There was also a separate programme for children and their siblings with additional support needs. A total of 4,128 participated in the programme across the following venues; Lornshill Academy, Alloa Academy, The Wasp and Firpark Ski Centres. There were 27,023 participation units throughout the summer programme

In partnership with Social Services, an additional 60 young people were assisted in various ways to engage and participate. An additional 4 young people were directed by Women's Aid to participate.

The Easter programme took place across the two weeks of the Easter holidays with a total of 1,836 participants across the nine day programme. Twelve young people were signposted by Social Services and as a result three children are accessing Sports Development activities beyond the Easter Programme.

Scottish Attainment Challenge

Following meetings with Scottish Government in October and November 2017, the Attainment Team carried out a review of the 2017-2018 programmes. Focussed monitoring, school reviews and evaluations highlighted that some interventions were not achieving their outcomes and impact. As a result three funded programmes, Read Write Inc and PEPASS ceased in MARCH 2018. CCafe has been redesigned.

Six Improving Outcomes Principal Teachers are now in post (January 2018). Their focus is on providing school based support, working directly with university partners to support class teachers and children, and planning and delivering high quality professional learning for all practitioners to close the poverty related attainment gap.

Each school's Pupil Equity Fund (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.

A Collaborative Research and Evaluation Strategy is 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.

The Improvement Outcomes Analyst has developed 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.

The School Review process confirmed the need to improve the quality of learning and teaching. As a result, the Tapestry Partnership are delivering a bespoke programme for Clackmannanshire schools to improve pedagogy and equity.

The Early Intervention Team has been redesigned so that allocation is based on SIMD need and Teacher Professional Judgement. They are undertaking CLPL on the use of Improvement Science to support measuring impact of their targeted work.

A more detailed report containing information about the remaining SAC interventions was submitted in April 2018 to the Scrutiny Committee.

Readiness for Learning (R4L)

Readiness for Learning has been developed by the Educational Psychology Service and is based on helping all children and young people to regulate or manage their brains in times of stress to help them feel safe, settled and 'ready to learn'.

The approach uses best practice from attachment theory, nurture principles and neuroscience to help children and young people become the best learners that they can be.

What does an R4L classroom look like?

- Care and thought is given to the physical and sensory environment

- Educators understand the impact of stress on learners and themselves

- Relationships are key

- Learning is understood at a brain level

- Time is spent helping all learners to regulate

Impact so far has been -

- o 500 educators trained in the Neurosequential Model in Education (NME)

- o 76% trained educators have implemented NME in their classrooms

- o 47% trained educators can identify a positive impact on pupils

- o 90% pupils in one R4L classroom expected to achieve Early Level in literacy and numeracy by the end of P1

- o 55% schools trained in NME showing an increase in attendance in the 12 months following training

Developing the Young Workforce (DYW)

Partnership working with schools and employers through the Developing Young Workforce has been increasing, with a range of employers working with schools to help develop employability skills.

In May 2017, DYW offered a pilot programme of industry and college placements for teachers. The aims of this programme for teachers were:

- To support the challenge of teachers to bring the world of work into the classroom.

- To offer CLPL to teachers to develop and up to date understanding of current industry practice

- To develop an understanding of current further education provision and opportunities available to young people.

Teachers from Modern Studies, Chemistry, Design and Technology and Home Economics took part in the programme and spent time in Forth Valley College, Hanson concrete, Diageo and Historic Environment Scotland. There are plans to expand this programme to more teachers and faculties and increase business support to prepare young people for work.

The Primary Aspirations Programme has been introduced to Primary Schools and aims to encourage P6-P7 children to raise aspirations and encourage pupils to think about what sort of work they may want to do in future. This programme has been successful in 3 primary schools so far and other schools will come on board next session.

Activity Agreements

There have been positive outcomes for 12 young people who had an Activity Agreement and moved on to a positive destination -

- 100% received after care for 3 months after they secured their destination followed by contact at 6, 9 and 12 months from the date after they left the programme. This ensured that if any issues arose or they needed to be referred / supported to access other services this was implemented at the earliest stage.

- The post agreement tracking and interventions have contributed to maintaining the positive destination figures and the participation measures.

Alternative Pathways / Destinations

This programme supports young people who have left school and are not participating in any positive destination e.g. training, education or employment.

In October 2017, 65 school leavers were shown as not being in a positive destination. The information on these young people is analysed and tracked and a Destination Partnership Group comes together to discuss and provide opportunities for these school leavers. The number not in a positive destination has fallen to 43.

Sports Development Modern Apprentices

Sports Development were able to fund 7 Modern Apprentices who supported the necessary administration and sports coaching until August 2017. All successfully gained their SVQ level 2 and have moved into further education, sports coaching employment or other employment. Two of these MAs have joined the relief database for Sports Development coaches and continue to support our afterschool programmes and sports events.

From September 2017, 5 new Modern Apprentices are in place until August 2018 and funded by income generated by Sports Development activities. They are all on target to complete their SVQ level 2 along with various national governing body of sport qualifications and other generic certificates. The Modern Apprentices are a highly valued part of the Sports Development contribution especially in our schools programmes where they act as positive role models.

Youth Voice and Year of Young People

Members of the Youth council have taken the lead on the partnership work with the Education Service on developing and carrying out the 'Have your Say' youth consultation which will be feeding in to the Community Learning and Development Plan.

The results of this consultation will also be used to develop a manifesto for the Youth Councils, feed into the new pupil parliaments at Alva Academy and Alloa Academy, with the already formed Lornshill Academy using their work to develop their roles further.

It is the aim that this work will lead to a Clacks Youth Voice Forum / Network supported by Education and the Youth Council. The network will be a legacy from the Year of Young People along with our digital media champions within the schools and communities.

Youth Council members have established regular meetings with the Education Senior management Team which has enabled them to raise and share issues within education and the wider community.

Youth Bank – the young people involved in the Clacks Youth Bank have been supported in reviewing their application and assessment process. In 2016/17 there was only one successful application. It was identified that there were a number of areas needing to be reviewed due to the lack of successful applications, a new application form has been developed along with an updated assessment process. This has led to 4 successful applications being made since January 2018.

3.7   Performance Information

Supporting Schools with Data Analysis

Overall, improving Data Literacy across the Education Service has been a priority this year.

The Service Improvement Analyst has been working closely with schools over the course of this year to increase their understanding and use of data for improvement. She has held Data Surgeries and Clinics with staff, and ran a number of CLPL sessions

Secondary Schools: Insight awareness training was provided by Scottish Government Insight Team at the beginning of January 2018 with all three secondary schools in attendance. Specific attention was drawn to using Insight to establish if the curriculum on offer was best suited to all students with discussions around using the SQA Directory more for choice selection in school timetables. School Support Service are keen to use Insight more in school planning and further engagement is expected in the next academic year.

Insight awareness was provided to Educational Psychologists in February with a positive reaction to the information it can provide. Further engagement will continue into the next academic year with this team.

Primary Schools: 15 primary schools took up the offer of assistance with data analysis and the use of data to effectively track pupil progress. Visits have taken place with primary schools and they are all keen to learn more about how to use data more effectively in planning classroom programmes and interventions.

In consultation with some Headteachers, she has developed a new electronic pupil tracking system which will be introduced next school year to support schools in tracking and monitoring progress of children throughout their Broad General Education. This development links closely with work in the Attainment Challenge to close the poverty related attainment gap.

Awareness and training of the new Scottish Government Broad General Education (BGE) Benchmarking Tool will be delivered to schools with the assistance of Scottish Government over the next few months. The tool allows schools to compare their performance and data to other schools with similar charachterisitcs.

Centre based staff teams have been supported to use data to evaluate their own performance and impact on outcomes for children, young people and families. Staff have taken part in NIF stand-up sessions throughout the year to increase connectivity and awareness of each team's developments and encourage collaboration.

The excellent practice in our schools and nurseries has been recognised this year by being shortlisted in a number of national awards.   Banchory Primary School was awarded the Digital Schools Award in May 2018 in recognition of their 'Tablet Academy' work. Alva Academy and Banchory Primary are currently finalists in the Scottish Education Awards for

- OYCI (Ochil Youth Community Improvements), a social enterprise which empowers young people in Clackmannanshire to lead on improving the local area

- Allison Littlejohns as Headteacher of the Year

Clackmannanshire Education Service is holding its Towards Excellence Awards in recognition of the innovation and good practice currently underway in schools. A total of 29 nominations have been received and the nominees and winners will be recognised at an event on the 7th of June at Lornshill Academy.

In October 2017 Abercromby Nursery Class received the Nancy Ovens Award for Play. They were recognised for the creation of a rich and exciting outdoor environment. The use of a fire pit, building dens and climbing trees are everyday occurrences. Families are involved in their children's learning and one day a week they engage with tis exciting approach to learning.

3.8   Complaints and Enquiries / FOI Requests

A new consistent method of recording and monitoring comments and complaints was introduced in Autumn 2017 using the Complaints Database. The figures shown below related to complaints received between October 2017 and May 2018.

3.8.1   Complaints

Stage 1 complaints are recorded and monitored by individual schools and teams.

All Stage 2 complaints were answered within the 20 day response period.

Complaint Stage	Sector	Subjects	No. Rec'd
Stage 2	Primary Schools	• Bullying • Pupil Absence • Behaviour	4
Stage 2	Nurseries	• Incident in Playground	1
Stage 2	Secondary Schools	• Communication	1

3.8.2   FOI requests -

MP & MSP ENQUIRIES	
Period	Total Enquiries Received
2016/17	13
2017/18	23
77% Increase	

15

COUNCILLOR ENQUIRIES	
Period	Total Enquiries Received
2016/17	37
2017/18	48
30% Increase	

FOI ENQUIRIES	
Period	Total Enquiries Received
2016/17	120
2017/18	150
25% Increase	

3.9   Current financial situation

Finance figures to follow from Finance Services.

4.0   Sustainability Implications

4.1   The paper has no sustainability implications.

5.0   Resource Implications

5.1   The paper has no resource implications.

6.0   Exempt Reports

7.1   Is the report exempt?   Yes

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 ☑

The Council is effective, efficient and recognised for excellence ☑

(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   Pentanna Report

Appendix 2   NIF Progress Report
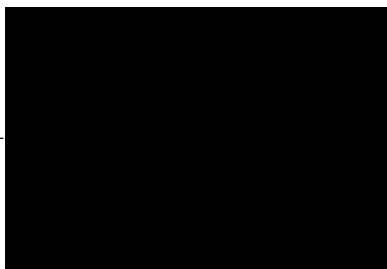
12.0 Background Papers

None

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Lorraine Sanda	Improving Outcomes Manager	2425

Approved by
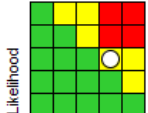
NAME	DESIGNATION	SIGNATURE
Anne M Pearson	Chief Education Officer	
Nikki Bridle	Chief Executive (Acting)	

Education Service

Business Plan 2017/18

April 2017 – March 2018 Progress Report

Appendix 1

Key to symbols used in this report

Indicators		Actions		Risks		
Trend Compares one period's performance with the previous (this year with previous year or this quarter with previous quarter)		**Expected Outcome** Owner assessment		**Score** Likelihood x Impact (1 - 5)	**Status**	
⬆	Performance has improved	✅	Already complete		🛑 Score of 16 or above	The likelihood of a risk occurring, and the impact if it does occur are each scored on a scale of 1 to 5, with 1 being the least likely or the least significant impact. Detailed guidance on scoring is provided in the Corporate Risk Management Guidance.
➖	Performance has remained the same	✔	Will complete within target dates		⚠ Score of 10 to 15	
⬇	Performance has declined	⚠	Will complete, but outwith target		✅ Score of 9 or below	
❓	No comparison available - May be new indicator or data not yet available	❌	Fail to complete	Current risk score takes into account internal controls already in place Target risk score shows the level at which the risk will stop being 'treated' and then be 'tolerated'		

EDU BP 17-18 annual report

Generated on: 01 May 2018

- Support children to be ready for learning
- Increase opportunities for teachers to collaborate and increase their professional capacity
- Empower and support school leaders
- Increase innovative and nurturing approaches to improve behaviour, attendance and achievement

Covalent Ref.	PI Description	2015/16	2016/17	2017/18			Lead
		Value	Value	Value	Target	Long Trend	
EYO INS 001	The number of funded Early Years providers which were graded good/better as a percentage of all funded Early Years Provision which was inspected.	94.4%	100.0%			?	Improving Outcomes Manager – Early Years
SCH ATT B4a	Percentage of pupils achieving expected Curriculum for Excellence (CfE) levels (based on Teachers' professional judgement) in Reading, Primary 1	76.7%	80.7%		82.0%	?	Improving Outcomes Manager – Broad General Education
SCH ATT B4b	Percentage of pupils achieving expected Curriculum for Excellence (CfE) levels (based on Teachers' professional judgement) in Reading, Primary 4	66.1%	64.5%		71.0%	?	Improving Outcomes Manager – Broad General Education
SCH ATT B4c	Percentage of pupils achieving expected Curriculum for Excellence (CfE) levels (based on Teachers' professional judgement) in Reading, Primary 7	68.5%	70.2%		73.0%	?	Improving Outcomes Manager – Broad General Education
SCH ATT B5a	Percentage of pupils achieving expected Curriculum for Excellence (CfE) levels (based on Teachers' professional judgement) in Writing, Primary 1	73.2%	76.6%		78.0%	?	Improving Outcomes Manager – Broad General Education
SCH ATT B5b	Percentage of pupils achieving expected Curriculum for Excellence (CfE) levels (based on Teachers' professional judgement) in Writing, Primary 4	58.9%	57.8%		64.0%	?	Improving Outcomes Manager – Broad General Education

| Covalent Ref. | PI Description | 2015/16 | 2016/17 | 2017/18 | | | Lead |
		Value	Value	Value	Target	Long Trend	
SCH ATT B5c	Percentage of pupils achieving expected Curriculum for Excellence (CfE) levels (based on Teachers' professional judgement) in Writing, Primary 7	58.0%	48.7%		59.0%	?	Improving Outcomes Manager – Broad General Education
SCH ATT B6a	Percentage of pupils achieving expected Curriculum for Excellence (CfE) levels (based on Teachers' professional judgement) in Listening & Talking, Primary 1	83.3%	86.4%		87.0%	?	Improving Outcomes Manager – Broad General Education
SCH ATT B6b	Percentage of pupils achieving expected Curriculum for Excellence (CfE) levels (based on Teachers' professional judgement) in Listening & Talking, Primary 4	69.4%	75.7%		79.0%	?	Improving Outcomes Manager – Broad General Education
SCH ATT B6c	Percentage of pupils achieving expected Curriculum for Excellence (CfE) levels (based on Teachers' professional judgement) in Listening & Talking, Primary 7	73.2%	75.1%		78.0%	?	Improving Outcomes Manager – Broad General Education
SCH ATT B7a	Percentage of pupils achieving expected Curriculum for Excellence (CfE) levels (based on Teachers' professional judgement) in Numeracy, Primary 1	76.8%	79.0%		81.0%	?	Improving Outcomes Manager – Broad General Education
SCH ATT B7b	Percentage of pupils achieving expected Curriculum for Excellence (CfE) levels (based on Teachers' professional judgement) in Numeracy, Primary 4	59.7%	59.8%		67.0%	?	Improving Outcomes Manager – Broad General Education
SCH ATT B7c	Percentage of pupils achieving expected Curriculum for Excellence (CfE) levels (based on Teachers' professional judgement) in Numeracy, Primary 7	54.5%	53.6%		61.0%	?	Improving Outcomes Manager – Broad General Education
SCH SHS SCH	The proportion (%) of adults surveyed as part of the Scottish Household Survey who are satisfied or very satisfied with local schools (3 year rolling average, LGBF Code: EDU08)	87.7%	86.0%				Improving Outcomes Managers
SCH INS C02	Primary schools receiving positive HMIE inspections in all indicators	50%	100%	Establishing Baseline Data	100%		Improving Outcomes Manager – Broad General Education
SCH INS C03	Secondary schools receiving positive HMIE inspections in all indicators	none	none	Establishing Baseline Data	100%		Improving Outcomes Manager – Broad General Education

Covalent Ref.	Action	Due Date	Progress	Status	Latest Note	Reviewer (Owner)
EDU 17 01	Leadership and CLPL Programmes are implemented, supporting probationers, teacher, early Learning and Childcare staff, Principal Teachers, Depute Head Teachers, Head Teachers and Classroom Assistants	30-Jun-2018	50%	▶	The CLPL programme contains three leadership workstreams - the SAC Leadership / Curriculum Development programme, - Leadership for Middle Leaders and - Pedagogy and Practice.	Improving Outcomes Manager – Broad General Education
EDU 17 02	Mentoring and support mechanisms are set up for existing and new Head Teachers and SMTs	30-Jun-2018	75%	▶	IOMs will ensure that mentors have been identified for new head teachers and some are already in place. IOMs are providing ongoing support to new head teachers through regular support and challenge visits.	Improving Outcomes Manager – Broad General Education
EDU 17 03	The Curriculum Rationale in schools is reviewed in partnership with Education Scotland and Stirling University (SAC)	30-Jun-2018	100%	✔	Alison Drever from Education Scotland has delivered the Developing Your Curriculum Rationale session to all primary and secondary Head Teachers and Depute Head Teachers. The feedback from these sessions was very positive. Head Teachers now have a better understanding of the need for a Curriculum Rationale that outlines a shared understanding and purpose and ensures progression, consistent learning and teaching leading to improved outcomes for pupils. The Curriculum Rationale is now a focus during the school review visits and the School Review Team is providing individualised feedback. Head Teachers are now working to improve the rationale for their unique school curriculum. However, some schools require additional and ongoing support and this is currently being provided by the IOMs.	Improving Outcomes Manager – Broad General Education
EDU 17 05	Leadership of Learning is delivered in partnership with University of Stirling (SAC) & SCEL	30-Jun-2018	66%	▶	A number of practitioners are currently undertaking masters level modules in conjunction with Stirling University and Strathclyde University. We have two primary Head Teachers who are undertaking the In Headship programme and two Head Teachers undertaking Excellence in Headship Programmes. These programmes will enhance their understanding of leadership. We anticipate the impact of these professional learning activities to be that school leadership improves and impacts on better outcomes for learners.	Improving Outcomes Manager – Broad General Education
EDU 17 08	An Early Learning and Childcare Academy is set up to deliver SVQ Programme for Assessors	30-Jun-2019	50%	▶	Our trainees continue to complete the work required for their qualification. We are now down to 3 assessors due to one assessor moving to another Local Authority. One of our assessors has picked up the additional 2 trainees to ensure they continue to progress.	Improving Outcomes Manager – Early Years
EDU 17 09	Increased collaboration activity within, across and beyond school is supported	30-Jun-2018	66%	▶	Improving Outcomes Managers, in discussion with Head Teachers, are identifying areas where schools would like to collaborate with a	Improving Outcomes

Covalent Ref.	Action	Due Date	Progress	Status	Latest Note	Reviewer (Owner)
					view to identifying 'partner schools'. The IO Managers are then implementing a 'matching process' depending on the topic(s) identified to ensure that schools with similar profiles are working together on e.g. raising attainment. Schools may be matched to schools either within Clackmannanshire, within the Forth Valley and West Lothian Regional Collaborative or to any other school in any local authority in Scotland. Redwell, Park and Coalsnaughton Primary Schools have already been matched, with help from Education Scotland, with schools in Renfrewshire. The long term goal is to create a collaborative network of schools across the whole of Scotland, which is topic led, and a suggested process for creating this network has recently been published by SCEL.	Manager – Senior Phase
EDU 17 10	SAC Literacy is developed in partnership with University of Strathclyde	30-Jun-2018	60%	▶	Review of TPJ and feedback from Sue Ellis has indicated 7 target schools. These will be the focus of intervention from March – June. A further 11 will be added from August. Two Improving Outcome PTs have developed a timetable of involvement with each school and contract of engagement to raise literacy attainment for targeted children and staff confidence in the delivery of the 3 Domain model. A confidence measurement tool has been developed to set a baseline measure. This will be shared with all participating teachers in April.	Improving Outcomes Manager – Broad General Education
EDU 17 11	SAC Health and Wellbeing is developed in partnership with University of Strathclyde	30-Jun-2018	66%	▶	Participants are still to complete their dissertation as part of the final module to fulfil course requirements. This is due in at the end of May. Participants have found the course useful and have benefited from focused collaboration with educators from other establishments. Learning and expertise from this course will continue to be shared with the Health and Well-being implementation team to drive forward improvements in curricular programmes and interventions. Children and young people in Clackmannanshire will benefit from a more robust learning pathway matched to the context of each education establishment. Educators will have increased confidence in the use of Benchmarks aligned to these pathways ensuring that Health and Well-being outcomes for all learners will improve.	Improving Outcomes Manager – Broad General Education
EDU 17 14	CLD Professional Standards are devloped and in use	30-Jun-2018	100%	✓	100% of the team will have undertaken three CLPL sessions. This has brought about a change in practice and we are now using data much more to influence forward plans. As a consequence changes are being made in the programmes to meet the outcomes in a more targeted, focussed way.	Improving Outcomes Manager – Senior Phase
EDU 17 20	Learning Together Programme (PEEP) and Psychology of Parenting Programme (PoPP) training is delivered for staff from Early	30-Jun-2018	75%	▶	1 incredible years and 1 triple P group are currently running. All nurseries now have at least one staff member trained in Communicating with Parents.	Improving Outcomes Manager – Early

Covalent Ref.	Action	Due Date	Progress	Status	Latest Note	Reviewer (Owner)
	Years					Years
EDU 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)	30-Jun-2020	50%	▶	CLPL calendar of events is underway. Showing of Resilience documentary on 12.02.18 was sold out (300 tickets) and has generated interest and discussion amongst educators. Visit to R4L classrooms in Park PS has created further interest in developing these environments within different schools.	Improving Outcomes Manager – Senior Phase
EDU 17 33	A Play Strategy is developed	31-Oct-2018	50%	▶	Meetings were arranged for during the Easter holidays to write the draft play strategy. This then went out for consultation April to June 2018.	Improving Outcomes Manager – Early Years
EDU 17 36	Literacy and Numeracy strategies / interventions are developed (SAC)	30-Jun-2018	25%	▶	A short life mobilisation group has been established to review the current work streams across Literacy and Numeracy. This group will meet x6 from March - June to oversee the development of the draft strategies and will provide updates to the Literacy and Numeracy Group Leads. Two Improving Outcomes Principal Teachers are carrying out research to ensure that both Strategies align with core local and national improvements. This was completed by the end of April.	Improving Outcomes Manager – Broad General Education
EDU 17 42	E-learning journals to track children's development are implemented by Early Learning and childcare staff	30-Jun-2018	66%	▶	The nurseries continue to embrace the e-learning journals and staff are becoming more familiar with them. The children are also being encouraged to comment on their own learning through a child's voice section. The numeracy and literacy progression pathways for Clackmannanshire are in the process of being added.	Improving Outcomes Manager – Early Years
EDU 17 47	New recruitment, selection, induction and PRD processes are implemented	30-Jun-2018	66%	▶	The Education Service in Clackmannanshire Council has revised the processes used to recruit classroom teachers and senior leaders. For class teachers, this involves observation of their classroom practice, followed by an interview, during which candidates have an opportunity to reflect critically on the lesson they taught. For senior leaders, candidates take part in an Assessment Centre which includes four activities that explore aspects of the role they hope to undertake, as well as a school visit where they are interviewed by pupils and staff.	Improving Outcomes Manager – Broad General Education
EDU 17 48	Schools and teams at centre are assessed for appropriate level of implementation of Readiness for Learning Programme	30-Jun-2018	100%	✓	Applied Nurture Framework self-evaluation activities have now been completed with Educational Psychology Service, Education Service Managers and all six schools identified as possible candidates for NME this session. From this, one school was selected and trained in November 2017 and the final two schools for this year were trained in February 2018, in addition to the Community Learning and Development Team and Primary PE Team, plus new staff from	Improving Outcomes Manager – Senior Phase

Covalent Ref.	Action	Due Date	Progress	Status	Latest Note	Reviewer (Owner)
					previously trained schools.	
EDU 17 53	Language is Fun Together programme is delivered by Speech and Language Therapists (SALT) to Early Learning and Childcare settings	30-Jun-2020	83%	▶	All child language measures (vocabulary assessment) and staff baselines (questionnaires and video analysis) have been gathered.	Improving Outcomes Manager – Early Years
EDU 17 60	CLPL in Data Literacy is provided for all	30-Jun-2018	66%	▶	Training Date was set for 26th April which will focus on analysis of Teacher Professional Judgement data. Further training and support sessions are planned.	Improving Outcomes Manager – Senior Phase
EDU 17 63	A Research and Evaluation Strategy is developed, outlining approaches to effective evaluation, effectively linking research, policy and practice	30-Jun-2018	100%	✓	The Research and Evaluation framework has been completed and Collaborative Action research guidance has been developed and issued to schools. December 2017 will see the academics sharing their findings so far on the projects they have been working on with the local authority. This joined up approach to working with academic partners means that a further meeting will be planned for May 2018 to ensure a joined up approach to research and evaluation.	Improving Outcomes Manager – Senior Phase
EDU 17 65	All schools and nurseries are supported with use of data and analysis by the Improvement Analyst	30-Jun-2018	50%	▶	March 2018 - Secondary Schools: Insight awareness training was provided by Scottish Government Insight Team at the beginning of January 2018 with all three secondary schools in attendance. Specific attention was drawn to using Insight to establish if the curriculum on offer was best suited to all students with discussions around using the SQA Directory more for choice selection in school timetables. No further engagement has been provided to secondary schools despite offers via emails and telephone discussions around using Insight across the school curriculum. School Support Service are keen to use Insight more in school planning and further engagement is expected in the next academic year. Insight awareness was provided to Educational Psychologists in February with a positive reaction to the information it can provide. Further engagement will continue into the next academic year with this team.	Improving Outcomes Manager – Senior Phase
EDU 17 66	A local dashboard / set of school level performance data is in use	30-Jun-2018	66%	▶	Performance Dashboard will be incorporated into pupil tracker with links to BGE Tool. This is still in development with assistance from	Improving Outcomes

Covalent Ref.	Action	Due Date	Progress	Status	Latest Note	Reviewer (Owner)
					one of the primary school head teachers. Two primary schools will trial the new tracker during term 4 and feedback will assist in further development over the summer holidays. It is anticipated that the pupil tracker will be available for all primary schools in the next academic year.	Manager – Senior Phase
EDU 17 68	School Improvement Meetings are supported by clear profile and benchmarks for improvement	30-Jun-2018	66%	▷	March 2018: SIMs focusing on attainment took place in term 1, with reports focusing on attainment data concerning exam results in August. Feedback from these reports was provided by both Alloa Academy & Alva Academy with none from Lornshill Academy. Further engagement has taken place with Alloa Academy Head teacher for the meeting scheduled in March 2018 in relation to content and analysis.	Improving Outcomes Manager – Senior Phase

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

Covalent Ref.	PI Description	2015/16	2016/17	2017/18			Lead
		Value	Value	Value	Target	Long Trend	
CHC LAC B4a	Percentage of Looked After Children with More than 1 Placement Within the Last Year	18.5%	17.4%			?	Children and Families Social Work
SCH ATD C1a	Percentage of half days attended by pupils in primary schools	94.24%	94.60%				
SCH ATD C1b	Percentage of half days attended by pupils in secondary schools	91.06%	90.30%				
SCH EXC C1a	Cases of exclusion rate per 1000 pupils (primary)		19.00				
SCH EXC C1b	Cases of exclusion rate per 1000 pupils (secondary)		47.30				

Covalent Ref.	Action	Due Date	Progress	Status	Latest Note	Reviewer (Owner)
EDU 17 15	Training on Child Protection for all educators has been carried out	30-Jun-2018	100%	✅	All Heads of establishment & Centre based staff have undertaken Intensive Workforce (formerly Level 4) Child Protection training. At least one Depute Head from each secondary school along with Managers from our Private Partner nurseries have also been trained. Briefing sessions have been delivered to school janitors and dinner ladies. Specific Level (formerly Level 2) training is being developed to be delivered to all teaching and support staff.	Improving Outcomes Manager – Early Years
EDU 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	30-Jun-2018	100%	✅	ASN teams across Clacks are informed on latest legislation and therefore responsibilities for supporting children and families with ASN in a thorough and consistent manner across the council. When we engaged with parents some commented on a postcode lottery depending on the skill and knowledge of staff about ASN. This will ensure consistency and equity for ASN across the council	Improving Outcomes Manager – Senior Phase
EDU 17 22	Ccafe for families is further developed and expanded to specific Primary Schools (SAC)	30-Jun-2018	100%	✅	The C-Cafe came to an end in March 2018 however the lessons learned from this programme have been taken forward to the new Adult and Family Learning Framework 'Family Learning in Clackmannanshire'.	Improving Outcomes Manager – Senior Phase

Covalent Ref.	Action	Due Date	Progress	Status	Latest Note	Reviewer (Owner)
EDU 17 23	An Early Intervention Team is set up to support 10 establishments to incorporate play and key elements of Early Years Literacy and Numeracy into the curriculum	30-Jun-2018	75%	▶	The role and remit of the EI Team has been revised to align with the core improvement objectives across the SAC. Allocation to schools is now based on TPJ, PIPS data and number of pupils in P1 and P2 in SIMD 1-3 so that there is a focus on improving outcomes for those within the highest levels of deprivation. This has been communicated to all HTs. A governance structure has been established with fortnightly update and business meetings to share good practice and review progress.	Improving Outcomes Manager – Senior Phase
EDU 17 29	A Syrian refugee integration and resettlement programme is developed and implemented	30-Jun-2018	100%	✔	Now with a full complement of staff, individual learning plans and guidance from the SQA, the learning programmes are being developed to meet the perceived needs of the 37 learners whilst ensuring that they meet the required levels to allow them to enter college. This programme is now part of our core business and more learners will go to college in August.	Improving Outcomes Manager – Senior Phase
EDU 17 41	Educational Psychology implements a data-led Service Delivery Model that is targeted and flexible to respond to local and national priorities	30-Jun-2018	83%	▶	The Educational Psychology Service (EPS) took advantage of the opportunities presented by wider organisational changes to thoroughly review its practice, aiming to increase efficiency, equality, and equity of service delivery. This was achieved via robust (and ongoing) self-evaluation based on gathering and analysing data about the ways we serve the Clackmannanshire population, as well as dialogue with stakeholders (including schools, families, multiagency partners, and colleagues within the Local Authority across services and levels of seniority). A partial implementation commenced in the 2016-2017 academic year, with built-in data collection, leading to a full self-evaluation and onward planning sessions in summer 2017. Taking into account the progress made and areas for improvement, we made adjustments to the service delivery model, for full implementation as of the beginning of the current academic year. We continue to record and analyse information about the requests for assistance that we receive across all stakeholders, which guides onward planning/ key priorities for the next session.	Improving Outcomes Manager – Senior Phase
EDU 17 49	A rolling programme of school assessment is in place to ensure appropriate, inclusive environments to meet the needs of all learners	20-Aug-2018	40%	▶	Mob team has had 2 meetings and now broken into sub teams to put together bespoke packages of training they can deliver in twilight sessions to mainstream colleagues. Met at end of March to look at each set of training. Have identified Strathdevon and Redwell as schools we can deliver ASD and Complex needs training to first and for them to be 'critical partners' on the content of the training before it is offered more widely to colleagues. Training packages ASD	Improving Outcomes Manager – Senior Phase

Covalent Ref.	Action	Due Date	Progress	Status	Latest Note	Reviewer (Owner)
					Complex Needs SEBN Manual Handling Moderate ASN and dyslexia	
EDU 17 56	Phase 1 of 1140 hours Early Learning and Childcare expansion is delivered at Sauchie Nursery and Alva Nursery Class	30-Jun-2018	100%	✅	A small but successful pilot ran over the October holidays in Sauchie Nursery. Planning is in place for future development.	Improving Outcomes Manager – Early Years
EDU 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	30-Jun-2018	80%	▶	Work of Educational Psychology Service continues to be shared via Twitter with continued national interest – currently 779 followers. Presented on the work at Centre for Youth and Criminal Justice conference on 7th March.	Improving Outcomes Manager – Senior Phase
EDU 17 70	Implement revised guidance on Attendance and Exclusions	30-Jun-2018	87%	▶	Development Session delivered to Attendance and Welfare Officers delivered in March to share key areas of development and highlight the importance of their role. AWO indicated that the session gave them the opportunities to review their practice and find solutions to improving approaches and consistency across the Authority.	Improving Outcomes Manager – Early Years

- 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
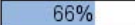
Covalent Ref.	PI Description	2015/16	2016/17	2017/18			Lead
		Value	Value	Value	Target	Long Trend	
SCH PSU 001	Pupils who agree with the statement 'I enjoy learning at school' in the pupil survey			74%		[?]	Improving Outcomes Manager – Senior Phase
SCH PSU 002	Pupils who agree with the statement 'I enjoy my life' in the pupil survey			77%		[?]	Improving Outcomes Manager – Senior Phase
CHC CPR 001	Total number of child protection referrals	238	236	47		[?]	Children and Families Social Work
CHC CPR 021	Snapshot number of children on child protection register	38	20	31		[?]	Children and Families Social Work
CHC CPR C03		4.0%	6.5%			[?]	Children and Families Social Work
CHC NEW 08a	Referrals received by the children's reporter on the grounds of misuse of misuse of alcohol or drugs	5.1%	2.7%				
CHC NHS 02a	Percentage of 3-5 year olds registered with an NHS general dentist - calendar year data	95.8%	92.0%				NHS
SPD EPE 01a	Engagement in Physical Education (minutes per week per secondary pupil)						Improving Outcomes Manager – Early Years
SPD EPE 01b	Engagement in Physical Education (minutes per week per primary pupil)						Improving Outcomes Manager – Early Years

Covalent Ref.	Action	Due Date	Progress	Status	Latest Note	Reviewer (Owner)
EDU 17 16	Career Long Professional Learning for staff on staged intervention has been carried out	30-Jun-2018	25%	▶	Guidance was near completion but more to be added. Meeting to be set up to review the guidance before its published for all. Training to go on Clacks Academy for all staff within Clacks to access	Improving Outcomes Manager – Senior Phase

Covalent Ref.	Action	Due Date	Progress	Status	Latest Note	Reviewer (Owner)
EDU 17 26	A new model of support for advocacy / engagement for families of children with ASN / GIRFEC is implemented	30-Jun-2020	33%	▶	Engaged with ASN colleagues across clacks mainstream and specialist settings from nursery, primary and secondary settings. We drafted out where we felt the gaps in parental engagement. Met with parents from the same settings and opened up frank discussion and got written feedback too. This has been transferred into an action plan and have named colleagues who will be responsible for addressing/working towards addressing the actions. The info from colleagues and parents was very similar. Colleagues very committed to working more closely as an ASN team and to ensuring that we improve our engagement across ASN. Actions outline clear plan ahead for improving our engagement but some actions will take longer than other more 'simple fixes'. Parents felt that this was a good start in making improvements together. Have begun work on a Parent/Carer information day where we will invite a wide variety of colleagues, partners, AHP, social work, Resolve, enquire, Inclusive Solutions, Play Alloa, CALL Scotland and more.	Improving Outcomes Manager – Senior Phase

- 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

Covalent Ref.	PI Description	2015/16	2016/17	2017/18			Lead
		Value	Value	Value	Target	Long Trend	
EDE ECN 008	% of 16-19 year olds participating in employment education or training. (SDS Participation Measure).	88.2%	89.7%				SDS
EDE ECN 010	Number of Modern Apprentice new starts residing in Clackmannanshire (all ages)	289	346		300	[?]	SDS
EDE ECN 011	Percentage of the working age population that have a level 4 or above National Vocational Qualification (NVQ)	34.2%	36.7%				SDS
EDE SLD 17a	Percentage of the working age population that have low/no qualifications	10.3%	12.3%				SDS
SCH LVR CB1	% of school leavers who go on to positive destinations (in the follow-up survey in March)	90.2%	86.9%		93.7%	[?]	Improving Outcomes Managers
SAP FVC 001	% of college leavers who initially go on to positive destinations	92.9%					FV College

Covalent Ref.	Action	Due Date	Progress	Status	Latest Note	Reviewer (Owner)
EDU 17 06	Youth Network Voice is expnded to include a wider range of partners	30-Sep-2018	66%	▶	The training commenced in February with 34 young people participating. The programme completed by end of May 2018 with young people consulting 800+ peers. The results of this are being analysed with recommendations and pledges agreed in June.	Improving Outcomes Manager – Senior Phase
EDU 17 07	Young Carers Champions are introduced in schools	30-Jun-2018	50%	▶	Since start of 2018, a Clackmannanshire Carers strategy has been developed. Eligibility criteria have been drawn up and there has been consultation with Young Carers about the Young Carers Statement which should be available shortly. Young Carers Champions have been identified in all 3 Secondary schools and Young Carers groups will be created, modeled on the good practice in Lornshill Academy. Consultation has taken place with Scottish	Improving Outcomes Manager – Early Years
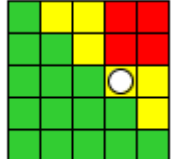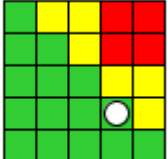
Covalent Ref.	Action	Due Date	Progress	Status	Latest Note	Reviewer (Owner)
					Government around the collection of data for the Carers census, I developed a method using SEEMiS for school based Young Carers and this was well received by Scottish Government as an interim measure until a national solution can be implemented.	
EDU 17 17	A Parental Involvement and Engagement Strategy for Clackmannanshire is created in partnership with Parent Councils and parents	30-Jun-2018	100%	✅	Clacks currently does not have a Parental Involvement and Engagement Strategy. We are legally obliged to have one which is refreshed every three years. Schools must also take account of the authority Parental Involvement and Engagement Strategy when preparing their School Improvement Plan. A review of Parental Involvement and Engagement strategies from other local authorities was carried out to identify common themes, contents and layout. The guidance on the 2006 Parental Involvement Act also helped clarify what needed to be included in Clackmannanshire's strategy. Clacks Parent Councils were consulted about any additional key themes to be included. School Reviews are being carried out in every Clackmannanshire school this session. Part of the School Review is a focus group with parents and also a survey to gather parents views about the school. As well as informing the findings of the School Review, these focus groups and surveys have provided evaluation data about what schools do well and where they could improve their parental involvement and engagement. That information has shaped the strategy. A group of parents whose children have Additional Support Needs also contributed their views. Actions for improvement have been included under each of the key themes. The draft strategy was consulted on with Parents Councils, Head Teachers and teams at centre. The resultant suggestions were taken on board to produce a final version of the strategy which has now been published. Feedback from schools is that is it a useful document and acts as a checklist so they can see in which areas they need to improve their parental involvement and engagement.	Improving Outcomes Manager – Senior Phase
EDU 17 18	A Parent Council Forum is set up for ongoing dialogue and support at LA level	30-Jun-2018	66%	▶	Clacks already has a Parent Council Forum which is very well attended with almost all schools represented. The Education Service has, up to now, set the agenda for these meetings. When consulted, Parent Council reps were largely happy with the Parent Council Forum but asked if they could have time on the agenda to share issues with their own cluster reps and network with them and suggest topics for the SMT and Officers to speak about. At the January 2018 meeting, the entire agenda consisted of items proposed by the Parent Councils, showing them that we are listening to what they want. They also had the opportunity to network with each other and share ideas.	Improving Outcomes Manager – Senior Phase
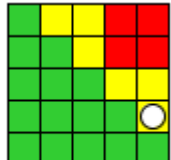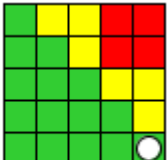
Covalent Ref.	Action	Due Date	Progress	Status	Latest Note	Reviewer (Owner)
					There may be more work to do on this depending on guidance issued by the Scottish Government. They may propose a consistent national model of how these Forums work which may mean some changes which will empower parents further.	
EDU 17 24	The University of Strathclyde parental and community project is piloted in the Alva Cluster	30-Jun-2018	66%	▶	Schools in the Hillfoots cluster had a set of unique issues around parental and community involvement which were identified in a series of interviews with each school carried out by the project lead from Strathclyde University. The schools identified issues such as - Communication, Volunteering and involving parents in Decision Making as well as Collaborating with the Community. Some 'interventions' were planned - mainly in the form of information sessions and focus groups to address these issues. Parent Council members said they were clearer about their role in Decision Making and how they can involve the Community more in the life of the school - "I didn't know I could invite people from the local community to be part of the Parent Council." Schools are now working with parents on improving communication to gauge the effectiveness of some communication methods. A set of Volunteer Support materials has been developed in collaboration with a group of volunteers at Muckhart PS. Those are currently being tested by another Hillfoots school and will be offered to all Clacks schools in due course. "I wish I had had this [a role description] when I started volunteering." Next steps are to continue to work with Hillfoots Schools and plan how to share this work with all schools across Clacks once the pilot is over.	Improving Outcomes Manager – Senior Phase
EDU 17 28	An Early Learning and Childcare and After Schools Care survey of parents is carried out	30-Jun-2018	100%	✓	The survey responses were used to inform our action plan for 1140 hours	Improving Outcomes Manager – Early Years
EDU 17 32	A 3-18 Skills Framework is developed	30-Jun-2018	50%	⚠	The draft Framework was produced in December and has been out for consultation with key stakeholders - deadline end March 2018. Once the Framework is finalised it will be rolled out to all schools and Early Years establishments. The impact of this will be that all educators in Clackmannanshire will have a shared understanding of the importance and relevance of skills development at all ages and stages.	Improving Outcomes Manager – Senior Phase
EDU 17 38	An alternative pathways / destinations approach (sports, outdoor learning, creative arts, awards) is implemented	30-Jun-2018	100%	✓	The Jump Start Programme did not have a huge take up, this may have been due to the sheer number of initiatives targeting young people in the senior phase or, the programme may not have been attractive to pupils. We agreed that we would meet with schools	Improving Outcomes Manager – Senior Phase
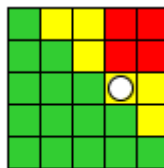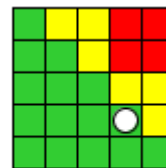
Covalent Ref.	Action	Due Date	Progress	Status	Latest Note	Reviewer (Owner)
					before we plan our offer for 2018 -19 ensuring that there is stronger partnership working, sharing of information and maximizing resources. As a result of that meeting, we have implemented a partnership programme with the schools and college to support Clackmannanshire Job Enterprise Training (CJET).	
EDU 17 39	The range of senior phase qualifications / achievement awards is increased	30-Jun-2018	66%	▷	The range of Foundation Apprenticeships available to students in Senior Phase has been increased and schools are actively promoting these. Schools are investigating alternatives to National 5 - e.g. National Progression Awards which give students the same tariff points but in an alternative programme of study. A trial is underway of a virtual school set up to identify the possibilities of using technology to enhance the curricular offering in particular at Advanced Higher. This will mean a broader range of qualifications can be accessed by students if they are on offer in any of our schools. The impact of this work will be to increase the range of learning pathways available to Senior Phase students in Clackmannanshire.	Improving Outcomes Manager – Senior Phase
EDU 17 40	Partnerships with employers / DYW are increased	30-Jun-2018	66%	▷	Education Services has been working in partnership with Developing the Young Workforce (DYW) Forth Valley to build collaboration with employers to offer young people learning opportunities within the workplace. This includes, interview skills, work placements, world of work insight events and upskilling of teachers so they are aware of the current skills demand from employers. The impact of this range of activity is that young people will be able to find out more about their chosen area of career from real life examples and experiences and will be better equipped to apply for and succeed in competitive interviews for jobs in many more areas of employment.	Improving Outcomes Manager – Senior Phase
EDU 17 55	Impact of Early Learning and Childcare providers delivering extra hours is evaluated	30-Jun-2018	66%	▷	The pilot for 1140 hours is successfully running at Coalsnaughton NC. The nursery are documenting their experience and have already made changes to the session times based on parental requests.	Improving Outcomes Manager – Early Years
EDU 17 61	A Communications and Engagement Strategy is developed	30-Jun-2018	60%	▷	Each team in Education has their own set of stakeholders, methods of communicating with them, self evaluation activities and data sets they gather from their stakeholders. There was no mechanism to share that information across the service as a whole. This directory contains details of stakeholder engagement activities - working groups, youth councils etc - and data sources - surveys, feedback regularly gathered etc. This can be used for consultation, reporting and to ensure that all staff at centre are aware of existing	Improving Outcomes Manager – Senior Phase

Covalent Ref.	Action	Due Date	Progress	Status	Latest Note	Reviewer (Owner)
					groups that they can work with on policy development etc. It also details the methods of communication that can be used to inform stakeholders of any service developments. Greater awareness of existing stakeholder groups, data sources and avenues for communication should lead to less duplication and a clearer shared understanding of how Education works with its stakeholders.	
EDU 17 67	CLD self evaluation and benchmarking has been developed in partnership with other Local Authorities	30-Jun-2018	33%	▶	Work is ongoing in this area to collaborate with CLD teams from Stirling, Falkirk and West Lothian. A joint plan, which will also facilitate the sharing of good practice, will be developed.	Improving Outcomes Manager – Senior Phase
EDU 17 69	The CLD Strategic Plan is completed	31-Dec-2018	66%	▶	14 partners are now working together to develop the draft plan, this will be completed and presented back to stakeholders before the presentation to Clackmannanshire Council and Clackmannanshire Alliance in August 2018.	Improving Outcomes Manager – Senior Phase
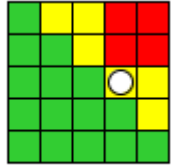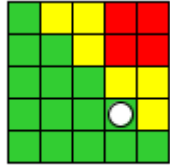
Education Risk Register 2017/18

Risk	EDU 1617-06 Reducing Attainment Gap		Approach	Treat	Status	⚠️	Managed By	Lorraine Sanda	Current Score	12	Target Score	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	Failure to improve attainment levels											
Latest Note												
Related Actions	SAC Literacy is developed in partnership with University of Strathclyde					Internal Controls		Education Service Senior Management Team				
	SAC Health and Wellbeing is developed in partnership with University of Strathclyde							Scottish Attainment Challenge				
	Literacy and Numeracy strategies / interventions are developed (SAC)											

Risk	COU CRR 011 Harm to Child(ren)		Approach	Treat	Status	⚠️	Managed By	Celia Gray; Anne Pearson	Current Score	10	Target Score	5
Description	A lack of intervention or action by the Council fails to prevent the serious harm of a child/children.											
Potential Effect	The effects of the injury or death on the individual, family, friends and staff members, and reputational harm or criminal proceedings, with associated costs, as well as the impact of reputational damage and negative publicity on morale, workforce development and sustainability.											
Latest Note	The Child Protection Committee has representatives from key Council Services and sub groups are now in place to progress the Committee's Strategic Action Plan. Overview is provided by the Public Protection Forum. The Children's Services Plan has been developed and keeping children and young people safe is a core priority in the Plan.											
Related Actions	Education Business Plan 2017/18					Internal Controls		Child Protection Committee				
	SOS Social Services Business Plan 2017-22											

Risk	EDU 1617-01 Impact of Budgetary/Financial Pressures	Approach	Tolerate	Status	⚠	Managed By	Michael Boyle	Current Score	12	Target Score	8
Description	Clackmannanshire Council's block grant from central government has reduced every year since 2010/11 and will continue to do so for the foreseeable future.										
Potential Effect	This will continue to impact on resources and the ability of Services to meet service demands.										
Latest Note											

Related Actions		Internal Controls	Audit & Finance Committee
			Inspection and external audit

Risk	EDU 1617-02 Partnership Working	Approach	Tolerate	Status	⚠	Managed By	Lorraine Sanda	Current Score	12	Target Score	8
Description	With the expansion of entitlement to Early Years provision to 1140 hours, partners' capacity to deliver may be stretched.										
Potential Effect	This has the potential to adversely impact on their ability to provide and deliver effective services in partnership with Education.										
Latest Note											

Related Actions	An Early Learning and Childcare Academy is set up to deliver SVQ Programme for Assessors	Internal Controls	Early Years Partnership Meetings
	Impact of Early Learning and Childcare providers delivering extra hours is evaluated		
	Early Learning and Childcare 1140 hours expansion plan is developed		

Risk	EDU 1617-05 Leadership Recruitment & Retention	Approach	Tolerate	Status	⚠	Managed By	Cathy Quinn	Current Score	12	Target Score	8

Description	The Service may struggle to recruit and retain senior leaders within schools due to the national shortage of people willing to undertake such roles
Potential Effect	Lack of leaders in promoted posts, and pressure on other staff members
Latest Note	

Related Actions	Leadership and CLPL Programmes are implemented, supporting probationers, teacher, early Learning and Childcare staff, Principal Teachers, Depute Head Teachers, Head Teachers and Classroom Assistants	Internal Controls	
	Mentoring and support mechanisms are set up for existing and new Head Teachers and SMTs		
	Leadership of Learning is delivered in partnership with University of Stirling (SAC) & SCEL		

NIF Priority	Action	Baseline	Progress			Direction	Evaluation/Improvement	Prediction
		2014/15	2015/16	2016/17	2017/18			
Improvement in Children's and Young People's health & wellbeing **Closing the attainment gap between the most and least disadvantaged children**	Increase the percentage of children achieving Early Years Milestones **Measurement:** Percentage of children with a concern in any domain (Speech, Language & Communication, Emotional/Behavioural Skills, Personal/Social Skills, Fine Motor Skills, Gross Motor Skills, Vision, Hearing)	22.8%	22.6%	23.4%	*Target* *21.9%*	↓	The percentage of children with a concern in any domain, as assessed at the 27-30 month review in 2016/17, has ***increased*** across the authority; just under a quarter of our early years children (equates to 117 children). This percentage is the ***third highest*** in Scotland; higher by 5.8% points (Scottish average is 17.6%). and is also higher than all the authorities in our Regional Collaborative. The Scottish average is also reporting a downward trend; this is not replicated across Clackmannanshire. Only Scottish data is provided in measuring the poverty-related attainment gap. Using the same measurement, the percentage with a concern in any domain in Quintile 1 was 24.4% and in Quintile 5 it was 11.1%; a gap of 13.3 percentage points.	The National average is 17.6% which is **5.8% points lower** than the current Clacks average. This was a fall of 0.7% points from the previous year. The trend nationally is decreasing meaning that more children are achieving their milestones. Clacks trend is currently the other way – upwards. In order to close the gap with the national average, the percentage of children with a concern in any domain in Clackmannanshire needs to ***fall by at least 1.4% points*** in 2017/18. Nursery children are currently being assessed and monitored through 'E' Learning Logs using a

NIF Priority	Action	Baseline 2014/15	Progress			Direction	Evaluation/Improvement	Prediction
			2015/16	2016/17	2017/18			
							(Clacks average is closest to SIMD Quintile 1).	Red/Amber/Green measurement in the following areas: Health & Wellbeing, Numeracy & Mathematics, Literacy & English, Expressive Arts, Sciences, Technologies, Social Studies, and Religious & Moral Education. It is predicted with better tracking & monitoring of nursery children, interventions will be more focused and relevant and should begin to impact on the achievement of Early Years Milestones.
							Reference: ISD Scotland Data Tables	Reference: NIF Performance Baseline Database; 'E' Learning Logs from Sauchie Nursery

NIF Priority	Action	Baseline 2014/15	Progress			Direction	Evaluation/Improvement	Prediction
			2015/16	2016/17	2017/18			
Improvement in attainment, particularly in literacy & numeracy	Increase the percentage of children achieving expected levels of CfE Reading, Writing, Listening & Talking & Numeracy P1 P4 P7 S3	*Data not available*	Reading 77% 66% 68% 71% Writing 73% 59% 58% 69% Listening & Talking 83% 69% 73% 81% Numeracy 77% 60% 55% 58%	Reading 81% 65% 70% 84% Writing 77% 58% 49% 82% Listening & Talking 86% 76% 75% 87% Numeracy 79% 60% 54% 64%	*Target* *82%* *71%* *73%* *87%* *78%* *64%* *59%* *85%* *87%* *79%* *78%* *89%* *81%* *67%* *61%* *76%*	⬆ ↔ ⬆ ⬆	Analysing TPJ by curricular area then overall pupils across the authority is *improving* in Reading and in Listening & Talking; a slight improvement in Numeracy and a similar level in Writing. However, the percentage achievement levels are a *lot lower* than the national averages, especially the older the children become as the gap gets larger moving through the stages, with a bigger gap in achievement in P4 which is only recovered slightly in P7. Using the **BGE Benchmarking tool** to compare against our comparator then the results show that despite there being some improvement between the cohorts, it is still not as good as our comparator score in almost all of the assessments. In P1, the biggest gap is in Numeracy where it is calculated that a further 10 pupils achieving Early Level was needed in order to achieve our comparator score. In Listening & Talking our score is *higher* than the comparator score.	Despite evidence of some improvement across the achievement levels the percentage of children achieving their expected levels is still lower than our Virtual Comparator (VC), (through the BGE Tool) and the National average. Pupil tracking & monitoring across the authority is *sporadic* with some schools using data to track pupil's progress more effectively than others. A pupil tracker has been developed and will be customised for each school but still focusing on the CfE benchmarks. The Outcomes Improvement Team is assisting teachers in the moderation and assessment of pupils progress. Through the use of an effective tracker schools are in a better position to track progress across all year groups, reducing the gap between P1 and P4 where the largest fall in attainment is reported.

NIF Priority	Action	Baseline 2014/15	Progress			Direction	Evaluation/Improvement	Prediction
			2015/16	2016/17	2017/18			
							Further analysis of Numeracy in P1 highlights the biggest gap in achievement is with pupils in SIMD 1 where 13 pupils are needed to improve by 1 CfE level to match the comparator score.	
							In P4, in all four curricular areas, our score is *lower* than our comparator score, with the biggest gap being in Numeracy.	
							Further analysis of Numeracy in P4 highlights the biggest gap is with pupils from SIMD 5, closely followed by SIMD 1; however pupils from SIMD 6, 8 & 9 also have a similar gap. This would indicate that the achievement of First Level in Numeracy is across the cohort and not as a result of lower achievement in pupils from our most deprived areas.	
							In P7, again, in all four curricular areas our score is *lower* than our comparator score, with the biggest gap changing from Numeracy to Writing.	
							Further analysis of Writing in P7 highlights the biggest gap is in pupils from SIMD 6, and then followed by pupils from SIMD 1&2.	

4

NIF Priority	Action	Baseline		Progress		Direction	Evaluation/Improvement	Prediction
		2014/15	2015/16	2016/17	2017/18			
Closing the attainment gap between the most and least disadvantaged children	**Measurement:** Percentage gap between achievement levels of Pupils from SIMD 1&2 and SIMD 3-10 (percentage points) Reading, Writing, Listening & Talking & Numeracy P1 P4 P7 S3	*Data not available*	*Data not available*	Reading -12 -5 -15 -12 Writing -18 -10 -20 -11 Listening & Talking -4 -11 -16 -4 Numeracy -19 -12 -25 -20	*Target* *-9* *-4* *-11* *-8* *-12* *-9* *-14* *-8* *-3* *-8* *-11* *-3* *-11* *-10* *-16* *-13*		Analysis of the poverty related attainment gap (pupils from SIMD 1&2 vs SIMD 3-10) identifies bigger gaps in achievement levels than the national gaps, in almost all cohorts. In Clackmannanshire, the biggest attainment gap is in P7 and S3 where the gaps are more than double the national gaps. This increase in the gap between SIMD 1&2 and SIMD 3-10 for these two cohorts is not represented nationally. A low achievement level in Numeracy is also a common thread through the CfE levels.	Teachers are now more aware of their SIMD 1&2 pupils and FSM pupils. There remains an attainment gap between the most and least deprived pupils across Clackmannanshire which becomes more apparent the older the pupil cohort. Through pupil tracking, targeted interventions and the use of the BGE tool for comparator analysis, it is predicted that the gap will reduce across the cohorts. Given the gap in some cohorts, the 'targets' given for 2017/18 create a 'gradual' reduction in the attainment gap. Once results of this year's CfE are complete then targets/predictions for 2018/19 & 2020 will be agreed as there will be more data available to make a more informed assessment.

5

NIF Priority	Action	Baseline 2014/15	Progress 2015/16	Progress 2016/17	Progress 2017/18	Direction	Evaluation/Improvement	Prediction
	Additional Measurement: NGRT Average Scores (SAS) P4 P5 (same cohort) **GAP: Difference in SAS SIMD 1&2 vs SIMD 3-10**		93.1 **GAP: -9.6**	96.5 (same cohort) **GAP: -8.5**		⬇	Given the lack of CfE data by SIMD, reference is given to NGRT (Reading) which was carried out in 2016 & 2017 on P4 & P7 pupils. In 2016 the same P4 cohort was tested in Feb/March and then again in October 2016. The SAS increased by 3.4 points indicating *improvement* in reading. 65% of this cohort was assessed as achieving CfE First Level in Reading. The ***attainment gap reduced*** for reading in the same cohort or pupils over the 6 month period. The gap in SAS between pupils from SIMD 1&2 and SIMD 3-10 ***reduced*** by 1.1 points.	The P4 cohort tested in October 2016 will be assessed in achieving 'Second Level' in academic year 2018/19. Given that the attainment gap reduced over a 6 month period then it is predicted that this gap will continue to reduce, especially given the focus by schools on tracking their pupils using CfE Benchmarks (pupil tracker).
	P4 (different cohorts)		93.1 **GAP: -9.6**	93.8 **GAP: -6.7**			The same year group was tested in Reading in 2016 & then again in 2017 (different cohorts). Over this period, SAS *improved* by 0.7 points and the ***attainment gap in reading reduced*** by 6.8 points.	
	P7 (different cohorts)		98.5 **GAP: -8.3**	99.2 **GAP: -7.4**			Two separate P7 cohorts were tested in Reading, both in Feb/March 2016 and in Feb/March 2017. Over this period SAS Reading increased	

NIF Priority	Action	Baseline	Progress			Direction	Evaluation/Improvement	Prediction
		2014/15	2015/16	2016/17	2017/18			
							by 0.7 indicating improvement in reading. 70% of this cohort was assessed as achieving CfE Second Level in Reading. The attainment gap between pupils in SIMD 1&2 and pupils in SIMD 3-10 *reduced* by 0.9 points.	
							Reference: Achievement of Curriculum for Excellence (CfE) Levels 2016/17 – Scottish Government; NGRT Report GL Assessment (various dates)	Reference: NIF Performance Baseline Database

NIF Priority	Action	Baseline 2014/15	Progress 2015/16	2016/17	2017/18	Direction	Evaluation/Improvement	Prediction
Improvement in attainment, particularly in literacy & numeracy **Closing the attainment gap between the most and least disadvantaged children** **Improvement in employability skills and sustained, positive school leaver destinations**	Increase the percentage of young people achieving at SCQF Levels in English & Maths **Measurement:** % Level 4 Literacy & Numeracy *MOST 30% deprived*	78.4% *69.7%* **GAP: -18.8**	82.8% *78%* **GAP: -9.9**	83.0% *76%* **GAP: -19.6**	Prediction *86.1%* *80.1%* *GAP: -16.1*	⬆	The percentage of school leavers achieving Level 4 Literacy and Numeracy slightly improved in 2016/17 although was lower than both our VC (85.1%) and National average (89.2%). Looking at the measures separately, the increase is a result of an increase in Level 4 Numeracy with 86% of school leavers achieving this level. The percentage achievement rate for pupils from the 30% MOST deprived areas has not mirrored the overall attainment picture; a smaller percentage achieved Level 4 Literacy and Numeracy in 2016/17. This is in comparison to the 30% LEAST deprived cohort who achieved both higher than its VC and the National average in Level 4. The gap between the 30% MOST deprived pupils and the 30% LEAST deprived has grown; as opposed to the VC and National average, where the gap has fallen.	Over the last three years there has been an *increasing trend* in relation to the achievement of Level 4 Literacy & Numeracy (although the increase was slight from 2016/17 to 2017/18). The gap between Clacks and its VC is 2 percentage points and the gap between the National average is 6 percentage points. Over the last 3 years, the average increase was just over 3 percentage points; hence the prediction for 2017/18. Using the same methodology for the 30% most deprived cohort, the prediction is a slight reduction in the poverty-related attainment gap.

NIF Priority	Action	Baseline 2014/15	Progress 2015/16	Progress 2016/17	Progress 2017/18	Direction	Evaluation/Improvement	Prediction
	% Level 5 Literacy & Numeracy *most 30% deprived* **GAP is measured by difference between 30% MOST & 30% LEAST deprived cohorts** [Measurement: SQA Results – S4/5/6 leavers]	46.9% *34.6%* **GAP: -29.3**	56.7% *44.5%* **GAP: -23.7**	61.8% *50%* **GAP: -31.6**	*65.4%* *54.6%* *GAP: -28.2*	⬆	The percentage of school leavers achieving Level 5 Literacy and Numeracy *improved* by more than 5 percentage points and is an ***upward trend*** over the previous three years. It is also *higher* than our Virtual Comparator (60.2%). Looking at the measures separately, the increase is across both measures with the biggest increase being in Numeracy – an increase of almost 6 percentage points. The percentage of pupils from the 30% MOST deprived area also improved; as did the percentage of pupils from the 30% LEAST deprived area with their attainment being higher than both its VC and National average. Despite both the 30% MOST and the 30% LEAST deprived cohorts improving, the attainment gap grew between them in 2016/17; this is in contrast to both the VC and the National average, where the gap has fallen.	The percentage of school leavers achieving Level 5 Literacy & Numeracy has been on an upward trend and in 2016/17 was higher than its VC. The average increase over the previous 3 years was just under 4 percentage points; hence the prediction for 2017/18. This increase is similar to the increase in the VC from the previous year. Focus on pupil tracking in the senior phase has improved across the secondary schools and work continues to link in the attainment of the P7 cohorts prior to the new academic year for more effective planning of pupil pathways. Analysis of the achievement of CfE levels and is correlation to the attainment of both SCQF National 4 & National 5 Levels is planned as part of the new pupil tracking system.

9

NIF Priority	Action	Baseline 2014/15	Progress 2015/16	2016/17	2017/18	Direction	Evaluation/Improvement	Prediction
	% Level 6 Literacy & Numeracy *most 30% deprived* **GAP is measured by difference between 30% MOST & 30% LEAST deprived cohorts** [Measurement: SQA Results – S4/5/6 leavers]	18.6% 9.7% **GAP: -21.5**	21.7% 13.5% **GAP: -22.9**	19.8% 14.1% **GAP: -21.0**	*19.1%* *14.1%* *GAP: -21.3*		The percentage of school leavers achieving Level 6 Literacy and Numeracy *fell* by almost 2 percentage points; *lower* than our Virtual Comparator (22.4%) & the National average (26.2%). Looking at the measures separately, the overall fall is due to a decrease in the percentage of school leavers achieving Level 6 Numeracy; a fall of 2.5 percentage points. The percentage of pupils from the 30% MOST deprived area however improved and was higher than its VC (13.9%) although slightly lower than the National average (14.8%). The attainment gap fell in 2016/17 similar to both the fall in the VC and the National average.	The percentage of school leavers achieving Level 6 Literacy & Numeracy is predicted to fall slightly using the average increase over the previous 3 years. The achievement of Level 6 for pupils from the 30% MOST deprived area is predicted to remain the same.
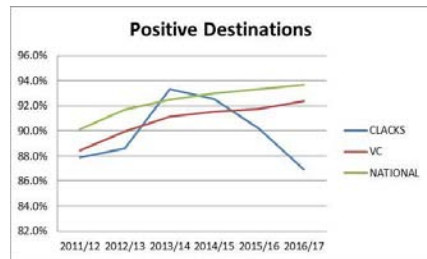
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NIF Priority	Action	Baseline 2014/15	Progress 2015/16	2016/17	2017/18	Direction	Evaluation/Improvement	Prediction
Improvement in employability skills and sustained, positive school leaver destinations	Increase the number of awards achieved by young people by the end of senior phase (SQA Partnership Awards – Number of resulted entries)	35	52	57	55	⬆	A number of our young people gained partner awards ranging from SCQF Level 2 to SCQF Level 6 in 2016/17. Courses included 'Acting & Theatre Performance' & 'Sound Production; Recording – both Level 6; SVQ in Facilities Management; Award in Volunteering Skills (Level 5); Construction (Level 5 & National 5); SVQ in Retail Skills; Bronze Youth Achievement ward (SCQF Level 4) and other practical courses aimed at upskilling our young people for the local employment market.	A focus on developing improved pathways for young people and introducing more opportunities for achievement is developing skills for learning, life and work. All three secondary schools, the School Support Service and CLD are working towards providing the appropriate environment to encourage more young people to undertake alternative partnership courses. The level of partnership working across the authority has *improved* and this is evident in the variety of awards and qualifications that are on offer for young people across Clackmannanshire.
	Other Awards (Accreditations Completed by end of Senior Phase) [inc. Youth Achievement Awards: Duke of Edinburgh, John Muir & Saltire (both Approach & Ascent)]			217		⬆	The number of awards achieved in 2016/17 was slightly less than the previous year however more awards are being achieved through partnerships since 2014/15 indicating that our partnership working with other providers of qualifications is *improving.*	It is predicted that the number of awards will *continue to increase* including the number of Youth Achievement Awards such as Duke of Edinburgh Bronze/Silver/Gold awards due to the new focus on young people's senior phase across the authority.

NIF Priority	Action	Baseline 2014/15	Progress 2015/16	2016/17	2017/18	Direction	Evaluation/Improvement	Prediction
							Other awards accredited and monitored through Community Learning indicate that between 01/08/2016 & 31/07/2017, **217** 'other' awards were awarded to our young people. These awards include Duke of Edinburgh, John Muir and Saltire awards. Young People who undertake Youth Achievement Awards and Partnership Courses are provided with opportunities to develop skills and experiences that will help them through transition into senior phase and into a positive destination upon leaving school.	

NIF Priority	Action	Baseline 2014/15	Progress 2015/16	Progress 2016/17	Progress 2017/18	Direction	Evaluation/Improvement	Prediction
Improvement in attainment, particularly in literacy & numeracy **Improvement in Children's and Young People's health & wellbeing**	Increase Attendance Rate *All children*	93.3%		92.9%	(as of 08/05/2018) 93.0%	⬆	Overall, attendance has been *steadily improving* during this academic year. Focus on attendance weekly highlights any school where attendance is slipping and contact is made to offer any additional support. A new initiative aimed at the pupil cohort with pupil's attendance between 85% & 95% is beginning to show improvement, particularly within the secondary schools. Parental holidays, during term time, have been identified by a number of schools as impacting negatively on their attendance. The gap between the attendance of pupils from SIMD 1& 2 and SIMD 3-10 is currently at 2.5 percentage points.	The focus on the attendance initiative "*Attend Today Achieve Tomorrow*" with both pupils and parents is expected to help improve the overall attendance rate. Pupils who are considering apprenticeships, college or university are being made aware of the impact of the occasional absence has on their education. Support continues to be offered through Attendance & Welfare Officers for pupils to attend school.
	Primary School	94.5%	94.2%	94.6%	94.5%	⬆		
	Secondary School	91.2%	91.1%	90.3%	90.9%	⬆		
	Special School	94.4%		94.9%	88.1%	⬇		
	Attendance Rate SIMD 1&2				*91.6%* **GAP: 2.5**			
Improvement in attainment, particularly in literacy & numeracy	Reduce Exclusion Rate / Reduce the number of exclusion incidents	344	242	212	15	⬇	A new exclusion policy was introduced at the beginning of this academic year (2017/18) where a new approach is encouraged across the school to provide more support and inclusion for young people. This has resulted in a dramatic fall in the number of exclusions across both primary and secondary school.	Given the new focus on improved curricular pathways, outreach support and partnership working across Clackmannanshire schools it is expected that the level of exclusions will remain lower than in previous years.

13

NIF Priority	Action	Baseline 2014/15	Progress 2015/16	2016/17	2017/18	Direction	Evaluation/Improvement	Prediction
Improvement in Children's and Young People's health & wellbeing							The current number of exclusions as of 08/05/2018 is 15, involving 13 pupils. • 6 exclusions @ Primary School • 6 exclusions @ Secondary School • 3 exclusions @ School Support Service	

14

NIF Priority	Action	Baseline 2014/15	Progress 2015/16	Progress 2016/17	Progress 2017/18	Direction	Evaluation/Improvement	Prediction
Improvement in employability skills and sustained, positive school leaver destinations	Increase initial positive destination rate ***All school leavers*** *(figure in brackets is VC)*	92.6% *(91.6%)*	90.2% *(91.7%)*	86.9% *(92.4%)*	Prediction: *84.72%* Target: **89.18%**	⬇ (red arrow)	There was a fall in the percentage of school leavers entering a positive destination in 2017; a fall of just over 3 percentage points, *lower* than the previous year and *lower* than both the VC and the National average. The gap between the Clacks average and its VC grew to almost 6 % points as did the gap with the National average. In order to have achieved the VC, 27 additional school leavers needed to be in an initial positive destination.	The ambition by 2020 is for the percentage of school leavers in a positive destination to be in line with the National average. However, given the increasing gap between Clacks average and the National, the first milestone is to at least be in line with the VC.
	most 30% deprived **GAP is measured by difference between 30% MOST & 30% LEAST deprived cohorts** [Measurement: SQA Results – S4/5/6 leavers]	89.7% **GAP: -7.0**	87.0% **GAP: -5.4**	82.2% **GAP: -12.5**	*79.53%* Target: **85.87%** *GAP: -13.9*	⬇ (red arrow)	The gap between the MOST deprived 30% and the LEAST deprived 30% **more than doubled** in 2016/17. The percentage of school leavers from the LEAST deprived 30% areas (SIMD 8-10) who left school in a positive destination *improved* in 2016/17 whereas the percentage of school leavers from the MOST deprived 30% areas (SIMD 1-3) who left school in a positive destination fell, continuing a **downward trend** over the last 3 years. Despite the fall, a higher percentage of school leavers entered University this year and almost a third secured employment which is an upward	Using an average-based model, it is predicted that our VC will be 93.8% in 2020 (inference based – not statistical). The gap between the MOST deprived 30% and the LEAST deprived 30% is predicted to grow if the current trend for pupils from the MOST deprived areas who leave school in a positive destination continues to fall. Destination figures are monitored on a fortnightly basis as part of the 'Obsessions' with information on leavers in a negative destination given to schools

NIF Priority	Action	Baseline 2014/15	Progress 2015/16	2016/17	2017/18	Direction	Evaluation/Improvement	Prediction
	Improve Participation Measure (new national measure)	New measure	88.8%	89.7%		⬆	trend over the last 3 years. The Participation Measure is published by Skills Development Scotland and represents a school leaver's (16-19 years) engagement between the financial year 1st April 2016 & 31st March 2017. There has been *improvement* in Clack's Participation Measure (PM) in 2016/17 with 89.7% of 16-19 year olds participating in education, training or employment compared to 88.8% in 2015/16. Despite the increase, the PM is slightly lower than the National (91.1%). This Initial Positive Destination is represented in the chart below: Positive Destinations	& CLD for action. A Positive Destination Partnership Group is an operational group that discusses and sets actions for school leavers who need extra support to secure and sustain a positive destination. In addition, a Task Group has been established involving SDS, DYW, Social Work, Forth Valley College, the Headteachers of all 3 Secondary Schools and Support Service.
								Reference: Positive Destinations Obsessions Datasheet 2017

NIF Priority	Action	Baseline 2014/15	Progress 2015/16	Progress 2016/17	Progress 2017/18	Direction	Evaluation/Improvement	Prediction
Improvement in attainment, particularly in literacy & numeracy **Closing the attainment gap between the most and least disadvantaged children** **Improvement in employability skills and sustained, positive school leaver destinations**	Improve the number of schools inspections rated satisfactory or above <u>Measurement:</u> No of Inspections in the year that are rated satisfactory or above *(no of schools)*	100% *(1)*	50% *(2)*	100% *(5)*	100% *(2)* **awaiting results of one*	⬆	During 2016/17, 4 Primary Schools and Special School were subject to Inspection. Four were rated 'Good' and the Special School rated 'Very Good'. Across the authority in 2017/18, 3 schools have so far been inspected: 2 primary schools & 1 secondary school. School Reviews have been taken place across the authority in 2017/18 which has identified areas for improvement using HGIOS 4 Indicators: 1.3, 2.2, 2.3, 3.2, 2.7 & 3.1. Feedback on the results of the school reviews have been taking place by SMT to the relevant school.	The target is to improve the measurement rating of the schools inspected across the authority from 75% 'satisfactory' to 75% 'good'. School Improvement Plans will include actions against the results of the school reviews. Interventions will be targeted on areas that have identified through the reviews in the next academic year.
Improvement in attainment, particularly in literacy & numeracy **Closing the attainment gap between the most and least disadvantaged children**	Increase the number of children taking part in sport/physical activity out of school			4273 (65%)	4029 (60.5%)	⬇	Through Clacks 'Active Schools Programmes' 65% (4273 children) attended sport/physical activity clubs with before, during lunchtime or after school in 2016/17. Between August 2017 and March 2018, the percentage has *slightly fallen* to 60.5% of the school population – 4029 children.	

17

NIF Priority	Action	Baseline 2014/15	Progress 2015/16	Progress 2016/17	Progress 2017/18	Direction	Evaluation/Improvement	Prediction
Improvement in Children's and Young People's health & wellbeing								
Improvement in attainment, particularly in literacy & numeracy **Closing the attainment gap between the most and least disadvantaged children** **Improvement in Children's and Young People's health & wellbeing**	Increase the number of children & young people volunteering at school and in the community <u>Measurement:</u> No of hours Volunteering	6451	10694	13933		⬆	Young People across the authority are encouraged and supported to volunteer. The recognition of their volunteering is captured through the Saltire Awards, and other awards. Saltire Awards are the Scottish Governments National Youth Volunteer Awards. They celebrate, recognise and reward the commitment, contribution and achievements of young volunteers aged between 12 and 25. Saltire Awards helps young volunteers to reflect on, capture and communicate their learning and development gained through their volunteering. There are four milestones to the Awards: The Challenge; The Ascent; The Approach & The Summit. The number of hours young people volunteer is recorded and monitored through CLD.	

NIF Priority	Action	Baseline 2014/15	Progress 2015/16	2016/17	2017/18	Direction	Evaluation/Improvement	Prediction
Improvement in attainment, particularly in literacy & numeracy **Closing the attainment gap between the most and least disadvantaged children** **Improvement in Children's and Young People's health & wellbeing**	Reduce the level of teenage pregnancy rates Measurement: Teenage Pregnancy Levels (rates per 1000 women) under 20	57.1	45.8	*Prediction:* 42.0	*Prediction:* 34.9	⬇	Scotland has a higher rate of teenage pregnancy than most other Northern & Western European countires. The highest proportion of teenage pregancies are linked to deprivation with young women in SIMD Quintile 1 having the highest level. Clackmannanshire reported the second highest incidence of teenage pregnancy for under 16s, under 18s & under 20s in 2015 (latest stats) despite this being an decreasing trend over the last 3 years. The rate of teenage pregnancies (under 16s) is 2.9 percentage points **higher** than the Scottish average. 18 young women aged under 16 became pregnant in 2015.	Focus on reducing teenage pregnancies is a priority of the Realigning Children's Services Plan 2017-2020 as well as one of Clacks Education's KPI's.
							Reference: ISD 'Teenage Pregnancy – Year of Conception ending 31 Dec 2015, 04/07/2017	
Improvement in Children's and Young People's health & wellbeing	Reduce the rates of weekly drinkers (pupils age 15)	2006: 30.0	2010: 20.4	2013: 11.6		⬇	The latest figure for weekly drinking rates of under 15s is 11.6 from 2013. The most recent SALSUS survey reports underage drinking as remaining fairly prevalent with 32% of 13 year olds and 70% of 15 year olds having tried alcohol. It also	

NIF Priority	Action	Baseline 2014/15	Progress 2015/16	2016/17	2017/18	Direction	Evaluation/Improvement	Prediction
							highlights alcohol use is equally prevalent across children of all socioeconomic groups. Findings from the Realigning Children's Survey highlights the percentage of pupils in S4 who have had an alcoholic drink is higher in Clackmannanshire than the Scottish average (73% compared to 66% nationally).	
							Reference: SALSUS 2015; ISD ScotPHO, ScotCen Research: Health & Wellbeing Survey among children and young people in Clackmannanshire, 2016/17	
Improvement in attainment, particularly in literacy & numeracy **Closing the attainment gap between the most and least disadvantaged children** **Improvement in Children's and Young People's health & wellbeing**	Increase the percentage of Children & Young People who report they are "enjoying school" Measurement: School Review Surveys: Q15: "I enjoy learning at school" Q1 "I feel safe at my school" Q19: "I am encouraged by staff to do the best I can"			65% liked school (RCS)	Q15: 73.8% Q1: 73.8% Q19: 76.2%	⬆	Findings from the Realigning Children's Survey highlights 65% of children across Clackmannanshire indicated that they liked school in 2016/17. School reviews have been taking place across the authority in 2017/18 where surveys have been completed by both parents and pupils in primary schools. Questions 1, 15 & 19 all relate to young people enjoying school. Given these results then more children are enjoying school this year than last. More children have better	

NIF Priority	Action	Baseline 2014/15	Progress 2015/16	Progress 2016/17	Progress 2017/18	Direction	Evaluation/Improvement	Prediction
	Increase the percentage of Children & Young People who report they "enjoy my life" Measurement: School Review Surveys: Q16: "I enjoy my life" Q88 "My school is helping me to become confident"			84% (RCS)	Q16: 78.1% Q8: 77.3%	⬇	relationships with their teachers too, as according to the RCS 72% of children agreed their teachers listened to them; this has increased to 76% (Q19) in the school review surveys. Findings from the Realigning Children's Survey highlights 84% of children across Clackmannanshire felt they had a good life. Findings from the school reviews would indicate that a *lower* percentage of children are enjoying their life – Question 16. (Note only 72% of primary schools have been surveyed to date.)	
							Reference: ScotCen Research: Health & Wellbeing Survey among children and young people in Clackmannanshire, 2016/17	
Improvement in attainment, particularly in literacy & numeracy **Improvement in Children's and Young**	Reduce the number of young people reported to Scottish Children's Reporter who" his/her conduct has	16	21	18	*Prediction:* *17*	⬇	The number of children referred to the Scottish Children's Reporter has *fallen* in 2016/17, including the number of children for an offence. 18 of the code 'm' referrals were both equal in gender. This is a fall on last year and reflects the overall reduction in referrals.	The prediction is that the number of children referred to the Scottish Children's Reporter (SCRA) will continue to fall.

NIF Priority	Action	Baseline 2014/15	Progress 2015/16	2016/17	2017/18	Direction	Evaluation/Improvement	Prediction
People's health & wellbeing	had or is likely to have a serious adverse effect on the health, safety or development of him/her or another person" – Code 'm' Additional measures: No of referrals: No of children referred (overall) No of children referred (offence)	282 204 34	336 197 59	291 184 54			In 2016/17, 14 of the overall children referred were by Clackmannanshire Education to the Scottish Children's Reporter; this is an increase of 3 compared to 2015/16, where 11 children were referred.	The increase in referrals to SCRA by Education is an indication of the increased awareness across our nurseries and schools of our young people's Health & Wellbeing.
							Reference: Online Statistical Database, SCRA; SCRA Performance Reports	

Looked After Children (LAC) – both Home & Away

NIF Priority	Action	Baseline 2014/15	Progress 2015/16	2016/17	2017/18	Direction	Evaluation/Improvement	Prediction
Improvement in attainment, particularly in literacy & numeracy **Improvement in Children's and Young**	Increase Attendance Rate *Looked After Children (all including nursery)* *(Figures are the total number of LAC - note this*	91.2% (191)	91.2% (194)	92.3% (179)		⬆	Attendance figures include LAC young children who attend nursery school. Removing these young children from the figures does not greatly influence the overall attendance figures. As highlighted the attendance of LAC (as identified in SEEMiS) is an	Attendance across the authority is improving overall. The initiative 'Attend Today, Achieve Tomorrow' is having an impact in improving attendance across all cohorts.

NIF Priority	Action	Baseline 2014/15	Progress 2015/16	2016/17	2017/18	Direction	Evaluation/Improvement	Prediction
People's health & wellbeing	*may differ from data held in Social Work)*						*upward trend.* Looking at the data more closely, the attendance for young children who are 'LAC Home' (which tends to be lower), the trend is upwards; as is the case with young children who are 'LAC Away'.	
Improvement in employability skills and sustained, positive school leaver destinations	Increase initial positive destination rate *Looked After Children (LAC) (18 leavers – across all 3 cohorts: S4, S5 & S6 2016/17)* *(numbers in brackets are the actual number of leavers in a positive destination)*	82.6% (19)	75% (12)	66.7% (12)		⬇	In 2016/17 there were 18 school leavers (13 males; 5 females): 12 (66.7%) left school in a positive destination: fall of 8.3% points compared to the previous year. 2 more LAC school leavers in a positive destination would have given a similar destination figure to 2015/16. Of the 2016/17 LAC cohort: 2 LAC school leavers entered an Activity Agreement(11.1%); 3 LAC school leavers entered employment (16.7%); 7 LAC school leavers started College; and, no LAC school leavers went to University (2 went to University in 2015/16).	LAC school leavers are being more closely monitored through the two-weekly 'Obsessions' tracker.
Improvement in attainment, particularly in literacy & numeracy	Increase the percentage of Young People achieving at SCQF Level 4 in Literacy &	43.5% (10)	56.3% (9)	44.4% (8)		⬇	As detailed the percentage of LAC school leavers who achieved both Level 4 Literacy & Numeracy *fell* in 2016/17; this equates to a fall of one school leaver (lower than VC).	No predictions have been detailed across the LAC attainment due to the low numbers involved.

23

NIF Priority	Action	Baseline 2014/15	Progress 2015/16	Progress 2016/17	Progress 2017/18	Direction	Evaluation/Improvement	Prediction
Closing the attainment gap between the most and least disadvantaged children	Numeracy *Looked After Children (LAC) (18 leavers – across all 3 cohorts: S4, S5 & S6 2016/17)* (numbers in brackets are the actual number of leavers in cohort who achieved that level)						Out of the whole LAC cohort, 11 school leavers achieved Level 4 Literacy only and 9 school leavers achieved Level 4 Numeracy only. The difference from the VC increased by one pupil between 2015/16 & 2016/17.	
Improvement in attainment, particularly in literacy & numeracy **Closing the attainment gap between the most and least disadvantaged children**	Increase the percentage of Young People achieving at SCQF Level 5 in Literacy & Numeracy *Looked After Children (18 leavers – across all 3 cohorts: S4, S5 & S6 2016/17)* numbers in brackets are the actual number of leavers in cohort who achieved that level)	13.0% (3)	31.3% (5)	16.7% (3)			The percentage of LAC school leavers who achieved Level 5 Literacy & Numeracy *fell* in 2016/17; this equates to a fall of 2 school leavers (lower than VC). Out of the whole LAC cohort, 6 school leavers achieved Level 5 Literacy only and 3 school leavers achieved Level 5 Numeracy only.. The difference from the VC increased by one pupil between 2015/16 & 2016/17.	
Improvement in attainment, particularly in literacy & numeracy **Closing the**	Increase the percentage of Young People achieving at SCQF Level 6 in Literacy & Numeracy	0	12.5% (2)	0		Not enough data to identify trend	No LAC school leavers achieved both Level 6 Literacy & Numeracy in 2016/17. Looking at this data more closely, 1 LAC school leaver achieved Level 6 Literacy in 2016/17.	

24

NIF Priority	Action	Baseline	Progress			Direction	Evaluation/Improvement	Prediction
		2014/15	2015/16	2016/17	2017/18			
attainment gap between the most and least disadvantaged children	***Looked After Children (18 leavers – across all 3 cohorts: S4, S5 & S6 2016/17*** *(numbers in brackets are the actual number of leavers in cohort who achieved that level)*							

Completed by Improvement Analyst, May 2018