CLACKMANNANSHIRE COUNCIL

Report to:	**People Committee**

Date of Meeting:	**26th November 2020**

Subject:	**National Improvement Framework Report 2019/20**

Report by:	**Lorraine Sanda, Strategic Director (People) and Chief Education Officer**

1.0 Purpose

1.1 The purpose of this paper is to report to the People Committee on progress of improvement activities and performance made across Education from August 2019 to the end of June 2020 on our priorities identified in the National Improvement Framework (NIF) Plan 2019/20 and to present the NIF priorities going forward in 2020/21. Both the NIF Progress Report and the NIF Plan 2020/21 in relation to 1.1 is attached at Appendices 1 & 2.

2.0 Recommendations

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

3.0 Considerations

3.1 New Statutory Guidance was introduced placing a duty on local authorities to plan and report against the National Improvement Framework (NIF) priorities and driver activity. The planning period begins from August 2019, with reporting to Scottish Ministers due in August 2020, however was delayed this year due to the COVID pandemic.

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

1. Improvement in literacy and numeracy

2. Closing the attainment gap

3. Improvement in health and wellbeing

4. Improvement in employability skills and positive destinations.

The NIF Progress Report at Appendix 1 provides an update against progress made against the actions linked to our NIF priorities.

3.3 **COVID -19 Pandemic**

Clackmannanshire Local Phasing Delivery Plan

As part of Clackmannanshire's Education Services response to the COVID-19 lockdown, and as required by the Scottish Government, a Local Phasing Plan was developed which focused on three key priorities during the period of lockdown and into the recovery period for Education:

    i)   Health and Wellbeing

    ii) Improvements/Progress for individuals, families, communities

    iii) Connection with families and communities

3.4 This report provides evidence of the significant improvement that the Education Service has made in relation to progress against the four NIF priorities, despite the disruption to education, as a result of COVID. Digital Innovation, online learning and social media played a significant part across all Education Services during term 4 and beyond.

3.5 Senior pupils exams were cancelled in 2019/20 due to the pandemic with teacher professional judgements/estimations provided to SQA for awards. As a result, all three secondary schools reported improvement in the achievement of National 5, Highers and Advanced Highers.

3.6 The NIF Report, attached as an Appendix 1, provides further detail on our attainment overview.

3.7 **Closing the Attainment Gap**

The main measure of progress is Teacher Professional Judgement (TPJ). However, due to COVID-19 schools were not able to submit TPJ for session 2019/2020. Schools level tracking and monitoring has recommenced and is being supported by the Improving Outcomes Team. The Next TPJ submission from schools will be May 2021.

3.8 Analysis was undertaken to assess the achievement gap for pupils in P4, P7 and S3 using SNSA data. In Reading, the achievement gap *narrowed* at P4 and P7 level but widened at S3; in Writing the achievement gap *narrowed* at P4 and P7 but, like Reading widened at S3; and in Numeracy the achievement gap widened at P4 and S3 level but narrowed at P7 level.

3.9 SNSA was not carried out by P1 pupils in 2019/20 due to COVID and subsequent school closures.

3.10 **Improvement in Employability Skills and Employability Skills**

Initial figures for school leavers in 2019/20 indicate an improvement in our young people leaving school into a positive destination. The published figures will be available in Feb 2021.

3.11 The positive destination rate for the previous year (2018/19) highlights an improvement with the poverty related attainment gap narrowing between pupils who live in our most and least deprived areas. This is detailed below:

Destination Rate	2016/17	2017/18	2018/19
Authority	86.9%	93.0%	94.2%
Most 20% deprived	79.8%	92.0%	92.5%
Least 20% deprived	96.6%	97.5%	94.6%
GAP	**-16.8pp**	**-5.5pp**	**-2.1pp**

3.12 **NIF Plan 2020/21**

Education Services has reviewed its priorities for 2020/21 which is detailed within the NIF Plan 2020/21. The four strategic priorities, (Improvement in literacy and numeracy, Closing the attainment gap, Improvement in health and wellbeing & Improvement in employability skills and positive destinations) remain the same however new actions and measures are included in the NIF Plan which take into account our recovery planning and the impact of COVID on our children and young person's education.

COVID Recovery will be integral to all our key indicators in 2020/21.

3.13 Progress on our improvement activities against actions within the NIF Plan 2020/21 will be reported on in due course.

4.0 Sustainability Implications

4.1 The paper has no sustainability implications.

5.0 Resource Implications

5.1 The paper has no resource implications.

6.0 Exempt Reports

6.1 Is the report exempt?   No

7.0 **Declarations**

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

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

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

8.0 Equalities Impact

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

No

9.0 Legality

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

Yes.

10.0 Appendices

Appendix 1 NIF Progress Report 2019/20

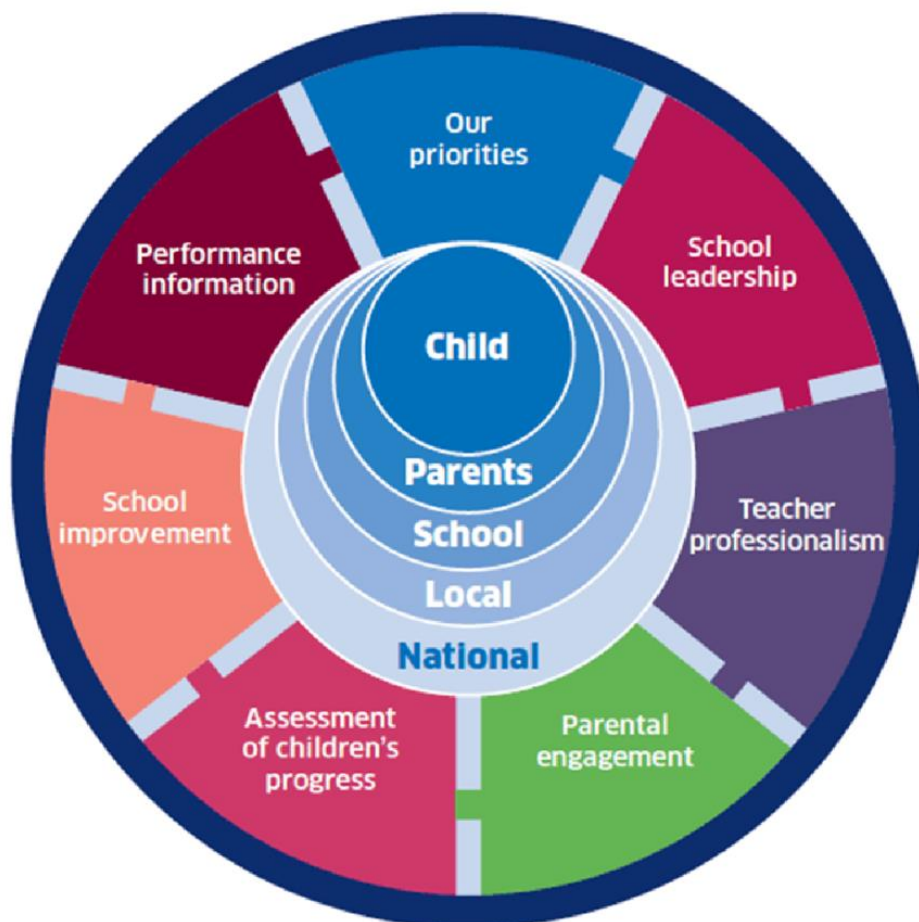Appendix 2 NIF Plan 2020/21

11.0 Background Papers

None

Author(s)

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Approved by

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Chief Education Officer	

Education Service

National Improvement Framework

Report 2019/20

Towards an empowered, connected, self-improving system to achieve excellence and equity for all

Clackmannanshire Council | Comhairle Siorrachd Chlach Mhanann

www.clacks.gov.uk

Contents

Education Service Overview

Service Mission & Expected Educational Benefits

Clackmannanshire's Education Service provides a wide range of services for children, young people, families and communities. Our mission is to *educate, protect, support and promote the achievements and health and wellbeing of every child*, with a particular focus on our most vulnerable children, including our Looked After Children (LAC).

Clackmannanshire is one of nine Scottish Attainment Challenge (SAC) authorities. Much of our work is undertaken in partnership with other services, agencies, communities, children, young people and their families. Improvement is supported by **collaboration** across educational establishments, services, with other regional, national and international partners.

Improvement Planning

This report sets out the rationale, strategies, actions and performance measures which ensure that ongoing improvement remains the norm, despite external challenges and influences in Clackmannanshire.

NIF 4 Key Priorities

- **IMPROVEMENT IN ATTAINMENT, PARTICULARLY IN LITERACY AND NUMERACY**
- **CLOSING THE ATTAINMENT GAP BETWEEN THE MOST AND LEAST DISADVANTAGED**
- **IMPROVEMENT IN CHILDREN'S AND YOUNG PEOPLE'S HEALTH AND WELLBEING**
- **IMPROVEMENT IN EMPLOYABILITY SKILLS AND SUSTAINED, POSITIVE SCHOOL LEAVER DESTINATIONS**

It is structured around the **4 key priorities of the National Improvement Framework** (NIF), with focus on delivering improvements under its **6 key drivers**:

- SCHOOL LEADERSHIP;
- TEACHER PROFESSIONALISM;
- PARENTAL ENGAGEMENT;
- ASSESSMENT OF CHILDREN'S PROGRESS;
- SCHOOL IMPROVEMENT; AND
- PERFORMANCE INFORMATION.

Plans: Our improvement plans are informed by the latest research both nationally and internationally; taking into account our local context. This year our plans have been affected by the pandemic, with Recovery and Local Phasing Plans complementing our NIF Plan, resulting in additional actions and outcomes to support our learners.

Our NIF Plan remains linked to the Integrated Children's Services Plan, People Business Plan and Local Outcomes Improvement Plan with reporting against an agreed set of performance measures.

Despite the challenges we have faced this year, our improvement remains closely monitored against a comprehensive set of performance measures, as detailed in our NIF Plan for 2019/20.

COVID-19 – Lockdown & Recovery

Clackmannanshire Local Phasing Delivery Plan

As part of Clackmannanshire's Education Services response to the COVID-19 lockdown, and as required by the Scottish Government, a Local Phasing Plan was developed which focused on three key priorities during the period of lockdown and into the recovery period for Education:

- Health and Wellbeing
- Improvements/Progress for individuals, families, communities

- Connection with families and communities

Academic Term 4 2019/20

During Term 4 access to our schools and ELC establishments, was limited to four ' Emergency Hubs'; one in each of our cluster school areas (Alloa Academy, Alva Academy & Lornshill Academy) and for ELC provision; one of our nurseries (ABC).

These 'Hubs' supported our Key Worker children and children who required extra support, as directed by the Scottish Government. On average between 85 and 95 children attended our Hubs on a daily basis. Children who attended our Hubs had access to a Free School Meal (FSM). Alternative provision for FSM was also put in place for those eligible and not attending the Hubs.

Throughout Term 4, our heads and teachers were in regular contact with our most vulnerable children and families including children with Additional Support Needs (ASN) with either direct face to face support, phone/text support or through social media.

Our Educational Psychologists continued to support their helpline recording the number and type of contacts they had. Wellbeing Scotland, one of our partners, reported increased anxiety among our children and young people and signposted them accordingly to other agencies.

Throughout the term, MCR Pathways continued to provide support and mentoring to our young people.

Scottish Attainment Challenge Programmes were reviewed and targeted towards Recovery Planning where appropriate and possible. This ongoing support was focused on ensuring that our most disadvantaged still had support and were able to continue with making progress in their learning as appropriate.

Increased mental health issues remained a major concern throughout this period which is why Health and Wellbeing remains the focus for recovery planning for schools reopening in August 2020.

School Improvement Plans/Recovery Planning

Schools submitted their School Improvement Plans [SIPs] at the beginning of 2019/20 which focused on how they were going to achieve their priorities for this academic year. By March 2020 it is expected that most of our schools will have achieved these priorities, to a greater or lesser extent. Where these priorities remain relevant however, then these priorities are expected to be continued into the next session.

Due to COVID 19, the focus on SIP changed in March with schools required to submit Recovery Plans, planning for recovery and continuity of provision as a priority. Schools were closed and only children of key workers and those deemed vulnerable attended Emergency Childcare Hubs.

Schools have therefore been focusing on issues such as:

- supporting pupil and staff health and wellbeing
- supporting parents/carers to continue learning at home
- transitions at all levels
- the impact of trauma
- identifying gaps/capturing learning that has taken place
- a renewed focus on closing the poverty related attainment gap
- addressing any impact that there has been around the widening of inequalities of outcome experienced by children and young people

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Strategic Context

Clackmannanshire is Scotland's smallest local authority, but also one of the most deprived, with 27% of children living in poverty[1], no change from the previous year and remains higher than the Scottish average of 24%[2]..

The challenges faced by schools and their communities in achieving excellence and equity are significant and complex; however there is a strong, shared commitment to achieving the best for our children and young people, enabling them to achieve regardless of their circumstances.

Analysis from current data and evidence in Clackmannanshire highlights the impact of the additional funding provided through the Scottish Attainment Challenge and Pupil Equity Fund. This analysis evidences the value of exploring alternatives, being innovative and creative at school and authority level. This was particularly evident during the lockdown phase of COVID between March and June this year.

Poverty Related Attainment Gap: this report details how we are working to close the poverty related attainment gap and continuing to improve outcomes for children across Clackmannanshire. At a senior phase we are beginning to see a narrowing of the gap and across SNSA in some cohorts the gap has narrowed.

Clackmannanshire Profile

Population: Clackmannanshire is Scotland's smallest local authority with a population of 51,540 [as of 30 June 2019]; an increase of 0.3% on 2018, but a slightly smaller percentage rise than the overall Scottish population; the population of young people [aged 0 to 17 years] accounts for 20% of our overall population across Clackmannanshire.[3]

Deprivation: There are high levels of deprivation and unemployment in Clackmannanshire. According to the latest Scottish Index of Multiple Deprivation, parts of Alloa are in the top 5% of most deprived data zones in Scotland, with the most deprived areas being Alloa South and East[4].

Health & Wellbeing: Protecting mental health at an early age is vitally important to ensure future mental wellbeing and resilience. Scottish Government has produced a Children and Young People Policy and Legislative Map[5] detailing how direct and indirect work can significantly benefit various aspects of a child's life contributing to improving their mental health and wellbeing. Our plan takes cognisance of these different strategies as we work collectively to improve a young person's health and wellbeing.

Educational Establishments: Clackmannanshire has 18 publicly funded primary schools, 3 publicly funded secondary schools, 2 Special Schools (Secondary School Support Service & Lochies), 4 Specialist Provisions (Alloa Academy (EASN), Alva Academy (ASD), Alva PS (ASD) & Primary School Support Service) and 3 standalone Early Learning & Childcare (ELC) establishments.

Establishment Roll: At September 2020, there were 6717 pupils in our schools (3988 primary school pupils, 2631 secondary school pupils & 98 pupils at special schools), a slight increase compared to the last reporting period; there

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[1] https://www.gov.scot/publications/local-child-poverty-statistics-december-2019/
[2] https://www.gov.scot/publications/poverty-income-inequality-scotland-2015-18/pages/4/
[3] https://www.clacks.gov.uk/council/factsandfigures/
[4] 'Scottish Index of Multiple Deprivation: Postcode to SIMD Rank' https://www2.gov.scot/Topics/Statistics/SIMD
[5] http://www.healthscotland.scot/health-topics/mental-health-and-wellbeing/children-and-young-peoples-mental-health

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are also 766 nursery school children on our roll[6]. Education also provides over 1,000 places for children in their pre-school years, in 3 stand lone ELCs and 10 ELC classes.

Staffing: In September 2019, there were 563.1 Full Time Equivalent (FTE) teachers (including Principal Teachers, Deputy Headteachers & Headteachers); higher than 2018; Early Years Educators - 126.48 (115.57 excluding trainees) and Learning Assistants - 121.24; the 'pupil: teacher' ratio fell slightly to 12.8 (from 13 in 2018)[7].

Looked After Children (LAC): In 2018/19 Clackmannanshire had the fifth highest ratio of Looked After Children (LAC) at 1.8 % of the 0-17 population in Clackmannanshire, with the Scottish average being 1.4%. (185 children); this is a fall on the previous year. Local figures for 2019/20 report 152 LAC recorded in Clackmannanshire; a third of LAC remain looked after at home with parents/carers (no real change over the reporting period).

Additional Support Needs (ASN): Across our schools, 28% of our primary school pupils (slightly higher than the previous year where it was 25%, and 36% of our secondary school pupils have been identified as having Additional Support Needs [ASN]; again, slightly higher than the previous year (31%). The Scottish average is 31% hence at an overall percentage of 32%, Clackmannanshire had a higher proportion of pupils with ASN in 2019/20[8]. 'Social, emotional & behavioural difficulty' remains the main reason for requiring additional support for all pupils; with 'English as an additional language' and 'Dyslexia' being the next more common reasons.

Free School Meals (FSM): Using our own data captured on SEEMiS, almost a fifth of our pupils are entitled to FSM with Park Primary, Deerpark Primary, Craigbank Primary and Coalsnaughton Primary Schools all having more than a third of children entitled to FSM.

Physical Education (PE): All schools across Clackmannanshire (both primary & secondary) continue to meet the Scottish Government PE target of 2 hours per week.

Attendance & Exclusions: Published average attendance across both our primary & secondary schools in Clackmannanshire in 2018/19 was 92.9% similar to the Scottish average of 93.0%.

Attendance across our primary schools was 94.1% (a slight fall on 2017/18 – 94.2%, Scottish average – 94.5%) and 90.9% across our secondary schools (a slight increase on 2017/18 – 90.7%, Scottish average – 90.7%).
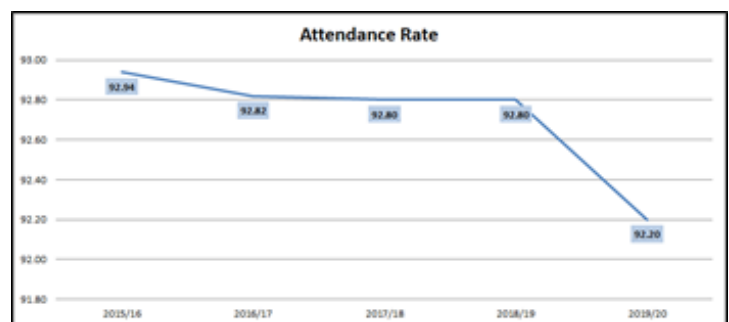
The average attendance for pupils from SIMD deciles 1 & 2 was 90.9% in 2018/19 the same as the previous year.

For the **academic year 2019/20**, which ended on the *20th March 2020*, our overall attendance was **92.2%**, with the impact of absence as a result of COVID-19 beginning to impact on the overall attendance rate. Primary school attendance was reported as 93.3%, secondary school attendance at 90.6% and special school attendance at 87.9%. Overall attendance for pupils who live in our most deprived areas (SIMD 1&2) was 90.5%. For pupils' eligible for FSM, their attendance rate was 88.1%, remaining lower than the overall average attendance rate[9].

Overall attendance for our LAC was 88.6%, lower than the overall attendance with children who are being looked after at home having a lower attendance rate (81%) than children being looked after away from home (94%).

[66] Business Intelligence, 22/09/2020, School Rolls
[7] Scottish Government Summary Statistics for Schools, March 2019
[8] http://www.gov.scot/publications/summary-statistics-schools-scotland-no-10-2019-edition/
[9] Business Intelligence Attendance report by schools, 20/03/2020

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At the end of 2019/20 there were 4 exclusion incidents across Clackmannanshire Schools involving 4 pupils: This continues the falling trend being reported across all our schools.

No. of Exclusion Incidents

Attainment: The percentage of school leavers who achieved 3 or more awards @ SCQF Level 4 improved in 2019/20 to 84%, compared to the previous year; the percentage of school leavers who achieved 5 or more awards @ SCQF Level 4 (72%) also improved.
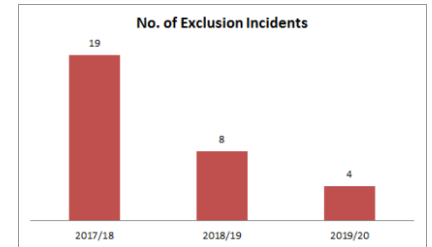
The percentage of school leavers who achieved 3 or more awards @ SCQF Level 5 improved in 2019/20 to 63%, continuing a three year improving trend; the percentage of school leavers who achieved 5 or more awards @ SCQF Level 5 also continues a three year improving trend at 47%.

The percentage of school leavers who achieved 3 or more awards @ SCQF Level 6 improved in 2019/20 to 22%, again continuing a three year improving trend; with the percentage of school leavers who achieved 5 or more awards @ SCQF Level 6 remaining constant over the last three years at 11%.

Curriculum for Excellence: Due to COVID-19, no schools were able to assess the levels for Curriculum for Excellence in 2019/20. SNSA data, despite its primary purpose being a diagnostic tool, has been analysed to give an indication as to where are children are improving across the curricular areas, reading, writing and numeracy.

The SNSA data for Numeracy highlights a positive trend at Second Level from 2018/19 compared to 2019/20. The data also indicates that the Poverty Related Attainment Gap (SIMD Q1 vs SIMD Q5) in this context has narrowed by 15%. The SNSA Reading data from 2018/19 compared to 2019/20 indicates that the Poverty Related Attainment Gap in this context has narrowed for First Level by 12% and Second Level by 13%. The SNSA Writing data from 2018/19 compared to 2019/20 indicates that the Poverty Related Attainment Gap in this context has narrowed by 7% at First Level and by 25% at Second Level.

Positive Destinations: The percentage of school leavers entering an initial positive destination improved in 2018/19 to 94.2%.The gap between the most and least deprived school leavers narrowed due to a lower percentage of school leavers from the least deprived area entering an initial positive destination.

The percentage of school leavers entering Further Education in 2018/19 increased to 28.8%; the percentage entering Higher Education increased to 32.4%; resulting in more than 60% of school leavers extending their education upon leaving school; higher than in previous years. The percentage of school leavers from our most deprived area entering Further Education is 39.1%, higher than our overall average; however despite an improvement on the previous year, only 18.8% of school leavers from our most deprived area entered Higher Education in 2018/19; much lower than the overall figure.

Service Structure

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

School education is provided for more than 6,700 pupils in 18 publicly funded primary schools, 3 publicly funded secondary schools, 2 special schools (Secondary School Support Service & Lochies), 4 specialist provisions (Alloa Academy (EASN), Alva Academy (ASD), Alva PS (ASD) & Primary School Support Service), and 3 stand alone ELCs.

The service also provides over 1,000 early learning and childcare places for children aged 2 to 5 years, in 3 stand alone ELCs and 10 ELC classes. The service is in partnership with local private sector providers and childminders to ensure a comprehensive, high quality early years education service across the whole council area.

The service works as a family and has 541 FTE staff (at time of report). Schools and Early Learning establishments work in clusters: Hillfoots Cluster, Alloa Cluster and Lornshill Cluster.

Our education estate is in good condition, with 96% of our establishments being graded A or B for condition, and 80% for suitability. A two year capital programme is in place to remedy any suitability issues and maintain our establishments in an A or B condition and, where possible, redevelop the estate to enable 21st century learning environments to be created. We are working towards our targets set out in the Council's Carbon Management Plan to ensure a sustainable and efficient estate.

Council will be deciding on our Education Management Plan as part of the Corporate Assessment Plan going forward.

Our secondary estate consists of three secondary schools which were opened in 2009 and are operated through a PFI scheme initiated in 2007. In August 2019, a new state-of-the-art Tullibody South Campus was opened which includes the new Tulach ELC and a joint campus for pupils from St Bernadette's RC and Abercromby Primary Schools.
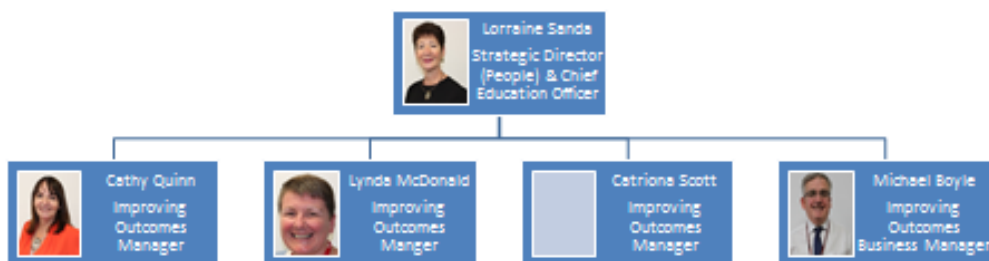
Budget 2019/20

Revenue Budget 20/21			£,000
Service Management			764
Early Years			4,596
Primary Education			15,346
Secondary Education			14,720
ASN Education			7,472
Educational Psychology			328
School Crossing Patrols			46
Sports Development			162
Education CLD			406
Total Education Service Revenue Budget 2020/21			43,840
External Funding			£,000
Early Learning and Childcare Expansion			4,523
SAC			1,572
PEF			1,528
Care experienced & Young People (LAC)			178
Total Education Service			7,800

Core budget - Excludes 1140hrs Funding £4,523k

DELIVERY PLAN AND MEASUREMENT

Our Vision, Obsessions, Priority Outcomes, ACTIONS & Indicators

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

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

We have a relentless focus on improving outcomes and of studying and evaluating what difference our actions are making to children's lives. We have a robust reporting methodology, used by all educational establishments and teams at the centre. This ensures that there is a clear rationale for each action with defined outcomes and a measurement plan for evidencing impact.

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

Closing the attainment gap between the most and least disadvantaged children
- 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

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

Improvement in employability skills and sustained, positive school leaver destinations for all young people
- Increase numbers in employment, education or training
- Improve partnership working with employers, families and communities
- Reduce youth offending behaviour
- Increase young people's participation, voice and influence

14 Key Obsessions Indicators

(Tracked by SIMD 1 & 2 and overall)

|		
% Children achieving Early Years milestones	Attendance figures	% Children achieving expected levels of CfE
Staying on rates	No. of Awards achieved by young people by end of Senior Phase (inc. volunteering & sport	Exclusions figures
% Young people achieving at SCQF Levels in English and Maths	Inspection / Validated Self Evaluation ratings for Early Years establishments, Schools and Services	Positive Destinations
C&YP referred to Children's Reporter	% of children achieving expected levels in sport (CfE levels)	[3 x indicators from new H&W census to include substance misuse, sexual activity and mental wellbeing]*

Reporting

In line with the Statutory Guidance, Standards in Scotland's Schools Act 2000, we take a "strategy-based" approach to reporting on this plan, drawing on evidence from each of the six drivers and reporting progress against...

The four key priorities:

- **IMPROVING ATTAINMENT, PARTICULARLY LITERACY AND NUMERACY**
- **CLOSING THE ATTAINMENT GAP**
- **IMPROVING THE HEALTH AND WELLBEING OF CHILDREN AND YOUNG PEOPLE**
- **IMPROVING EMPLOYABILITY SKILLS AND POST-SCHOOL DESTINATIONS**

The six drivers:
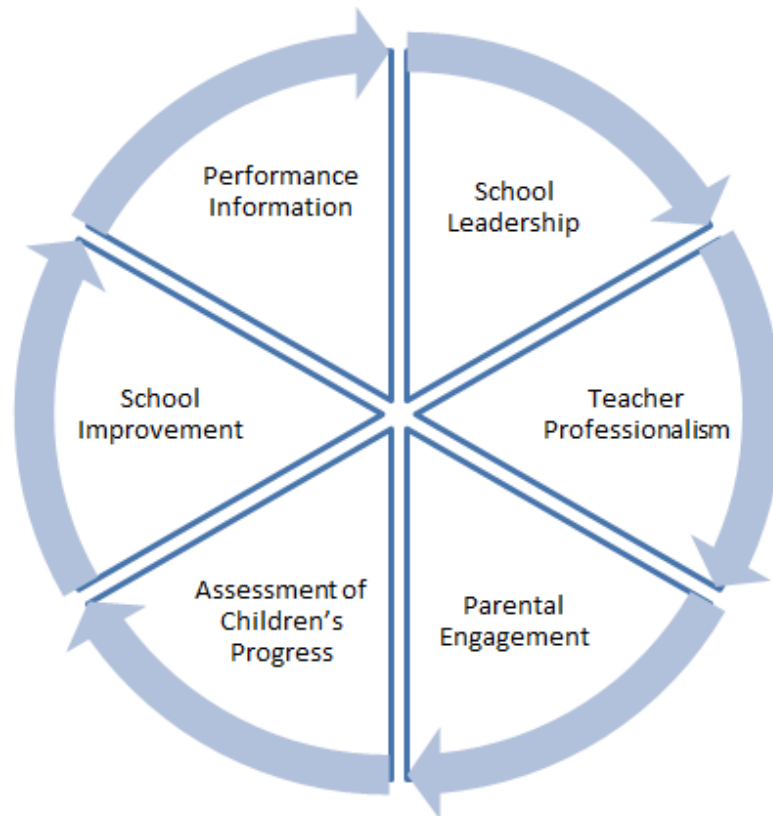
National Improvement Framework 2018/19 - Progress Overview

Executive Summary - Assessment of Children's Progress

The following details the progress we have made as an authority during the academic year, 2019/20, up until the 20th March, prior to COVDI-19 lockdown under the four priorities:

- **IMPROVEMENT IN ATTAINMENT, PARTICULARLY IN LITERACY AND NUMERACY**
- **CLOSING THE ATTAINMENT GAP**
- **IMPROVEMENT IN HEALTH AND WELL BEING OF CHILDREN AND YOUNG PEOPLE**
- **IMPROVEMENT IN EMPLOYABILITY SKILLS AND POST-SCHOOL DESTINATIONS**

Evidence of improvement in all four areas is included in the following pages where attainment data, attendance & exclusion data and positive destination information is detailed.

The overall picture is improving with the attainment gap narrowing across some cohorts, although not all. Not having any ACEL (CfE) data this year has left a gap of being able to assess where our children and young people have progressed. Use of the authority tracker by almost all primary schools is allowing for headteachers and their senior management teams to assess learning and to identify learning gaps as a result of the closure of schools in term 4 caused by the COVID-19 lockdown.

Support is also being provided to primary schools by a data coach, funded through the Forth Valley & West Lothian Regional Improvement Collaborative (RIC). School profiles/data packs, informed through SNSA analysis, have been produced to aid improvement conversations, identifying gaps in learning, teaching and assessment with the school senior management teams.

Attainment Overview is included at Appendix A.

Improvement activity by driver

Given the school closures as a result of COVID-19, the following sections are split, where relevant into two time periods:

> Pre COVID Lockdown: From August 2019 until March 2020
>
> During/Post COVID Lockdown: From March to June 2020

School Leadership

School leadership plays a vital part in achieving equity and excellence in education across Clackmannanshire. Leadership programmes ensure educators make a real difference to improving attainment outcomes for children and young people, leading to greater achievement and attainment.

We want to see a culture of strong leadership at all levels and in a range of contexts, where educators are empowered to lead in schools, ELCs, teams at centre and across a wide range of educational settings.

Educators lead learning for, and with, all learners. They also collaborate and support the professional development of colleagues and other partners. We continue to work in partnership with national agencies and universities to deliver high quality training and leadership development. Leaders also ensure the best use of resources to ensure the greatest impact on closing the attainment gap.

Young people are encouraged to lead their own learning and pupil voice is important in schools and in the local community where they are encouraged to become responsible citizens and effective contributors.

Key actions for 2019/20

A workforce plan is developed to ensure that resources are managed and deployed to minimise risk to the Education Service

The Clackmannanshire Way - an empowered, connected and self improving model of education delivery is developed to achieve excellence and equity for all children and young people

Schools / parents are adapting their travel plans to minimise costs, improve health and wellbeing and environmental targets

The quality of Child Protection systems in educational establishment is reviewed and evaluated by planning and implementing a timetable of quality assurance visits

Practice in restraint and seclusion across all schools is reviewed

Absence management procedures in schools are rigorously implemented and monitored

Deliver (PePass) PE, physical activity and school sport across all Clackmannanshire establishments focussing on; leadership, links from primary to secondary school, and sports competitions including pupils with additional support needs

Poverty plan / strategy for all schools is in place which reflects outcomes of poverty summit

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Evidence of Progress

ACTION: *The quality of Child Protection systems in educational establishments is reviewed and evaluated by planning and implementing a timetable of quality assurance visits*

Pre COVID Lockdown: Between September 2019 and February 2020 only 4 schools received a quality assurance visit: two primary schools and two secondary schools. Planning for further visits was disrupted by the COVID lockdown.

ACTION: *Practice in restraint and seclusion across all schools is reviewed*

Pre COVID Lockdown: Robust mechanisms are in place across all establishments to ensure everyone's safety with measures to track needs within individual schools. There are nine trainers across the service with mainstream school staff trained in de-escalation techniques. A small number of staff are trained in physical holds due to the individual needs of children/young people. Schools which support specialist provision have all their staff trained in de-escalation techniques with the majority of staff trained in physical holds.

ACTION: *Deliver (PePass) PE, physical activity and school sport across all Clackmannanshire establishments focussing on; leadership, links from primary to secondary school, and sports competitions including pupils with additional support needs*

Pre COVID Lockdown: A 'Schools & Education Implementation Plan' is aligned with the priorities and actions within the Sport & Active Living Strategic Framework;

A Women & Girls Officer was recruited to support and develop female engagement in sport and physical activity funded by Sportscotland. A pre project survey undertaken in the Sauchie Community resulted in the introduction of 8 new classes from mother & baby, circuit classes to an adult walking netball class.

The level and number of opportunities for people with Additional Support Needs has been increased through the introduction of classes such as Adaptive Skiing, Tubing and an Adaptive Inclusive Movement class for adults in the community.

In term 1, 72.5% of extra curricular activities in primary schools were offered free of charge as opposed to 64.5% in 2018/19 leading to more targeted work with non participants, women & girls, ASN and the refugee community.

Focus on supporting secondary pupils into additional leadership training and qualifications through a new recruitment and information campaign was launched in December 2019 at the Secondary Dance Competition. By the end of January 2020, 23 new pupils from Alva Academy had signed up to be part of the new programme.

During/Post COVID Lockdown: During lockdown pupils in the leadership programme (outlined above) were supported to take part in free training programmes such as the Judy Murray 'Miss Hits' tennis qualification, Sports Leader UK ' Raising Resilience Learning Award' and the e-learning module 'Mental Health Awareness'.

The Sports Development team, including the Primary PE team, supported the delivery of PEPASS in the three Emergency Childcare Hubs until the start of the new academic year. Every child received one hour of quality PE every day they attended the hub. Children received a variety of sport and physical activity every day and in addition a cycle skills programme was delivered with the pupils with 30 children achieving their Level 1 award.

During the summer, volunteers from local community sports clubs supported the delivery of athletics, archery, football, golf and bowling sessions within the hubs.

A suite of Digital platforms was developed with daily content, produced under the #KeepActiveAtHome, allowed families to try out a range of home based activities with household items, take part in challenges and learn to use the sports Makaton sign. Social media platforms such as Twitter, Instagram, flipclacks.org, YouTube, Facebook and Google Classroom were populated with over 250 videos which were viewed over 40,000 times.

The Active Communities and SWAG programmes (Sauchie Women & Girls project) continued in a digital manner with daily online classes available averaging around 130 views per session.

Support was also provided to Sports Leaders, coaches, instructors and volunteers to access a wide variety of e-learning courses including modules around Mental Health; coaching qualifications delivered by Tennis and Scottish Football; and other CPD modules to keep staff engaged and upskilled during the lockdown period.

ACTION: *Poverty plan / strategy for all schools is in place which reflects outcomes of poverty summit*

Pre COVID Lockdown: In October 2019 a Young Person's Pop-Up event was held at Alva Academy as part of Education's Week of Action [7th-11th October 2019]. This event continued on from the Pilot Project undertaken in May 2019 using the "Cost of the School day Toolkit". Participants

shared their learner journey, relating this to the limitations of poverty.

Clax Youth 100 facilitated an activity to support schools in identifying and addressing financial barriers to participation and learning for families, children and young people. A number of priority areas/actions were identified by Clax Youth 100 supported by the ECLD Team:

- Change and challenge attitudes towards Poverty
- A deposit scheme for Ipads and Netbooks to support Home Learning

Teacher Professionalism

Teacher professionalism is a key driver in achieving improvement in attainment and achievement. In Clackmannanshire we extend this driver to include all staff working in education; all staff are educators.

- The General Teaching Council for Scotland (GTCS) professional standards for teachers also includes standards for career long professional learning (CLPL) and leadership and management. Once registered, throughout their career, teachers continue to develop their expertise and experience through CLPL and professional practice.
- Early years practitioners are registered with the Scottish Social Services Council (SSSC) and are expected to maintain this registration and adhere to the SSSC code of conduct.
- Educational psychologists also participate in a range of development and training opportunities and maintain their registration with Health Care and Professionals Council (HCPC).
- Educators working in Community Learning and Development (CLD) also have a set of standards for their professional practice.
- We have a high quality education workforce in Clackmannanshire, where all educators have a commitment to shared educational values and professional standards. Educators take ownership of their own professional learning and recognise its importance, impacting on children's progress and achievement, closing the attainment gap and ensuring sustained, positive school leaver destinations.

Key actions for 2019/20

A Numeracy Plan is further developed and implemented in liaison with RIC numeracy officers to enhance Clackmannanshire CLPL and direct school support. A targeted approach to 2nd level attainment in numeracy in BGE is implemented (covering BGE and senior phase)

Additional Early Years graduates will continue to develop literacy and numeracy

CLPL is delivered on assessment and moderation to all practitioners in line with assessment and moderation strategy

The wider programme of CLPL opportunities for education staff in R4L1 (readiness for learning) is integrated

R4L level two and three e-learning modules are developed and R4L podcast series continues to support educators to develop their practice in relation to wider Scottish Attainment Challenge (SAC) effective learning approaches

Regional Improvement Collaborative (RIC) provides effective and appropriate CLPL which compliments our own Clackmannanshire programme

The Equitable Literacy programme is further developed and is led by headteachers in partnership with Professor Sue Ellis and the improving outcomes literacy principal teachers. Literacy is further developed in reading to support transition from P7 to S1

Evidence of Progress

ACTION: A Numeracy Plan is further developed and implemented in liaison with RIC numeracy officers to enhance Clackmannanshire CLPL and direct school support. A targeted approach to 2nd level attainment in numeracy in BgE is implemented (covering BgE and senior phase)

Pre COVID Lockdown: A five day programme of development was offered to P7 and S1 teachers in the Alloa Academy cluster in August 2019. This development was coordinated across the RIC, with 30 P7 class teachers engaging in high quality CLPL delivered by La Salle Education. Focus of the programme was on developing key concepts and skills for effectively transitioning to S1 and beyond.

Sessions held prior to lockdown identified improvements in teachers' pedagogy; high levels of engagement and indications of improvements in attainment. A short term maths concept was thereafter planned for the feeder primary schools that were supporting the programme.

During/Post COVID Lockdown: The remaining two day programme was delivered virtually, across 6 x 1 hour sessions. The practical delivery of the programme proved difficult as each school's remote learning delivery had varying degrees of impact or success.

ACTION: Additional Early Years graduates will continue to develop literacy and numeracy

Pre COVID Lockdown: *Numeracy:* A development group was established creating action plans going forward. Consultation took place with 6 ELC establishments in relation to their understanding of Foundation of Number Sense (FoNS). Subsequent training was thereafter planned to support upskilling educators to take forward FoNS in their establishments. *Literacy:* 15 core books were introduced within 4 ELC establishments as a "*small test of change*". Awareness training was offered to all staff to support raising their awareness and to facilitate discussion; however this was only partly implemented due to COVID-19.

Data gathering commenced capturing the number of children accessing the reading areas pre and post intervention. Within two establishments, a book study was started, focusing on vocabulary and resources and the introduction of higher-order questioning for meaning and context.

During/Post COVID Lockdown: *Numeracy:* No further implementation of FoNS took place in any of the establishments, hence no evaluation of impact has taken place. *Literacy:* There had been plans to create and implement blank reading assessments to assess impact of this intervention however this was put on hold.

Peripatetic Nursery Teachers created a series of FLIP Clacks sites which developed on from the work undertaken earlier in the year (Pre COVID) in relation to Literacy and Numeracy during lockdown. These sites were made available to all parents/carers to support learning from home.
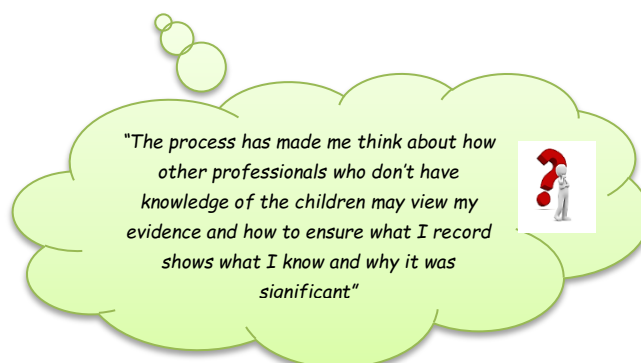
ACTION: CLPL is delivered on assessment and moderation to all practitioners in line with assessment and moderation strategy

Pre COVID Lockdown: Almost all Primary and Early Years Practitioners participated in two authority wide moderation sessions held in November 2019 and February 2020. In the first session participants revisited the moderation cycle with support from the Assessment Co-ordinator, Attainment Advisor and QAMSOs. They were given the opportunity to plan a series of numeracy lessons supported by others working at the same CfE level.

Between November and February participants delivered a series of lessons completing a template providing information on the planning, learning experiences and assessment. This was submitted along with a range of evidence from one learner. At the second session groups of participants moderated the submitted materials providing written feedback to each participant.

Almost all establishments now have experience of the National Moderation Model which will ensure Clackmannanshire develops consistently high quality learning, teaching and assessment. This shared understanding of the standards will lead to more reliable Teacher Professional Judgements at all levels.

Positive feedback included:

"The process has made me think about how other professionals who don't have knowledge of the children may view my evidence and how to ensure what I record shows what I know and why it was significant"

ACTION: The wider programme of CLPL opportunities for education staff in R4Ll (readiness for learning) is integrated

Pre COVID Lockdown The approach to CLPL opportunities for education staff was becoming far more targeted, with good communication between all the SAC interventions about what schools required and when during the earlier part of the academic year. More focused pieces of work took place resulting in a more coherent, structured approach for individual schools. In addition, the programme of rolling out the Neurosequential Model in Education (NME) training to all schools at a universal level continued with the final schools trained in February 2020.

During/Post COVID Lockdown: The majority of CLPL was already online which proved hugely beneficial as schools were already familiar with this way of accessing training; hence they were able to quickly put in place programmes of training for their staff over the lockdown period. This resulted in an increase in the number of staff completing the R4L Level One modules; approximately 42% of education staff; with 27% in progress of completing. Access to these modules has helped schools prepare more effectively for their pupils returning in the new academic year.

ACTION: R4L level two and three e-learning modules are developed and R4L podcast series continues to support educators to develop their practice in relation to wider SAC effective learning approaches

Pre COVID Lockdown: The majority of the planned R4L Level Two modules have been written and put on the Clacks Academy (online training hub) for access by staff.

During/Post COVID Lockdown: Level Three modules and the R4L podcast series were temporarily put on hold to allow for a set of COVID-specific modules, drawing on the latest information by the Child Trauma Academy during the pandemic, to be generated. These modules went live during the summer months and will continue to be available in the academic year 2020/21.

ACTION: The Equitable Literacy programme is further developed and is led by headteachers in partnership with Professor Sue Ellis and the improving outcomes literacy principal teachers. Literacy is further developed in reading to support transition from P7 to S1

Pre COVID Lockdown: Clackmannanshire developed and used a **Model of Fundamentals** to support staff members to use

evidence from all three domains (Reading, Writing and Listening & Talking) to create an effective learning mix that meets the needs of all. From August to February, schools made differing progress due to different factors including readiness and capacity.

Five Clackmannanshire Schools engaged in a Reading Schools Accreditation pilot in partnership with Scottish Book Trust.

During/Post COVID Lockdown: During lockdown we were able to promote certain elements of the Model of Fundamentals such as *promoting reading for enjoyment at home* and using a shared text as a hook to explore literacy opportunities.

FLIP Clacks was used to promote literacy experiences at home and this included a collection of picture books. Feedback indicates these resources were accessed regularly during school closures. Twitter was used to promote some home and family learning (Dinosaur characters named Tyra and Rex)

During lockdown three schools successfully applied for SLIF funding to develop their school libraries.

Virtual CLPL opportunities were available and feedback indicates they were well attended; some additional training for Learning Assistants was trialled in one school as a result of survey feedback.

Parental Engagement

Parental engagement is one of the key drivers in achieving excellence and equity in Scottish education as parents, carers and families are important influences in a child's life. Their support plays a vital role at all stages of education. Family engagement in school and in early learning has a bigger influence on a pupil's achievement than socio-economic background, parents' education level, family structure or ethnicity.

Research has shown that parents/carers who take on a supportive role in their children's learning make a difference in improving achievement and behaviour. Their active involvement can help promote a learning community in which children and young people engage positively with educators and their peers.

Parental involvement relates to the involvement of parents and carers in the life and work of the early learning and childcare setting or school. This can include, but is not limited to, parent representation on Parent Councils or associations, involvement in self-evaluation and improvement, volunteering with fundraising activities or by sharing skills and knowledge to enrich the curriculum.

Clackmannanshire Education Services are encouraging parents and carers to actively and meaningfully engage in their child's learning and life at school, as outcomes are improved if schools and families work together. Our Educational Establishments continue to deliver high quality universal and targeted support enabling families to access the learning and support they need.

Key actions for 2019/20

The plan for increase to 1140 hours by 2020 will be communicated robustly with staff and parents / carers

Food, Families and Futures is rolled out further to provide after-school and holiday family engagement clubs, with support from partners and outside agencies to close the poverty related attainment gap and tackle holiday hunger

In partnership with Columba 1400, family learning programmes are implemented that will identify and address the needs of parents / carers, children and young people

Plans to support Syrian refugee families and children when funding ceases, and a plan for newly arrived families is in place

Develop the Parent Council Chairs forum to play a more effective role in strategic development of the Education Service

The Children and Youth Engagement Plan is developed, building on the CYP standards for participation and engagement

The 2018-21 Community Learning and Development plan is implemented

Schools and Early Learning settings are supported and challenged to implement improvement actions from the "Learning Together National Action Plan for Parental Involvement and Engagement"

Parents agree that they are given meaningful and timely reports about their child's progress. Information provided by the school enables parents to support children's learning at home.

Evidence of Progress

ACTION: The plan for increase to 1140 hours by 2020 will be communicated robustly with staff and parents / carers

Pre COVID Lockdown: A publicity campaign was launched including local press releases and social media posts (Twitter and Facebook). Posters were also displayed in venues/buildings where families visited. A member of staff spent time attending local 'Bookbug' sessions, raising awareness of the availability of more hours for ELC and assisting families with the application process. In the final two weeks prior to the closing date, targeted reminders were posted on social media.

Within the local Jobcentre, a session was held with client advisers to inform them of the extra help with childcare for families trying to secure employment and in the local supermarket representatives from the Scottish Government Parent Club provided families information on the new entitlement.

During/Post COVID Lockdown: Information on 1140 hours entitlement during lockdown continued to be shared either via ELCstaff on by posts on the Clacks Council website. After the publication of the Scottish Government Guidance on the Safe Reopening of ELC settings was received, it was confirmed that children would receive 1140 hours of funded ELC and communicated via social media and the Clacks Council website.

All children in council settings, private nurseries and partner childminders are to receive 1140 hours of funded ELC during session 2020/21.

ACTION: Food, Families and Futures is rolled out further to provide after-school and holiday family engagement clubs, with support from partners and outside agencies to close the poverty related attainment gap and tackle holiday hunger

Pre COVID Lockdown: Working closely with their Parent Council, Sunnyside Primary School, in partnership with Children in Scotland, developed a programme around the Food, Families, Futures initiative.

Following positive feedback from families a proposal was put together with Children in Scotland to build on this success, continuing the provision in Sunnyside Primary School and rolling the programme out as a model to tackle food insecurity and family learning in a further two schools in Clackmannanshire. Funding was received from the Scottish Government, including to Sunnyside Primary School for continuing the project.

Both Alva and Abercromby Primary Schools indicated the project would further enhance and extend family learning/work around food poverty already taking place within their establishments.

During/Post COVID Lockdown: Prior to lockdown staff and parents were to participate in Food Hygiene Training. However, these plans were put on hold and with restrictions around visitors to schools have necessitated a change of plan. For example, cooking lessons have been moved online.

ACTION: In partnership with Columba 1400, family learning programmes are implemented that will identify and address the needs of parents / carers, children and young people

Pre COVID Lockdown: During the period August 2019 to March 2020 there was engagement with **57 families.** Family learning programmes were developed in response to family/learner needs with literacy, numeracy and health and wellbeing underpinning all programmes.

Families were initially identified through schools, Education CLD, Attendance & Welfare Officers and Educational Psychologists. Reasons for referrals included low self-esteem; child's attendance at school; child's learning needs; isolation, etc. As well as working with the child/young person, the offer is universal, which enables other families to take up the learning opportunities.

Over the reporting period, activities ranged from:

- A leadership programme developed in partnership with Columba 1400 (16 families);
- Cooking programmes (6 families);
- Family learning drop in (15 families);
  - included the development of Fun Day Friday during holiday periods; and
- Transition programmes from primary to secondary schools.

Parents/carers have also engaged in adult learning programmes enabling them to develop their skills and knowledge in identified areas (Food Hygiene; Basic IT skills, GOALs).

THRIVE Programme: Working in partnership with NHS, Education and Social Work the THRIVE programme engaged with 10 parents with low self esteem and living in

areas of deprivation. This programme enabled parents/carers to address and cope with their own health and wellbeing concerns, which in turn enable them to support their child's learning.

`Clacks 1400`, a community based group of 10 parents/carers have taken forward the development of a *community cafe* which has seen **6224 visits**. Partners are invited to attend the café and provide information to local parents/carers. There have been volunteering opportunities for local young people in the cafe and it has also supported wider family learning programmes in the area. Outcomes of these programmes include improvement in parent/carer's confidence levels which has enabled them to support their child's learning, families spending more quality time together supporting learning through cooking, crafts, games and STEM activities.

Some parents / carers have gained accreditation and awards, and are taking on voluntary roles in the community and/or gaining employment.

Pre COVID Lockdown: Education CLD's learning offer during the COVID 19 emergency targeted support for children, young people, families and communities identified as being at risk of having the greatest negative impact of the COVID 19 pandemic e.g. loss of income, employment, food & fuel poverty, health and wellbeing, education and attainment.

Engagement was maintained with the 57 families already registered. Working in partnership with communities, an **additional 516 families** were supported during the emergency lock down. Support included the provision of fresh produce & food parcels; craft boxes and fuel vouchers. Families also engaged in learning through social media, community litter picks, 'Fun Day Fridays' and online cooking events.

ACTION: Plans to support Syrian refugee families and children when funding ceases, and a plan for newly arrived families is in place

Pre COVID Lockdown: The Education Refugee Team provides an innovative service delivery model to improve wellbeing and learning outcomes for Syrian refugees resettled into Clackmannanshire. Supports include:

- Wellbeing
- English Language
- Employability
- Mother & baby groups
- Targeted youth work/holiday programmes
- Clackmannanshire currently has 24 resettled Syrian refugee families.

During/Post COVID Lockdown: Staff had to adapt the way they supported Syrian refugee families during the lockdown as many were vulnerable due to social isolation, communication barriers and experiences of trauma and loss. Regular communication took place with all Syrian families offering advice and support in relation to the day to day challenges they faced. This included house & video calls, signposting to other agencies, food deliveries for those shielding or self isolating and providing school work and resources for the children and young people.

The ESOL provision for adult learners continued online using Google Classroom; families report their IT literacy skills improved and they found the online forum easy to navigate. Engagement in learning continued with families reporting improved confidence levels.

All families were contacted during this period with 69% of adult learners successfully engaging with the online learning platform since the start of lockdown. Impact quotes:

"You have given us important information"

"Thank you for remembering us"

ACTION: The Children and Youth Engagement Plan is developed, building on the CYP standards for participation and engagement

The Children and Youth Engagement Plan is being developed in partnership with young people, schools and youth organisations, building on the Standards for Participation and Engagement.

A recent review 'Being Heard - One Year On' by J Ross & K Leask recognised that Clackmannanshire has increased its participation and *"we are punching above our weight"*.

The Council's Convener and Chair of the People's Committee has been identified as the Lead for Youth Engagement (Champions) with bi-monthly forum meetings. This Forum, which explores and agrees joint actions concerning Young People, includes cross-party elected member representation, as necessary and on request from the Youth Council.

Pre COVID Lockdown: Youth Council members are developing the **Clacks 100 Youth Voices**, a body of young people aged between 10 and 25 years from across the local authority area. These young people are actively involved in the development of council and community services through a range of engagement approaches including surveys, focus groups, citizen juries and youth assemblies.

Young people in Clackmannanshire have over the past year been invited to attend the Council's People's Committee to present their work and identify appropriate support. Council Committee papers are shared at Youth Council meetings and, if there is anything that is aligned to the Youth Council priorities, members can attend meetings and/or have their opinion taken into account through the Young People's Champion.

Young people have been actively involved in developing strategies to tackle child poverty and its impact; getting involved in the Participative Budgeting process and taking a role on environmental issues.

During/Post COVID Lockdown: During lockdown members of the Youth Council have met weekly developing their own website for launching in August 2020. In addition they have secured funding to develop their 'Happy Bag' initiative in partnership with services to address young peoples health and wellbeing issues.

ACTION: The 2018-21 Community Learning and Development plan is implemented

Pre COVID Lockdown: The Community Learning and Development (CLD) Partnership developed and implemented their 2018-2021 CLD Plan with the first year's report presented to the Clackmannanshire Council People's Committee in January 2020.

Partnership working with a number of primary schools, one of our nurseies, Sauchie Active 8 and Education CLD team enabled the development of **'Family'**. Sauchie Active 8 successfully secured Lottery and Scottish Government Empowering Communities funding for a three year period to build on family, children and young people in the area.

Community consultation took place across two geographical areas of the authority as well as input from the Community Justice Partnership. Over 500 local residents engaged with the consultation with an action plan developed for one of these areas (Alloa South & East). The 'Bowmar Centre' was recognised as a key centre for bringing the community together in particular the success of their 'Friday café.

Wimpy Park Community Group: Members of this group have worked in partnership with schools, community groups, local boxing club and TCV to develop the park. With regular community events held at the park and a membership of over 300 local residents supporting the events, members are in the process of signing a 20 year lease for the Walled Garden to develop this community resource.

During/Post COVID Lockdown: During the lockdown period partners supported local residents by delivering around 150 food parcels each week as well as craft boxes and fuel vouchers. Virtual forums continued with family support workers, youth workers and community groups to ensure communication links remained strong. A Facebook Group established for youth workers, provides a relevant forum for information flow and the sharing of knowledge and skills.

ACTION: Schools and Early Learning settings are supported and challenged to implement improvement actions from the "Learning Together National Action Plan for Parental Involvement and Engagement

Pre COVID Lockdown: In June 2019 the Education Service carried out a survey of parents' views to evaluate Parental Involvement and Engagement (PIE) using a set of questions developed by the Scottish Government. These questions provided evaluative evidence on progress against Clackmannanshire's own PIE Strategy as well as the national Learning Together Action Plan.

Some of the survey results were very positive (approachable school staff, schools offering opportunities for parent involvement, awareness of Parent Council). The survey results also clearly showed some areas for improvement, including increasing parent voice, increasing awareness of children's learning, more opportunities for home and family learning.

Improvement and support activities for session 2019/20 included:

- Further visits by centre staff to schools & ELC settings, with a focus on secondary schools, to support them with planning and implementing improvement activities
- Establishment of a secondary school PIE Leads Group
- Development of a new Parent Volunteering Strategy, launched with the support of CTSi (local third sector interface)
- Information e-mails sent to school PIE leads &and Parent Council members
- Training sessions for Parent Council members on engaging with the local community; CLPL for staff and PIE leads on Family Learning and involving parents in School Improvement Planning
- Provision of individual support for Parent Councils and schools
- New Head Teacher PIE Champion

Parental Involvement and Engagement is now a strand of school reviews hence schools will be assessed against the Clackmannanshire PIE Strategy - which is due for refresh in April 2021.

During/Post COVID Lockdown: PIE Officers have continued to support the role of the head teacher and Parent Councils by issuing regular advice updates, responding to specific requests and offering general advice. Some of this work

was disrupted by COVID-19 with the planned school reviews not going ahead.

A PIE Recovery Plan has been compiled with actions being taken forward into 2020/21.

ACTION: Parents agree that they are given meaningful and timely reports about their child's progress. Information provided by the school enables parents to support children's learning at home.

Pre COVID Lockdown: Data shows that parents are not wholly satisfied with the amount, frequency and content of reports given to them by their child's school; this varies from school to school and different methods used.

Working Time Agreements (WTAs) for staff to prepare and deliver reporting to parents also varies from school to school and consistency in the way this protected time is allocated varies.

School head teachers were asked to audit the current arrangements in their school: written reports, electronic access to information and what type of formal and informal feedback parents are receiving face to face on their child's progress.

Analysis of this information and further discussion shaped recommendations arising from this review with a full report shared with colleagues in March 2020. Recommendations for changes to be implemented should lead to higher levels of parental satisfaction with the reporting arrangements.

Assessment of Children's Progress

We want all children in Clackmannanshire to enjoy high quality learning experiences, supported by value adding and efficient practices. Assessment of progress provides rich data which can be triangulated with other data sources to ensure that learning and teaching practice is improving attainment and closing the poverty related attainment gap.

Teachers' professional judgement is the foundation for quality and improvement and we continue to promote effective use of assessment and moderation by educators and learners to maximise the successes and achievements of our children and young people. Assessing children's progress from the earliest stages of learning is important to ensure we identify those children who may need additional support and/ or intervention as early as possible.

Assessment of children's needs is particularly important for our children and young people with Additional Support Needs and our Looked After Children (LAC). As well all our learners, their attainment and wellbeing is tracked frequently to ensure the best possible educational outcomes.

A range of professionals, with the support of the Educational Psychology Team, continue to work with our educators supporting children's learning, monitoring their progress and ensuring they have the appropriate support packages in place.

Key actions for 2019/20

All Early Learning and Childcare establishments are effectively using e-learning journals to track and monitor children's learning

Training around early level numeracy trajectories is developed and delivered

The ASN strategy is implemented to achieve excellence and equity for all

The Foundation Apprenticeship programme is supported to improve employability skills of young people
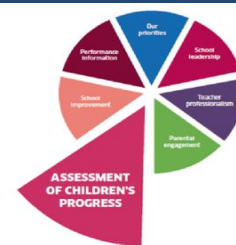
The developing the young workforce and 'no one left behind' plans are developed to improve employability skills

A programme for senior phase experience of work and volunteer opportunities is developed across the Community Learning and Development sector

A strategy is developed for identifying, tracking and monitoring of ELC progression from pre-school through to end of early level

A long term STEM Plan is developed to meet the needs of the City Deal and improve employability in Clackmannanshire

MCR pathways are introduced in all secondary schools for care experienced and vulnerable young people

1 + 2 languages are available in line with Scottish Government Policy

Strategic partnerships with SFRS, Police Scotland and other alliance partners are developed to improve partnership working and outcomes for children, young people and families

Updated autism / ASD action plan is developed with children's services and adult services

Speech and language therapy is reviewed across Forth Valley

FLIP (flexible learning, individual pathways) programmes are developed and promoted to address barriers to learning

A range of assessments, interventions and strategies are developed to minimise 'concrete concept gaps' within children's development which impact on their ability to engage in effective learning approaches

Community Learning and Development digital resources for learners in school and the wider community are developed and implemented

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Evidence of Progress

ACTION: All Early Learning and Childcare establishments are effectively using e-learning journals to track and monitor children's learning

Pre COVID Lockdown: Almost all establishments were visited to discuss the implementation of using e-journals to support tracking and monitoring of children's learning with only one establishment continuing with their own process. Establishments have their own "scale up plan", unique to their individual needs.

A mobilisation group was established in relation to quality assurance however no meetings took place prior to lockdown.

A scoping exercise was conducted to establish if there were any Health and Wellbeing Progression Pathways missing on the e-learning journals. A draft document on the way forward was produced taking into account other local authority pathways; however due to COVID, this needs to be re-drafted and is therefore included as an action for 2020/21.

During/Post COVID Lockdown: ELC establishments used e-learning journals as a way to communicate with parents/carers and for sharing any learning at home.

Follow up actions will be progressed in 2020/21.

ACTION: The ASN strategy is implemented to achieve excellence and equity for all

Pre COVID Lockdown: The ASN Strategy was approved by the Council in October 2019 and developed into a transformational change project. An Action Plan was developed with work starting on a number of key areas within the project.

Throughout the academic year: Key areas where progress has been made include:

- ASN CLPL delivered through Google CLPL classroom
- Equity and Inclusion CLPL identified for all staff through Education Scotland 'Introduction to Inclusive Education',
- Redesign of the GIRFEC delivery model has been initiated with the introduction of a weekly multi-agency meeting to provide support and guidance to schools
- Recruitment of ASD specialist staff to support connectivity across education, home and the community

Policy and guidance updates were initiated but were ceased due to the COVID-19 pandemic. These will be revisited in 2020/21.

ACTION: The Foundation Apprenticeship programme is supported to improve employability skills of young people

During/Post COVID Lockdown: Over the COVID lockdown, school staff worked hard to increase the uptake of Foundation Apprenticeships (FA) given there was a slight fall reported last year compared to the previous year. College leads in schools continued to meet virtually throughout lockdown.

Negotiations continued with Forth Valley College (FVC) to ensure there were FA places available for school leavers with the required extra Health and Safety measures being in place.

ACTION: The developing the young workforce (DYW) and 'no one left behind' plans are developed to improve employability skills

During/Post COVID Lockdown: DYW Board meetings continued over the lockdown period with a Secondary Depute and Quality Improvement Officer disseminating information to school leads. Positive Destinations Meetings continued to meet each month to allow partners (CLD, DYW, Clacksworks, SDS / school reps) to consider packages for summer 2020 school leavers and Christmas school leavers (Dec 2020/Jan 2021).

Links have been made with FVC to access online learning via Moodle for senior phase students with courses linked to college offers starting in January 2021.

Activity Agreements: The transition period for Activity Agreements through the 'No One Left Behind' Employability Framework is managed by the Education CLD team in partnership with 'Clacks Works'. This partnership has enhanced opportunities to share practice and provide pathways for young people through the employability pipeline.

In 2019/20, there were 56 referrals to Activity Agreements.

Twenty (20) participants completed the Activity Agreement programme and moved on to a positive destination with the highest percentage gaining employment.

During/Post COVID Lockdown: The remaining participants continued to engage with the programme throughout the COVID 19 lockdown period through virtual meetings and Google classrooms with a number referred to Clacks Works.

ACTION: A programme for senior phase experience of work and volunteer opportunities is developed across the Community Learning and Development sector

Working in partnership with Play Alloa, a Life Skills Programme was developed for young people with Additional Support Needs (ASN). A small number (6 young people) successfully completed this programme gaining Youth Achievement Awards allowing them to progress to a volunteering programme.

The Clacks Youth Volunteering Programme has been developed in partnership with the Clackmannanshire Third Sector Interface (CTSi). A number of young people (8)

1. Build an understanding of current STEM provision & performance
2. Review curriculum design in STEM so that it meets both current & future needs
3. Support practitioners' professional learning in STEM
4. Create a sustainable future for STEM in Clacks

participated in this programme gaining SVQ's in Volunteering and a Saltire award. All young people secured a positive destination upon leaving school either in employment, volunteering, or with a Modern Apprenticeship (MA).

ACTION: A long term STEM Plan is developed to meet the needs of the City Deal and improve employability in Clackmannanshire

The draft Clackmannanshire STEM strategy involves a three year action plan. Four 4 main actions are included with the aim to meet the needs of the 'City Deal' and to improve employability in the longer term.

Pre COVID Lockdown: The Raise Programme started in September 2019 with the appointment of a Primary Science Development Officer.

A data gathering exercise in the form of teacher and head teacher surveys assessed the current STEM provision across the authority; looking at confidence and barriers for the delivery of STEM learning.

Clackmannanshire successfully applied to be part of the SSERC Primary Cluster Programme with all 3 clusters participating, establishing a network of mentors to improve collaborative working. A STEM lead network has been established who have produced a new set of documents to allow practitioners to gain confidence in planning and delivering science outcomes.

During this period the Raise Officer delivered a number of bespoke professional learning sessions to individual teachers, whole schools and STEM leads. Discussions and preparations are in place for data gathering and analysis relating to the building of the current STEM provision and opportunities across the authority.

During/Post COVID Lockdown: The Raise Officer continued to provide specific support to individual teachers in relation to STEM lead developments tasks during lockdown.

Learning materials were created for the FLIP Clacks website to ensure that learners had access to high quality STEM learning at home. Weekly STEM challenges were also sent out via social media (Twitter) to give further opportunities for families to engage with STEM activities at home. A website was also created for teachers to allow the sharing of STEM learning materials, high quality resources and CLPL opportunities.

The Raise network collaboratively created a number of context planners that focused on taking an interdisciplinary learning approach around commonly used themes. These showed the natural links between literacy, numeracy and STEM alongside other curricular areas where appropriate.

ACTION: MCR pathways are introduced in all secondary schools for care experienced and vulnerable young people

Clackmannanshire Council and MCR Pathways joined forces in August 2019 to launch MCR Pathways / Young Clackmannanshire Talent Programme. The aim of this school based mentoring and talent development programme is to *help disadvantaged young people, in or on the edges of the care system, fulfil their potential.*

Pre COVID Lockdown: Clackmannanshire Education Service and MCR Pathways officially launched the Mentoring Project across Clackmannanshire in October 2019.

Key Milestones

- Recruitment of MCR staff (Pathway Coordinators) within 3 academies
- Recruitment training sessions taken place
- One to one mentor sessions ongoing
- The Young Clackmannanshire Talent programmes commenced in August 2019
- S1 & S2 group work has commenced
- Young people's referrals and profiles now completed
- Prioritised eligible young people in S3-S6 now completed

There are **75 mentors**; 50 from out with the council with the remaining 25 being council employees.

During/Post COVID Lockdown: MCR secured Scottish Government funding to help resolve the issue of young people not having access to IT equipment. This resulted in the delivery of laptops to some of our young people.

Throughout June and July, MCR Pathways carried out a lockdown survey to capture the experiences and challenges of our country's most disadvantaged young people. More than 1000 young people took part.

Clackmannanshire had the highest number of young people using home learning materials at 50%; the lowest figure was 28%.

Pathway Coordinators will also be engaging with our school leavers to ensure they remain supported in their positive destination.

ACTION: 1 + 2 languages are available in line with Scottish Government Policy

Pre COVID Lockdown: An informal audit was undertaken across every primary school in the authority. This provided a clear overview of the current position in relation to L2 and L3. Clacks have established a close working relationship with Education Scotland (ES); as a result, they offered a very successful CLPL twilight session for 1+2 Leads across the authority prior to school closures.

A timeline of action has been compiled enabling schools to have a checklist of requirements to ensure they are L3 ready for August 2020; this is in line with Scottish Government Policy.

Pre COVID Lockdown: During lockdown schools across the authority have been recognised for their ongoing good work in relation to 1+2 and examples of this have been published in the SCILT (Scotland National Centre for Languages) newsletter. Furthermore, some pupils across our primary schools took part in the e-Sgoil offer of live learning for languages.

ACTION: Updated autism / ASD action plan is developed with children's services and adult services

Pre COVID Lockdown: The Health & Social Care Partnership is leading on the ASD Strategy with education contributing to it. The Strategy is a ten year strategy, with the update due in 2025.

An education action plan has been developed to address some of the key areas within the current strategy.

Throughout the academic year: Key areas where progress has been made include:

- Development of a draft CLPL tiered approach to training for staff
- Development of a directory of services for families
- Establishment of a parent network
- ASN annual event
- Delivery of training sessions for parents with Makaton

ACTION: Speech and language therapy is reviewed across Forth Valley

Pre COVID Lockdown: Forth Valley Speech and Language Therapy completed a *transformational review* in partnership with the three local authorities in January 2020; it was co-produced in partnership with Families, Health and Education.

As a result of the review, a new vision was created.

'By January 2022 Children and Young People in Forth Valley will demonstrate improved outcomes through access to a Speech and Language Therapy service that is based on relationships, is accessible, person centred, outcome focused, integrated and delivers quality universal, targeted and individualised support.'

Working with partners, a collaborative model of delivery was designed to provide positive and sustainable outcomes for children, communities using a whole systems approach; included quality approaches across Universal, Targeted and Individualised levels and across the five strands of Family Support, Environment, Workforce, Identification and Intervention.

During/Post COVID Lockdown: NHS was put on an emergency footing by the Scottish Government, which impacted considerably on Speech and Language Therapy's capacity to continue to deliver on the transformational model as some staff redeployed to other areas of NHS.

ACTION: FLIP (flexible learning, individual pathways) programmes are developed and promoted to address barriers to learning

Pre COVID Lockdown: Prior to lockdown there were a small number of young people on flexible learning programmes across the school estate, agreed through GIRFEC and a slightly smaller number on the Flexible Learning Individual Pathway Programme, as agreed by the Internal Resource Group.

All had an individual learning programme with set targets. Almost all of the young people were progressing well with

28

their programmes, establishing relationships and trust with their key workers.

During/Post COVID Lockdown: Contact was maintained with the families and young people either by phone, through (socially distanced) home visits and weekly walks.

Through the support of the Intensive Support Service a high number percentage of the young people requiring this service were prepared to return to school after the summer break, indicating the success of the programme.
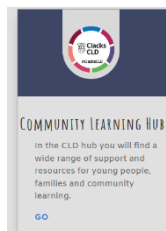
ACTION: Community Learning and Development (CLD) digital resources for learners in school and the wider community are developed and implemented

Pre COVID Lockdown: This resource was already in development across the authority from the beginning of the new term (and prior to school closures). Education CLD team had been developing online digital resources to be used within their flexible learning programmes for all learners (children, young people and families). These resources were ready for uploading to their FLIPClacks website when the lockdown was initiated.

All personnel within the CLD team had been trained using G-Suite for education and in particular Google Classroom with many in addition becoming a "Google Certified Educator Level 1".

The CLD team have embedded many digital resources into their service delivery, including hosting STEM and Coding clubs throughout the year. The team has also worked with young people to develop an 'App' which has been taken through to the final stages in a national competition.

During lockdown the team successfully:

COMMUNITY LEARNING HUB

In the CLD hub you will find a wide range of support and resources for young people, families and community learning.

GO

- utilised digital platforms
- ensured learners had access to a digital device
- worked closely with education & digital teams to make 'badged activities' online

Due to the competencies of the team, digital was a *key element* in the success of keeping in touch with learners during lockdown. Many 'badged activities' are housed on the FLIPClacks website and available for all learners.

Evidence in engagement levels with Google classrooms demonstrated that digital resource was a positive engagement platform, especially for the ESOL learners and young people on Activity Agreements. Recorded engagement levels indicated a very high engagement rate with learners.
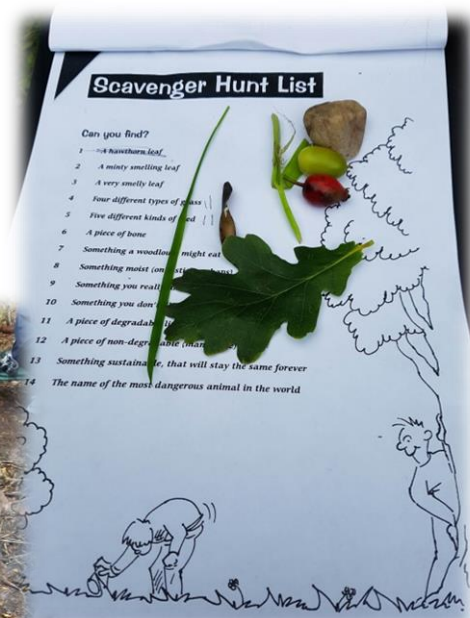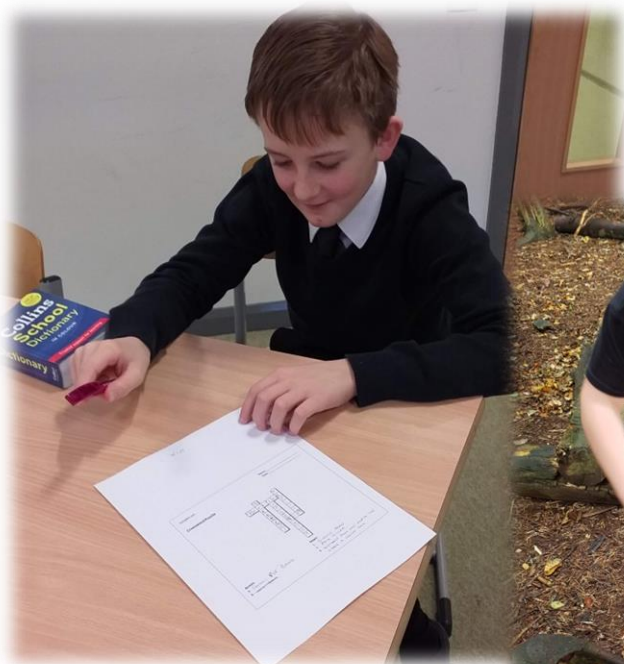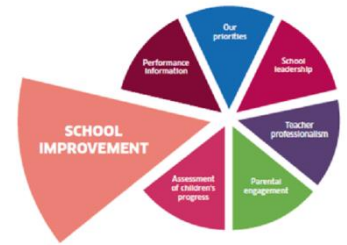
School Improvement

Within our learning communities, we want to see regular engagement in effective quality improvement and moderation activities and agreed standards and expectations.

Schools work together in clusters to develop, promote and improve a quality curriculum which meets the needs of all learners reflecting local and national good practice.

The curriculum is regularly reviewed and refreshed with the support of partners to ensure it continues to meet the needs of learners. Coherent learning pathways are in place to ensure progression, appropriate challenge, personalisation and choice and develop skills for life and work.

Educators, partners and other stakeholders have a good understanding of the purpose of the school curriculum and how it promotes improvement in attainment and equity for all. All educators, parents and partners should be fully involved in the improving the life and wok of the school, with a range of stakeholders taking the lead in aspects of school improvement. Educators will be supported by professional learning activities, clearly linked to self-evaluation and identified areas of improvement.

Our school estate is in good condition and well maintained ready to deliver learning and teaching fit for the 21st century.

Key actions for 2019/20

A Digital Learning Strategy is developed and implemented to increase the offer of flexible and individualised online pathways for children and young people

The S1 - S3 curriculum is further reviewed in all secondary schools to ensure a broader range of pathways available

Early Learning and Childcare reviews are carried out, including funded providers, to ensure quality provision

An exit strategy for the Scottish Attainment Challenge [SAC] is developed, reflecting research from University of Strathclyde and internal evaluation

Actions from staged intervention reviews are taken forward to ensure equality and inclusion

ASN reviews are carried out in all secondary schools and action plans developed

The Health and Wellbeing [HWB] Strategy is implemented across ELC and schools with priority actions identified during HWB audit

The LGBTI Charter, gold standard, is achieved across the Education Service

The Estate Management Plan (as part of the Corporate Assessment Plan) is finalised

Evidence of Progress

ACTION: A Digital Learning Strategy is developed and implemented to increase the offer of flexible and individualised online pathways for children and young people

Pre COVID Lockdown: The Digital Clacks Strategy was successfully passed by Council in Nov 2019. Progress has been made under the following four headings of the strategy:

- **Skills:** pupils, parents / carers & staff
- **Access:** devices, engagement & equity
- **Curriculum:** FLIP, BGE and Senior Phase pathways
- **Leadership:** Education Services, HTs and IO teams

Stakeholder engagement has been a core focus throughout delivery of this strategy.

A comprehensive digital audit was undertaken with all educators in January 2020. This reported the need for staff to upskill their digital skills and also pursue the capital investment bid for 1:1 devices for learners.

Throughout the year:

Skills: CLD and Secondary staff have been trained in using G-Suite for education; with the emphasis on Google classroom tools. A group of secondary school pupils became Digital leaders in their schools and after training were able to present a CLPL event to the staff in their school prior to school closure.

A 'digimeet' was held for digital leads in the authority to share good practice.

Going forward, Applied Digital Skills training is being offered in BGE in secondary schools to upgrade the skills of our young people.

With the impending school closures, in March all digital influencers / Google certified educators in the authority cascaded training to equip teachers / students with the skills to set up online classrooms. As a result 1800 Google classrooms were set up during this month.

During lockdown three weekly webinars for staff were held to equip staff with digital skills and ensure they stayed connected. Digital webinars for all NQTs in the authority were also held

Access: Over 800 Chromebooks were purchased after securing digital inclusion funding from the Scottish Government to help our most vulnerable children / young people access a device and provide connectivity to enable them to access home learning.

Curriculum: After an 'In-Service' day held in November 2019, ASN staff and other interested practitioners gathered ideas for 'badged activities' as well as generating further content for the Flipclacks website. During school closures a large group of multi-disciplinary staff (CLD, Active Schools, Educational Psychologists, ELC practitioners, Improving Outcomes team) successfully worked together to produce work for home learning. The materials generated during this time are included in BGE with 'badged activities' being used as pathways to NPAs and diverse curricular subjects such as cyber security, ethical hacking and social media.

Leadership: Headteachers meetings which took place in 2019 were used to promote the need for 1:1 devices and influence PEF spending. Many schools also recognised the huge benefits of going paperless with a pilot started in one of our secondary schools.

Prior to lockdown senior management meetings were held across all three secondary schools to promote the use of Google and other digital platforms.

During lockdown a 'Headteachers Hub' (shared drive) was developed to ensure effective communication was in place across all educations establishments during lockdown.

ACTION: An exit strategy for the Scottish Attainment Challenge [SAC] is developed, reflecting research from University of Strathclyde and internal evaluation

Pre COVID Lockdown: The University of Strathclyde Research & Development for Clackmannanshire Education "Understanding the Challenges" Phase 1(2018-2019) was published in October 2019 and explored the specific challenges faced by the authority, how these were identified, conceptualised and the initial steps taken to address them. The evidence presented gave an indication of the sustainable approaches to improvement and the impact of these on outcomes for children, young people and families affected by poverty.

Based on these core findings, in February 2020, the Year 6 Attainment Challenge Programme Plan was revised and streamlined to ensure that interventions and programmes identified within the Phase 1 report were directed to where the evidence of impact was clear and was contributing towards closing the attainment gap.

Targeted planning with Education Community Learning and Development (ECLD) and Columba 1400 took place in January/February 2020 and established a wider range of community based family learning interventions to develop wider engagement and ensure that those approaches built capacity and sustainability and supported attainment.

During/Post COVID Lockdown: The ECLD and Columba 1400 family learning provided essential targeted support to families and communities identified as being at risk of having a negative outcomes i.e. loss of income, social, emotional and mental wellbeing concerns, loss of employment, food and fuel poverty during lockdown.

While family engagement via virtual platforms and socially distanced home visits continued, the planned local community development and educational innovation has not progressed.

Strathclyde University, as part of Phase 2 of the Research Programme are continuing to:

- collate examples of processes of community engagement and evidenced interventions
- plan for contextual analysis of the targeted local communities including key informant interviews with local representatives, community members (parents and carers), school staff, community education leads and local authority representatives
- consult over the direction for new initiatives/projects at community level –align & expand with Columba 1400
- Additional phases of research will be implemented as restrictions of COVID 19 are lifted

A final report is due in February 2021.

ACTION: Actions from staged intervention reviews are taken forward to ensure equality and inclusion

Pre COVID Lockdown: Staged Intervention processes across all schools were audited and action plans identifying areas to be addressed going forward were developed in collaboration with schools. All education staff, as part of their CLPL, must now complete the Staged Intervention e-module on Clacks Academy (online learning platform).

Supplementary CLPL on the Staged Intervention process, GIRFEC forms, with particular focus on the completion of Form 4 (Child's Plan) and Form 6, has been provided to all primary staff, ASN Provisions, secondary ASN/Pupil Support staff and all probationers. Revised guidance on the recording of ASN on SEEMiS has also been shared with Support Coordinators to improve accuracy of data. A review cycle is still to be implemented to ensure quality and accuracy of recording. This is carried forward to 2020/21.

ACTION: ASN reviews are carried out in all secondary schools and action plans developed

Pre COVID Lockdown: ASN reviews have taken place across all three secondary schools with actions plans developed in collaboration with the schools. Schools started to address areas identified for development but progress was hindered by the school closures.

ACTION: The Health and Wellbeing [HWB] Strategy is implemented across ELC and schools with priority actions identified during HWB audit

Pre COVID Lockdown: In September 2019, a self- evaluation was carried out across all establishments to inform progress against the key themes within the Health and Wellbeing Strategy and Personal and Social Education Review (PSE). A supporting development session was provided across each cluster with approximately 60 participants at each event, to facilitate collaboration and a shared understanding of the key themes.

Analysis of feedback from each session highlighted that 100% of participants had completed their self-evaluation and 80% valued the opportunity to evaluate their practice with colleagues and use the evidence to support wider School Improvement Planning.

During November In-service (in 2019), each establishment supported by their Health and Wellbeing Lead, reviewed their self evaluation; and created an action plan identifying one key health and wellbeing area to take forward.

Additional development and progress updates were planned for Health and Wellbeing Leads and each cluster in February, March and April of 2020 to feedback against planned and agreed outcomes.

During/Post COVID Lockdown: Due to the restrictions of COVID-19, none of the planned collaborative sessions of 2020 took place. The action plans were therefore refocussed to support feedback from the Viewpoint Survey (a survey for school, pupils and parents/carers to capture the impact of COVID-19).

The core focus of health and wellbeing has been on approaches and interventions to support the mental, emotional and social wellbeing needs of children and families during lockdown. Health and Wellbeing Leads continue to share practice and resources through a planned virtual network of support and via the GLOW digital platform.

Performance Information

Performance information is used to inform and drive improvement at all levels.

As part of our continuous cycle of improvement, educators analyse progress and performance across a range of data and evidence to identify where the gaps remain and action is required.

Our service is data rich, gathering appropriate and accurate performance information which is reported nationally as well as data which applies to a single school, class or child. This information, appropriately triangulated and analysed, helps educators to take early action to improve outcomes for children and young people and meet their particular learning needs.

Peer support and challenge helps educators analyse data and ongoing reflective practice leads to improvements. Schools and Early Learning and Childcare establishments are supported by colleagues at centre to analyse data.

Pupils, parents and other stakeholders have an essential role in helping school leaders identify areas for improvement and also to contribute to and celebrate their school's identified strengths and learners' successes. Stakeholder views play a key role in school self evaluation and shaping and delivering school improvement plans.

Teams at centre work in partnership with academia and peer local authorities to improve their self evaluation processes and benchmark their data leading to improvements in service design and delivery.

Key actions for 2019/20

All establishments are supported to use data tools to effectively target pupils with the appropriate intervention

A targeted action plan is developed to collaborate with school staff to identify children and young people who are living in poverty to ensure they are being supported in their learning

A Business Case is developed for a transformation project to improve collaborative approaches for effective family support

A Business Case is developed for a transformation project to improve mental health for children and families

A pilot of the Mash Project is carried out to consider how services for children and families can be improved as a result of partnership working

A transformation project is carried out on the approach to reshaping services on alcohol and drugs for children and young people

Evidence of Progress

ACTION: All establishments are supported to use data tools to effectively target pupils with the appropriate intervention

Pre COVID Lockdown: SNSA was completed for all P4 and P7 cohorts prior to lockdown. All primary schools were thereafter provided with SNSA analysis and support in how to use the SNSA results diagnostically to effectively target pupils with appropriate interventions.

All Primary schools in Clackmannanshire received a school data pack containing their CfE Levels & comparative data; data indicating their Poverty Related Attainment Gap (using CfE Levels); and their SNSA analysis. The aim of these data packs is to support schools to effectively evaluate interventions for raising attainment and closing the poverty related attainment gap.

ACTION: A targeted action plan is developed to collaborate with school staff to identify children and young people who are living in poverty to ensure they are being supported in their learning

Pre COVID Lockdown: A "Cost of the School Day" (COTSD) session was held at Alloa Academy in November 2019 with the following aims:

- to increase understanding of child poverty and its impact on children and families;
- to reflect on school costs and financial barriers to learning and participation in their own setting; and
- to identify current good practice in addressing financial barriers and practical actions to take forward following the session

Key themes emerged:

- Raising awareness among school communities
- Consider COTSD into Health & Wellbeing planning
- Partnership working with the Parent Council
- Implementation of a uniform exchange scheme

Action plans will be included in 2020/21 session.

ACTION: A Business Case is developed for a transformation project to improve mental health for children and families

Pre COVID Lockdown: Inaugural Programme Board met in January 2020; established a clear plan with work stream leads for each of the four work strands within the overall project:

- Counselling in Schools
- Diagnostic (ASD) Assessment
- 'Tell Us Once' Forum
- Assessment and Intervention Hub

A fifth work strand: Staff Wellbeing was also agreed.

A visit by Scottish Government to Alva Academy in February 2020 resulted in further engagement with the project. Initial discussions were also held with several third sector stakeholders, who are working directly with young people. Community Learning and Development (CLD) identified the possible need for a sixth strand relating to youth services and mental health to be considered going forward.

During/Post COVID Lockdown: No progress made due to lockdown. Activity within several of the work strands did progress however in particular the 'Tell Us Once' Forum, Staff Wellbeing and Counselling in Schools.

'Tell Us Once' Forum: the initial development of a 'tell us once' approach within Alva Academy prior to lockdown, supported the adaptation of the GIRFEC Service Delivery Model and Whole Systems Approach to supporting vulnerable children put in place across Education during COVID.

Staff Wellbeing: a staff wellbeing event for support for learning assistants was held in June 2020. Draft Staff Wellbeing Guidance was thereafter produced.

Counselling in Schools: a Counselling in Schools Co-ordinator has been appointed, with counselling continuing to be delivered in schools through a partnership with Wellbeing Scotland. Referral processes are in place and a system for evaluation and quality assurance of the service is being developed.

ACTION A pilot of the Mash Project is carried out to consider how services for children and families can be improved as a result of partnership working (now STRIVE?)

During/Post COVID Lockdown:

STRIVE/STRIVE+: This project was initially set up as an eight week pilot from February 2020. As a direct response to the outbreak of COVID-19 in mid-March, STRIVE extended its eligibility criteria to also respond to referrals where an individual, family or household was experiencing one or more significant welfare concerns either directly or indirectly related to COVID-19 (known as STRIVE+).

Since the start of the pilot, STRIVE and STRIVE+ has managed over 100 cases. The project has successfully continued during Lockdown with the local authority extending the project until the end of March 2021.

ACTION: A transformation project is carried out on the approach to reshaping services on alcohol and drugs for children and young people

Pre COVID Lockdown: In October 2019, scoping and planning of a transformational project to deliver a whole system model of partnership working supporting young people who misuse substances began. Three sub areas were identified to its development:

1. Partnership Engagement [Alcohol & Drugs Partnership]

From October to February 2020, Education Services worked collegiately with the ADP (Alcohol and Drug Partnership) to submit key actions in the "2020 – 2023 Delivery Plan for the Clackmannanshire and Stirling Alcohol and Drug Partnership". [Approved in June 2020]

Engagement in February 2020 with key leads from our three secondary schools provided evidence of the challenges faced by practitioners on a daily basis. Themes were shared with Strategic Leads (Police, Social Work, and ADP) to ensure the context of Clackmannanshire informs future planning.

Discussions took place in February 2020 to pilot a 'Drug Awareness" e-learning module supported by Health Promotion and the ADP.

2. Curriculum Review

The Mobilisation and Implementation Group met in early February 2020 to update the 2016 Substance Misuse Curriculum Framework; this was shared with the Alcohol and Drug Partnership.

3. PSE Review

Analysis of the educational establishment's self evaluation of three Quality Indicators linked to health and wellbeing-substance misuse [2:1 Curriculum, 2:2 Learning Teaching & Assessment and 2:7 Partnerships] was carried out in February 2020. Evidence has been collated and shared to support actions in the new academic session.
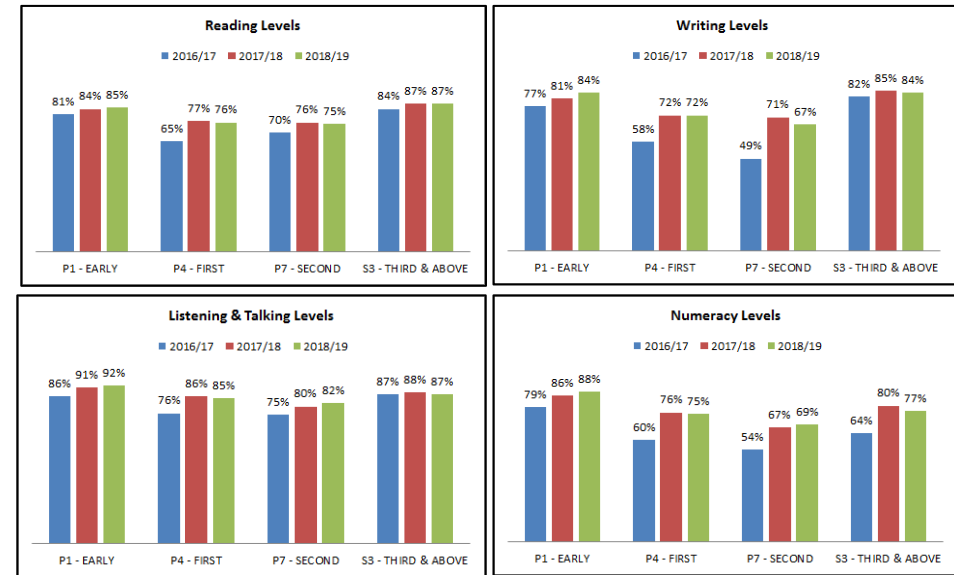
Appendix A

Improvement in attainment, particularly in literacy & numeracy

Increase the percentage of children achieving expected levels of CfE

Given the unexpected lock-down of schools as a result of COVID-19 our schools are unable to provide updated CfE Levels for 2019/20. Therefore, previous year's data is included for reference.

CfE Levels

Reading Levels, Writing Levels, Listening & Talking Levels, Numeracy Levels (2016/17, 2017/18, 2018/19) by P1 – Early, P4 – First, P7 – Second, S3 – Third & Above.

- Over the three year period illustrated above, at Early Level, the authority was improving in all four curricular areas with the rate being higher than the Scottish average in 2018/19.
- At First Level, the achievement rate remained similar to the previous year in 2018/19 with the rate also being similar to the Scottish average.
- At Second Level, there was a slight dip in the achievement rate except in listening & talking skills, with the rate being lower than the Scottish average.
- At Third Level & Above the achievement rate dipped in all four curricular areas in 2018/19.
- In 2019/20, due to COVID-19, no schools were able to assess their pupil's achievement levels with predictions submitted in December proving to be unreliable due to the assessment and moderation process.

Closing the attainment gap between the most and least disadvantaged children

Percentage gap between achievement levels of Pupils from SIMD Q1 and SIMD Q2-Q5

Given the unexpected lock-down of schools as a result of COVID-19 our schools are unable to provide updated CfE Levels for 2019/20. Therefore, previous year's data is included for reference.

CfE Levels
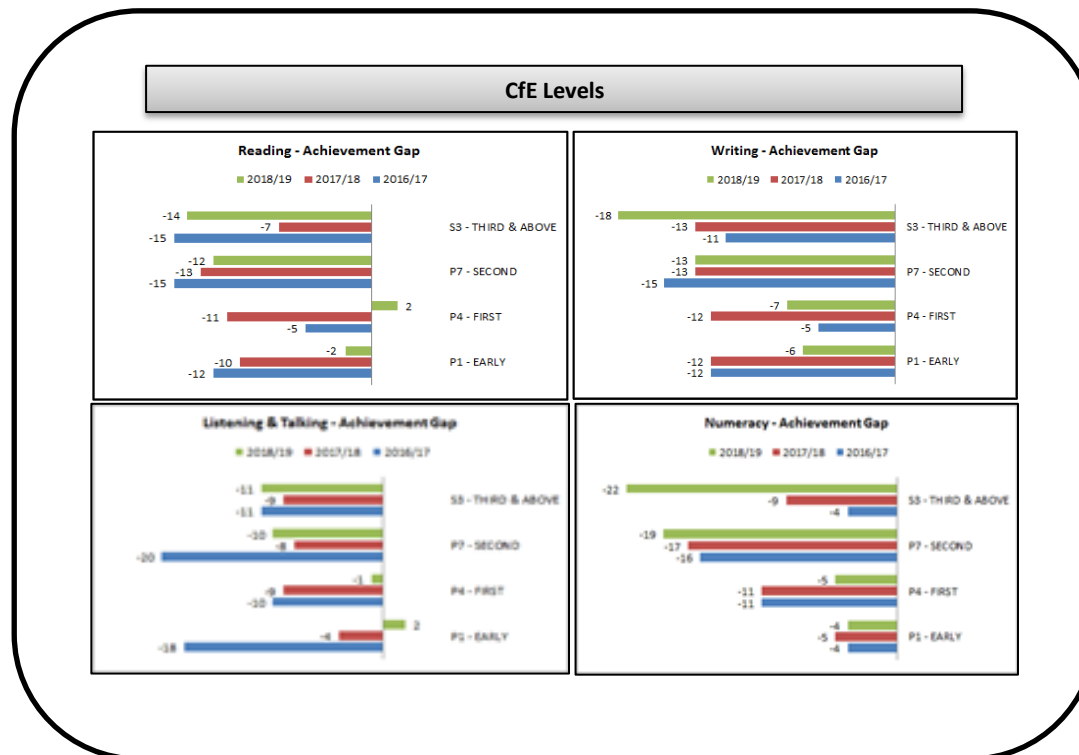
- In Reading skills, the authority was narrowing the poverty relation achievement gap at all levels except Third Level & Above in 2018/19.
- As with Reading skills, the authority was narrowing the poverty relation achievement gap at all levels except Third Level & Above in 2018/19 in Writing skills.
- With Listening & Talking skills, the achievement gap was narrowing in 2018/19 but only at Early and First Level.
- The same trend was reported in Numeracy Skills with the narrowing of the gap only at Early and First Level.
- In 2019/20, due to COVID-19, no schools were able to assess their pupil's achievement levels with predictions submitted in December proving to be unreliable due to the assessment and moderation process.

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

Previously, figures were obtained from INSIGHT for literacy and numeracy levels. Given the unexpected lock-down of schools as a result of COVID-19 this has not been updated in time for this report. Therefore, reference to SCQF levels from SQA are included here (Results in 2019/20 based on Teacher Estimates).
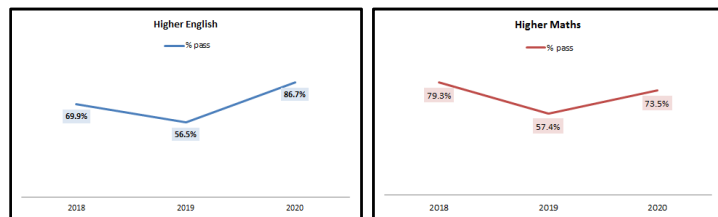
- **SCQF LEVEL 4:** The percentage of school leavers who achieved 3 or more awards @ Level 4 improved in 2019/20 to 84%, compared to the previous year.
- The percentage of school leavers who achieved 5 or more awards @ Level 4 (72%) also improved.
- **SCQF LEVEL 5:** The percentage of school leavers who achieved 3 or more awards @ Level 5 improved in 2019/20 to 63%, continuing a three year improving trend
- The percentage of school leavers who achieved 5 or more awards @ Level 5 continues a three year improving trend at 47%.
- **SCQF LEVEL 6:** The percentage of school leavers who achieved 3 or more awards @ Level 6 improved in 2019/20 to 22%, again continuing a three year improving trend
- The percentage of school leavers who achieved 5 or more awards @ Level 6 remains constant over the last three years at 11%.

Higher English — % pass
69.9% — 56.5% — 86.7%
2018 — 2019 — 2020

Higher Maths — % pass
79.3% — 57.4% — 73.5%
2018 — 2019 — 2020

- Overall pass rate for National 5 English in 2019/20 improved to 90% (from 77%)
- Overall pass rate for National 5 Maths in 2019/20 improved to 81% (from 55%)
- As the two charts opposite illustrate, this year (2019/20) there is also an improvement in the pass rate for both Higher English & Higher Maths.

Improvement in attainment, particularly in literacy & numeracy

Closing the attainment gap between the most and least disadvantaged children

Scottish National Standardised Assessments (SNSA) provides teachers with diagnostic information on aspects of Reading, Writing and Numeracy at P1, P4, P7 and S3 stages. **SNSA is primarily a diagnostic tool** however for the purposes of adding more detail around attainment, this data, namely the bandings for each assessment for P4 and P7, are included (the top four bandings in each year group is assessed as having "achieved").

SNSA Assessment	2018/19	2019/20
P4 Numeracy	64.2%	60.2%
P4 Reading	58.7%	56%%
P4 Writing	62.4%	57.9%
P7 Numeracy	71.2%	**72.5%**
P7 Reading	78.1%%	75.2%
P7 Writing	70%	70.2%

The above figures highlight numeracy is improving at P7 compared to the previous year but in the other assessment areas, there is little to no improvement.

Achievement Gap

- Further analysis was undertaken to assess the "achievement gap" for pupils in P4, P7 and S3 using SNSA data. In Reading, the achievement gap narrowed at P4 and P7 level but widened at S3; in Writing the achievement gap narrowed at P4 and P7 but, like Reading widened at S3; and in Numeracy the achievement gap widened at P4 and S3 level but narrowed at P7 level.

Improvement in employability skills and sustained, positive school leaver destinations

Increase initial positive destination rate

All school leavers

Looked After Children (LAC): The percentage of school leavers who are LAC in a positive destination fell in 2018/19 to **84%** (caveat: the small number of LAC)

Year	Positive Destination Rate
2014/15	82.6
2015/16	75.0
2016/17	66.7
2017/18	92.9
2018/19	84.2

Destinations
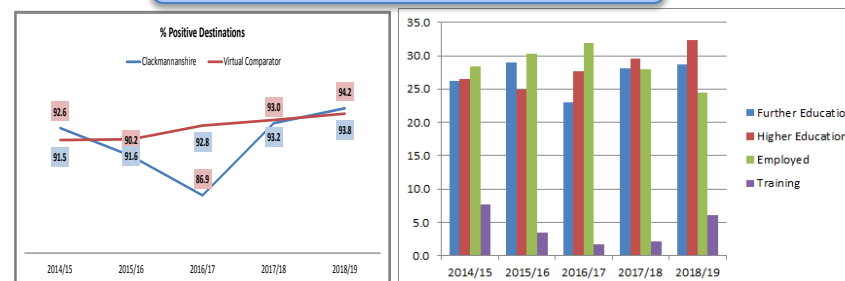
POSITIVE DESTINATION RATE			
	2016/17	2017/18	2018/19
AUTHORITY	86.9%	93.0%	94.2%
VC	-92.4%	-93.2%	93.8%
MOST 20% deprived	79.8%	92.0%	92.5%
LEAST 20% deprived	96.6%	97.5%	94.6%
GAP	-16.8%	-5.5%	-2.1%

- The percentage of school leavers entering an initial positive destination improved in 2018/19 to **94.2%.**
- The gap between the most and least deprived school leavers narrowed due to a lower percentage of school leavers from the least deprived area entering an initial positive destination.
- The percentage of school leavers entering Further Education in 2018/19 increased to 28.8%; the percentage entering Higher Education increased to 32.4%; resulting in more than 60% of school leavers extending their education upon leaving school; higher than in previous years.
- The percentage of school leavers from our most deprived area entering Further Education is 39.1%, higher than our overall average; however despite an improvement on the previous year, only 18.8% of school leavers from our most deprived area entered Higher Education in 2018/19; much lower than the overall figure.
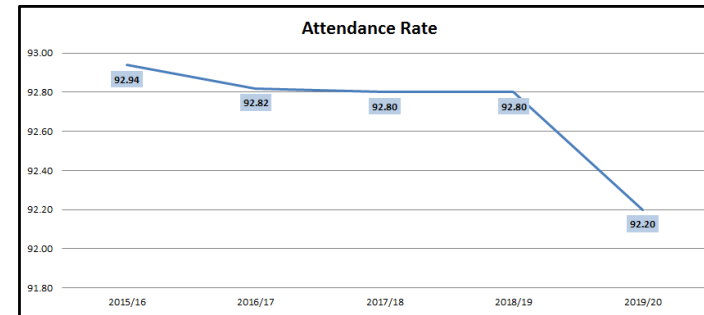
Improvement in attainment, particularly in literacy & numeracy

Closing the attainment gap between the most and least disadvantaged children

Increase the Attendance Rate

Measurement: Attendance rate:
- All children
- Primary School
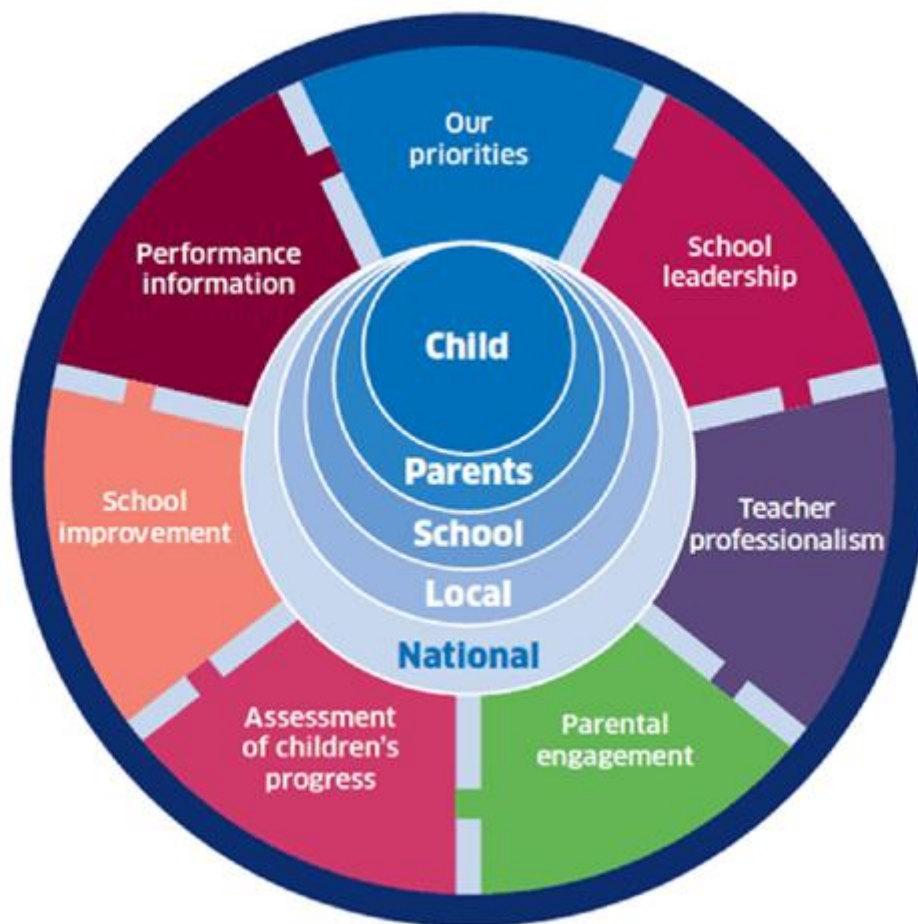- Secondary School
- Special School
- Attendance Rate SIMD 1&2

Attendance Rate

Attendance Rate - SIMD 1&2
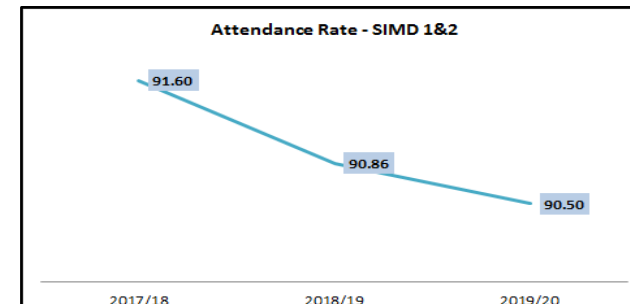
- The overall attendance rate fell slightly at the end of March 2020 (when the term ended due to COVID-19) to 92.2%
- The attendance rate had been fluctuating across the term with improvements recorded in most of the schools prior to Christmas 2019
- The impact of absence linked to COIVD-19 is suspected to have influenced the overall attendance rate for 2019/20
- Prior to this year our attendance rate was remaining steady at 92.8%
- The attendance rate for pupils from our most deprived area also fell, continuing a three year falling trend; the gap however narrowed to 1.7 percentage points [pp] compared to the previous year where it was 1.94, a fall of over 0.2pp

Improvement in attainment, particularly in literacy & numeracy

Closing the attainment gap between the most and least disadvantaged children

Reduce the rate of exclusions

Measurement: The number of exclusion incidents

No. of Exclusion Incidents

Year	No. of Exclusion Incidents
2017/18	19
2018/19	8
2019/20	4
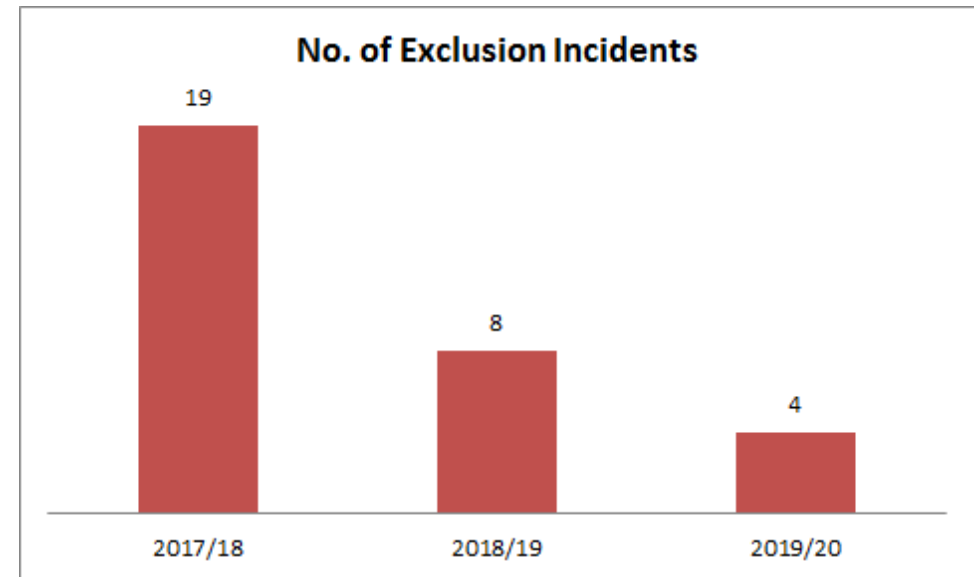
- A new exclusion policy was introduced at the beginning of the academic year (2017/18) where a more supportive and inclusive approach is encouraged for our children and young people with exclusion being a last resort measure
- This has resulted in a *dramatic fall* in the number of exclusions across our schools
- The actual number of pupils excluded correlates to 17 in 2017/18, 8 in 2018/19 and 4 in 2019/20
- Bullying incidents are now being reported via SEEMiS but only some schools are using this system (mainly primary schools)

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Education Service

National Improvement Framework Plan 2020-21

Towards an empowered, connected, self-improving system to achieve excellence and equity for all

Clackmannanshire's Education Service provides a wide range of services for children, young people, families and communities. Our mission is to *educate, protect, support and promote the achievements and health and wellbeing of every child*, with a particular focus on our most vulnerable children, including our Looked After Children (LAC).

Clackmannanshire is one of nine Scottish Attainment Challenge (SAC) authorities. Much of our work is undertaken in partnership with other services, agencies, communities, children, young people and their families. Improvement is supported by **collaboration** across educational establishments, services, with other regional, national and international partners.

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

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

This report sets out the rationale, strategies, actions and performance measures which ensure that ongoing improvement remains the norm, despite external challenges and influences in Clackmannanshire.

It is structured around the **4 key priorities of the National Improvement Framework** (NIF), with focus on delivering improvements under its **6 key drivers**:

- School Leadership;
- Teacher Professionalism;
- Parental Engagement;
- Assessment of Children's Progress;
- School Improvement; and
- Performance Information.

The activities - *organised by driver* - are inter-connected and all relate to the 4 key priorities. *Success in one contributes to success in others*. Our improvement is closely monitored against a comprehensive set of performance measures.

Improvement in education requires a *holistic, coherent, comprehensive and integrated approach*, which places the learner firmly at the centre. The key priorities and drivers apply to all children and parents and all educators and teams within Education: Community Learning and Development, Libraries & Leisure, Educational Psychology, Sport, Estates, Early Learning and Childcare, Additional Support Needs, Scottish Attainment Challenge and Improving Outcomes (Broad General Education and Senior Phase).

Plans: Our improvement plans are informed by the latest research both nationally and internationally; taking into account our local context. We will continue to respond to national policy developments, strategies, plans and priorities, and we will also aim to meet the challenges of new national initiatives. We fully adhere to national directives such as Getting It Right for Every Child (GIRFEC), Curriculum for Excellence, the implementation of the Children and Young People (Scotland) Act 2014 and Developing the Young Workforce. In addition, we are implementing change through the Scottish Attainment Challenge as a Challenge Authority and working in partnership with FV &West Lothian Regional Improvement Collaborative.

COVID-19: As part of Clackmannanshire's Education Services response to the COVID-19 lockdown, and as required by the Scottish Government, a Local Phasing Plan was developed which focused on three key priorities during the period of lockdown and into the recovery period for Education:

- Health and Wellbeing
- Improvements/progress for individuals, families, communities
- Connection with families and communities

Due to COVID 19, the focus on Improvement Plans changed in March 2020 with establishments required to submit Recovery Plans, planning for recovery and continuity of provision as a priority. Establishments were closed and only children of key workers and those deemed vulnerable attended Emergency Childcare Hubs.

The Education Service has therefore been focusing on issues such as:

- Supporting pupil and staff's Health and Wellbeing
- Supporting parents/carers to continue learning at home
- Transitions at all levels
- The impact of trauma
- Identifying gaps/capturing learning that has taken place
- A renewed focus on closing the poverty related attainment gap
- Addressing any impact that there has been around the widening of inequalities of outcome experienced by children and young people

Our NIF Plan for 2020/21 remains linked to the Integrated Children's Services Plan, People Business Plan and Local Outcomes Improvement Plan with reporting against an agreed set of performance measures.

Despite the challenges we have faced this year, our improvement remains closely monitored against a comprehensive set of performance measures, as detailed at the end of this section.

This action plan sets out the rationale, strategies, actions and performance measures which will ensure that ongoing improvement is the norm in Clackmannanshire.

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

In collaboration we -

Look Inwards - using self evaluation, project management tools, data gathering and consultation and engagement with our stakeholder groups

Look Outwards - seeing what we can learn from research and best practice locally, nationally and internationally and

Look Forwards - continually seeking improvement and using recognised change programmes to implement new and innovative practice.

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15 Key Indicators (tracked by SIMD 1 & 2 and overall)

COVID Recovery will be integral to all key indicators

% P1 children presenting basic movement/motor skills against national standards **% Children achieving expected levels of Literacy & Numeracy*** **% Young people achieving at SCQF Levels in Literacy & Numeracy*** No of Awards achieved by young people by end of Senior Phase No of Children & Young People (C&YP) volunteering at school and in the community **Attendance figures*** Exclusions figures **Positive Destinations*** Inspection / Validated Self Evaluation ratings for Early Years establishments, Schools and Services	No of C&YP reporting increase in confidence levels through participating in sport/physical activity in/out of school No of C&YP engaging with Digital Learning No of parents/carers reporting increase in confidence in supporting child's learning No of outdoor learning opportunities offered as part of school curriculum No of C& YP who say that their opinions are listened to and heard No of children who report they are consulted in developing a relevant play based curriculum

*Obsessions

Communications Plan

Good communication is part of the core business of the Education Service. Internally it helps all educators to be aware of current issues and good practice so they can make an informed contribution to improving performance. Externally it helps build relationships based on honesty, transparency and fosters a sense of partnership where we all work together for a common aim.

Communication is essential during periods of rapid change like the one that this service has undergone in the past year and continues to experience as staff teams expand and focus in on areas which require transformational change against a backdrop of the way the Council will be structured and managed in future; and in response to the COVID pandemic. During this period of change we must continue to deliver our core business which is the education of children and young people against a backdrop of financial efficiencies and uncertainty.

The communications priorities set out in the Communications Plan are designed to provide strategic direction for all staff – all staff have a role in promoting good communication – to enable clear and timely communication to inform all our stakeholders about our plans and performance. These priorities are also designed to guide our partnership working with external stakeholders and other services within Clackmannanshire Council.

Improvement activity by driver - School Leadership

School Leadership plays a vital part in achieving equity and excellence in education across Clackmannanshire. Leadership programmes ensure educators make a real difference to improving attainment outcomes for children and young people, leading to greater achievement and attainment.

We want to see a *culture of strong leadership at all levels* and in a range of contexts, where educators are empowered to lead in schools, nurseries, teams at centre and across a wide range of educational settings.

Educators lead learning for, and with, all learners. They also collaborate and support the professional development of colleagues and other partners. We work in partnership with national agencies and universities to deliver high quality training and leadership development. Leaders also ensure the best use of resources to ensure the greatest impact on closing the attainment gap.

Young people are encouraged to lead their own learning and pupil voice is important in schools and in the local community where they are encouraged to become responsible citizens and effective contributors.

Actions School Leadership	Intended Impact/Outcome	Evidence	Timescale	Accountable Team
Further develop Clackmannanshire's Leadership opportunities through the creation of a 'Leadership for All' pathway supported by relevant programmes across the education service	Progress against a 3 year action plan: **Year 1** ● Leadership at all levels is evident and is increasing ● Increase in professional learning programmes and opportunities offered to build capacity and growth ● Staff lead learning and teaching with confidence and innovation across Clackmannanshire	● CPD Manager - Number and range of staff participating ● Clackmannanshire's 'Leadership For All' Programme ● Programme Evaluation Feedback ● Practitioners reporting improvements	**Year 1** June 2021	Middle Leadership Team
Implement Youth Engagement policy/framework enabling the voice of young people to be involved in decision making	● Opinions of learners are listened to and acted on to drive improvement	● Feedback from children and young people ● Clacks 100 Consultation	June 2021	Education Community Learning and Development
Develop a shared Vision for Early Years which will drive forward a 5 year improvement plan as part of our strategic approach to raising attainment and achieving excellence and equity	Progress against a 5 year plan: **Year 1** ● Consistency of understanding and expectations across all establishments ● Increased collaboration across ELC settings and Primary ● Evidence of enhanced transition programmes/ models ELC to P1	● Curriculum Design ● Improvements Plans ● IO Early Years Workstream Feedback/ Evaluations ● Nursery to Primary 1 Transition arrangements at school level	**Year 1** June 2021	ELC

Improvement activity by driver - Teacher Professionalism

Teacher Professionalism is a key driver in achieving improvement in attainment and achievement. In Clackmannanshire, we extend this driver to include all staff working in education - *all staff are educators*.

The General Teaching Council for Scotland (GTCS) professional standards for teachers also includes standards for career long professional learning (CLPL) and leadership and management. Once registered, throughout their career, teachers will continue to develop their expertise and experience through CLPL and professional practice.

Early Years Practitioners are registered with the Scottish Social Services Council (SSSC) and are expected to maintain this registration and adhere to the SSSC Code of Conduct.

Educational Psychologists also participate in a range of development and training opportunities and maintain their registration with Health Care and Professionals Council (HCPC).

Educators working in Community Learning and Development (CLD) also have a set of standards for their professional practice.

We have a high quality education workforce in Clackmannanshire, where all educators have a commitment to shared educational values and professional standards. Educators take ownership of their own professional learning and recognise its importance, impacting on children's progress and achievement, closing the attainment gap and ensuring sustained, positive school leaver destination.

Actions Teacher Professionalism	Intended Impact/Outcome	Evidence	Timescale	Accountable Team
Re-envisage our strategic approach to raising attainment and achieving excellence and equity	Progress against a 3 year action plan: **Year 1** ● Shared understanding of the strategic approach to raising attainment and achieving excellence and equity	● Improvement Plans ● Quality Assurance Framework	**Year 1** June 2021	Improving Outcomes Team
Review and renew our model of professional learning/development which takes cognisance of the value of online, anytime, virtual learning	Progress against a 3 year action plan: **Year 1** ● Increased number and range of staff participating in professional learning across the Education Service ● Effective professional learning model to meet the needs of all staff	● CPD Manager ● Participant record ● Professional Learning Survey	**Year 1** June 2021	Middle Leadership Team
Build capacity for understanding and sharing the positive impact on mental health from participation in physical activity and sport	Progress against a 4 year action plan: **Year 1** ● Staff identified to build capacity ● Professional development will increase staff knowledge and understanding	● Attendance registers ● Sport Scotland Evaluation ● Feedback Evaluation	June 21	Sports Development
Create a directory of Health and Wellbeing supports for staff across the Education Service in light of COVID 19	● Increased awareness of the Health and Wellbeing supports available across the authority	● Staff feedback	**Year 1** June 2021	Middle Leadership Team

Improvement activity by driver - Parental Engagement

Parents, carers and families are by far the most important influences in a child's life. Their support plays a vital role at all stages of education. Family engagement in school and in early learning has a bigger influence on a pupil's achievement than socio-economic background, parent's education level, family structure and ethnicity.

Parents who take on a supportive role in their children's learning make a difference in improving achievement and behaviour. The active involvement of parents can help promote a learning community in which children and young people can engage positively with educators and their peers.

Parental Engagement relates to the involvement of parents and carers in the life and work of the Early Learning and Childcare setting or school. This can include, but is not limited to, parent representation on Parent Councils or associations, involvement in self-evaluation and improvement, and volunteering with fundraising activities or by sharing skills and knowledge to enrich the curriculum.

We want to see parents and carers actively and meaningfully engaged in their child's learning and life at school, because when schools and families work together, the outcomes for children are much improved.

The legislation underpinning this work - the Parental Involvement (Scotland) Act 2006 - has recently undergone a review which generated a set of recommendations. Actions to address these recommendations have been published in the Government's "Learning Together - Scotland's national action plan on parental involvement, parental engagement, family learning and learning at home 2018 - 2021". This work is led by the Scottish Government and key partners such as Education Scotland, local authorities and national parental representation groups.

Actions Parental Engagement	Intended Impact/Outcome	Evidence	Timescale	Accountable Team
Provide increased opportunities for parental engagement through 'Connected Learning' approaches	Progress against a 3 year plan: **Year 1** ● 'Connected Learning' experiences align with the strategic approach to raising attainment ● Parents/Carers have a shared understanding of 'Connected Learning' and what it means for their children/young people ● Increased levels of engagement of parents/carers and collaboration in school decision making	● Improvement Plans ● Parental Survey ● PIE survey	**Year 1** June 2021	Improving Outcomes
Refresh the Clackmannanshire Parental Involvement and Engagement Strategy to ensure that every parent and family are supported to be involved and engaged in their child's education throughout their learning journey	● Increased participation by families in SIMD 1&2 ● Improved support for learning at home	● Improvement Plans ● PIE Survey	June 2021	Improving Outcomes
Implement Family Learning programmes, In partnership with Columba 1400, Strathclyde University, local CLD sector to identify and address the needs of parents/carers, children and young people in recovery of COVID 19 pandemic	● Increased number of families engage ● Increased number of parents/carers take a lead role ● Parents/carers state that they have increased confidence in supporting their child's/children's learning	● Record of participation ● Survey	June 2021	Education Community Learning and Development Libraries & Leisure Improving Outcomes

Improvement activity by driver - Assessment of Children's Progress

Children and young people progress through a coherent 3-18 curriculum, with strong foundations in literacy and numeracy, health and wellbeing, skills and personal development.

We want all children in Clackmannanshire to enjoy high quality learning experiences, supported by value adding and efficient practices, which provide useful information on the progress of children and young people. *Assessment of Children's Progress* provides rich data which is triangulated with other data sources to ensure that learning and teaching practice is closing the attainment gap. This gives children and young people the best educational start in life with the support they need and follows through to a positive and sustained destination after school.

Teachers' professional judgement is the foundation for quality and improvement and we make effective use of assessment and moderation by educators and learners to maximise the successes and achievements of our children and young people.

Assessing children's progress from the earliest stages of learning is important to ensure we identify those children who may need additional support as early as possible.

Assessment of children's needs is particularly important for children with Additional Support Needs who need specific input, including specialist support, in Clackmannanshire schools through to out of authority provision. Looked After Children's attainment and wellbeing is tracked very frequently to ensure the best possible educational outcomes.

A range of professionals, with the support of the Educational Psychology Team, will work with educators in schools and nurseries to assist with assessment of children and young people's additional needs.

Actions - Assessment of Children's Progress	Intended Impact/Outcome	Evidence	Timescale	Accountable Team
Develop systems to record, monitor and analyse attainment and achievement data for children with ASN to identify strengths and areas for improvement.	● Robust tracking system across the authority for recording, monitoring and analysing attainment and achievement of children with ASN ● Staffing and resources will be effectively devolved into establishments	● Number of national qualifications, certified/non-certified courses and wider achievements ● Number and type of referrals and placements from ASN processes	June 2021	ASN
Develop and implement the Play Strategy and 3 Year Action Plan with a targeted focus on providing high quality, developmentally appropriate play based, creative and innovative learning opportunities	Progress against a 3 year plan: **Year 1 P1 and P2** ● Shared understanding across all establishments of developmentally appropriate play-based pedagogies ● Children are leaders in their learning and access a relevant play-based curriculum ● Improved implementation of play-based approaches ● Practice is shared and implemented through increased collaboration	● Improvement Plans ● Curriculum Design ● Quality Assurance ● Evaluations ● Learner conversations ● Evaluations from projects ● Staff knowledge and understanding survey ● Professional Learning Feedback ● IO PT Team evaluations ● Staff feedback	**Year 1** June 2021	Middle Leadership Team

Develop and implement the Outdoor Learning Strategy and 3 Year Action Plan with a targeted focus on providing high quality outdoor learning experiences which are fully integrated into refreshed curriculum design and wider community	Progress against a 3 year plan: **Year 1** ● Shared understanding across all establishments of Clackmannanshire's strategy for outdoor learning ● Improved implementation of outdoor learning experiences ● Children and young people access learning outdoors as part of their curriculum ● Practice is shared and implemented through increased collaboration	● Improvement Plans ● Curriculum Design ● Quality Assurance ● Evaluations ● Staff knowledge and understanding survey ● Professional Learning Feedback ● Learner conversations ● Evaluations from projects ● IO PT Team evaluations ● Staff feedback	**Year 1** June 2021	Middle Leadership Team
Develop a strategic approach to raising attainment in literacy in partnership with the Improving Outcomes Team, local partners, and families/communities	● Increased awareness of the role of the library service within the strategic approach ● Increased service user engagement	● Requests for partnership working ● Data collection	**Year 1** June 2021	Improving Outcomes Library Services ECLD

Continued implementation of Clackmannanshire's Digital Strategy to improve skills, access, curriculum and leadership with regards to digital technology	Progress against a 4 year plan: ● Enhanced programme of professional learning to support educators in the use of digital technologies ● Increased skill and confidence in the use of digital technologies of educators and learners ● Improved access in all establishments to a range of digital technologies ● Improved remote access to a range of digital technology for learners ● Learning and teaching is supported by the effective and appropriate use of technology. ● Skilled educators collaborate and network to drive innovation in digital technologies across the authority ● Children and young people engage in digital learning opportunities within the wider community	● Uptake of digital CLP ● Number of accredited educators ● Number of pupils completing applied digital skills training ● Feedback via digital audit ● Digital technologies audit ● % PEF spend on digital technologies ● Digital technologies audit ● Improvement Plans ● Quality assurance ● Curriculum design ● Digital Delivery Team Evaluations ● Digital Leads Feedback ● Participation records ● Ebooks accessed	**Year 1** June 2021	Middle Leadership Team
Develop and implement enhanced employability programmes for young people leaving school in light of COVID-19: ● Summer 2020 ● Christmas 2020 ● Summer 2021	● Increased levels of employability	● SDS Data Hub ● % of Initial positive destinations ● % in participation measures	June 2021	Education Community Learning and Development

Fully incorporate the Readiness for Learning approach into recovery and resilience planning for schools and the wider Education Service as establishments return from the COVID-19 closures	• Increased knowledge and understanding through professional learning • Readiness for Learning is implemented across the authority • Children present as ready to learn	• Clacks Academy Feedback • Direct consultation feedback • Digital Mental Health and Well-Being Survey • Trauma Recovery Calls	June 2021	Educational Psychology Service (EPS) Team
Adapt the Transformation Project to improve Mental Health for Children and Families to support COVID-19 recovery and align with other developments in this area across the Council	• Improved access to services to support children's mental health and wellbeing • Improved mental health and wellbeing of children and young people	• Referral rates • Mental health and well-being measures	June 2021	Educational Psychology Service (EPS) Team ASN
Embed the MCR Mentoring Programme across establishments to build motivation, commitment and resilience	• Enhanced engagement in the MCR Mentoring Programme • Increase in the percentage of participants moving on to sustained positive destinations	• MCR Mentoring Data Record • SDS Data Hub	June 2021	Middle Leadership Team
Develop an Education Service Poverty Plan aligned to local and national priorities	• Local and national priorities are reflected in the Education Service Poverty Plan • Shared understanding across the Education Service of the Poverty Plan	• Poverty Plan • Consultation	June 2021	Middle Leadership Team
Develop and implement a motor/movement skills programme in the Early Years	• Improvement in basic movement/motor skills of P1 against national standards • Improved staff awareness of movement milestones	• Developmental milestones checklist • Survey	January 2021	Sports Development ELC

Improvement activity by driver - School Improvement

Within our learning communities, we plan for regular engagement in effective quality improvement and moderation activities related to agreed standards and expectations.

Schools work together in clusters to develop, promote and improve a quality curriculum which meets the needs of all learners reflecting local and national good practice.

The curriculum is regularly reviewed and refreshed with the support of partners to ensure it continues to meet the needs of learners. Coherent learning pathways are in place to ensure progression, appropriate challenge, personalisation and choice and develop skills for life and work.

Educators, partners and other stakeholders have a good understanding of the purpose of the school curriculum and how it promotes improvement in attainment and equity for all. All educators, parents and partners should be fully involved in the improving the life and work of the school, with a range of stakeholders taking the lead in aspects of *School Improvement*. Educators will be supported by professional learning activities, clearly linked to self-evaluation and identified areas of improvement.

Our school estate is in good condition and well maintained ready to deliver learning and teaching fit for the 21st century.

Actions School Improvement	Intended Impact/Outcome	Evidence	Timescale	Accountable Team
Implement key strands of the ASL Strategy to establish a whole systems approach to supporting children/young people and their families across education settings, home and the community	● Staff will have increased knowledge and understanding in providing effective support to children and young people with ASN ● Children, young people and their families with ASN will be better supported	● Number of staff engaging in ASN CLPL ● Professional Learning Feedback ● Staged intervention documentation reflects the whole systems approach	June 2021	ASN Education Community Learning and Development EPS
Review and further develop Clackmannanshire's Active Travel Strategy	● Increase in the percentage of children and young people actively travelling to school Progress against a 2 year plan: **Year 1 Pilot** ● Targeted interventions are impacting positively on the wider achievement of children and young people	● WOW survey ● Hands-Up Survey ● Number of children completing Bikeability level 3 (journeying) ● Number of children in the Lornshill cluster participating in the Cycling Transition Project	June 2021	Sports Development

Improvement activity by driver - Performance Information

Performance Information is used to inform and drive improvement at all levels.

As part of our continuous cycle of improvement, educators analyse progress and performance across a range of data and evidence to identify where the gaps remain and action is required.

Our service is data rich, gathering appropriate and accurate performance information which is reported nationally as well as data which applies to a single school, class or child. This information, appropriately triangulated and analysed, helps educators to take early action to improve outcomes for children and young people and meet their particular learning needs.

Peer support and challenge helps educators analyse data and ongoing reflective practice leads to improvements. Schools and Early Learning and Childcare establishments are supported by colleagues at centre to analyse data.

Pupils, parents and other stakeholders have an essential role in helping school leaders identify areas for improvement and also to contribute to and celebrate their school's identified strengths and learners' successes. Stakeholder views play a key role in school self-evaluation and shaping and delivering school improvement plans.

Teams at centre work in partnership with academia and peer local authorities to improve their self-evaluation processes and benchmark their data leading to improvements in service design and delivery.

Actions Performance Information	Intended Impact/Outcome	Evidence	Timescale	Accountable Team
Use performance data to create a new model of support and professional learning to inform and drive improvement	Progress against a 3 year action plan: **Year 1** ● Improved implementation of research -based interventions to support literacy and numeracy including targeted support where appropriate ● Targeted interventions are impacting positively on the attainment and achievement of children and young people ● Effective practice is shared and positively impacting on attainment of young people	● Self-Evaluations ● IO PT Feedback ● Levels of achievement and attainment ● Levels of achievement and attainment ● Participant feedback ● IO PT Team Evaluations	**Year 1** June 2021	Improving Outcomes
Continue to build expertise and capacity of educators to effectively analyse progress and performance across a range of data to meet learner's needs	● Staff interrogate and interpret data with increased confidence leading to more effective planning, improving achievement and attainment of learners	● Staff feedback ● Data Coach Evaluations	**Year 1** June 2021	Improving Outcomes Data Coach