



**Clackmannanshire  
Council**

[www.clacks.gov.uk](http://www.clacks.gov.uk)

Comhairle Siorrachd  
Chlach Mhanann

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

# People Committee

**Thursday 26 November 2020 at 9.30 am**

**The meeting will be held via  
Video Conference (MS Teams)**

Date	Time
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## **People Committee**

The remit of the People Committee is:

- (1) To determine policies for the promotion of care and protection, education and learning, community support and health and well-being
- (2) To set standards for service delivery in the abovementioned areas
- (3) To secure best value in the provision of these services
- (4) To monitor performance in the delivery of services including consideration of:
  - quarterly service performance reports
  - inspection or other similar reports
  - financial performance
- (5) To keep under review the impact of the Committee's policies on Clackmannanshire

Note - As the People Committee will be advising the Council on education matters and discharging functions of the Council in relation to education matters, the committee must also include among its membership:

- one member nominated by the Church of Scotland
- one member nominated by the Catholic Church
- one member nominated by a further denominational body or church (taking account of the comparative strength of all the churches and denominational bodies having duly constituted charges or other regularly appointed places of worship)

**Members of the public are welcome to attend our Council and Committee meetings to see how decisions are made.**

**Details of all of our Council and Committee dates and agenda items are published on our website at [www.clacks.gov.uk](http://www.clacks.gov.uk)**

**If you require further information about Council or Committee meetings, please contact Committee Services by e-mail at [committees@clacks.gov.uk](mailto:committees@clacks.gov.uk) or by telephone on 01259 452006 or 452004.**

**17 November 2020**

**A MEETING of the PEOPLE COMMITTEE will be held VIA MS TEAMS, on THURSDAY 26 NOVEMBER 2020 at 9.30 am.**



**LORRAINE SANDA**  
**Strategic Director (People)**

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

	<b>Page no.</b>
1. Apologies	--
2. Declaration of Interests Members should declare any financial or non-financial interests they have in any item on this agenda, identifying the relevant agenda item and the nature of their interest in accordance with the Councillors' Code of Conduct. A Declaration of Interest form should be completed and passed to the Committee Officer.	--
3. Confirm Minutes of Meeting of the People Committee held on 30 January 2020 (Copy herewith)	07
4. Clackmannanshire Sport and Active Living Framework 2018 to 2028 – report by Marjorie McFarlane, Sports Development Manager (Copy herewith)	11
5. The Impact of Trauma Recovery Planning within Education on Children and Young People's Mental Health and Wellbeing – report by Whitney Barrett and Lesley Taylor, Educational Psychology Service (copy herewith)	27
6. Scottish Attainment Challenge: End of Year Report September 2018 – report by Cathy Quinn, Improving Outcomes Manager (Copy herewith)	51
7. Update on Expansion of Early Learning and Childcare (ELC) Clackmannanshire Council Delivery Plan 2017 – report by Lynda McDonald, Improving Outcomes Manager (Copy herewith)	77
8. The Promise – report by Fiona Duncan, Chief Social Work Officer (Copy herewith)	85

9.	National Improvement Framework Report 2019/20 – report by Lorraine Sanda, Strategic Director (People) and Chief Education Officer (Copy herewith)	93
10.	People Business Plan – End of Year Report and People Business Plan 2020/21 – report by Lorraine Sanda, Strategic Director (People) and Chief Education Officer (Copy herewith)	159
11.	Financial Performance 2020/21 August Outturn – report by Lindsay Sim, Chief Finance Officer (copy herewith)	249
12.	Be the Future: People Directorate - Respond, Redesign and Transformation - report by Strategic Director (People) and Chief Education Officer (Copy herewith)	259

## People Committee – Committee Members (Membership 8 - Quorum 4)

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### Councillors

### Wards

Councillor	Graham Lindsay (Convenor)	5	Clackmannanshire East	SNP
Councillor	Les Sharp (Vice Convenor)	1	Clackmannanshire West	SNP
Councillor	George Matchett, QPM	1	Clackmannanshire West	LAB
Councillor	Darren Lee	1	Clackmannanshire West	CONS
Councillor	Donald Balsillie	2	Clackmannanshire North	SNP
Councillor	Helen Lewis	2	Clackmannanshire North	SNP
Councillor	Martha Benny	2	Clackmannanshire North	CONS
Councillor	Kathleen Martin	5	Clackmannanshire East	LAB

### Appointed Members (3)

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

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



**MINUTES OF MEETING of the PEOPLE COMMITTEE held within the Council Chamber,  
Kilncraigs, Greenside Street, ALLOA, FK10 1EB, on THURSDAY 30 JANUARY 2020 at 9.30  
AM**

**PRESENT**

Councillor Graham Lindsay (Convenor)  
Councillor Jane McTaggart (Vice Convenor)  
Councillor Donald Balsillie  
Councillor Martha Benny  
Councillor Darren Lee  
Councillor Helen Lewis  
Councillor Kathleen Martin  
Councillor George Matchett, QPM

**IN ATTENDANCE**

Fiona McOmish, Strategic Director (People)  
Stuart Crickmar, Strategic Director (Partnership and Performance)  
Lorraine Sanda, Chief Education Officer/Senior Manager (People)  
Fiona Duncan, Chief Social Work Officer  
Michael Hilarion, Senior Manager, Property  
Elizabeth Hutcheon, Management Accountancy Team Leader  
Lynda McDonald, Improving Outcomes Officer  
Michael Boyle, Improving Outcomes Business Manager  
Mary Fox, Team Leader Education Community Learning and Development  
Louise Orr, CTSI (Item 6)  
Heather Buchanan, Solicitor (Clerk to the Committee)  
Melanie Moore, Committee Services

**PC(20)01 APOLOGIES**

Apologies were received from Father Freyne, Religious Representative (Appointed Member) and Rev Sang Y Cha (Appointed Member). Mr Brian Fearon was in attendance today as Representative of the Catholic Church covering for Father Freyne while he is on special leave.

**PC(20)02 DECLARATIONS OF INTEREST**

None.

**PC(20)03 CONFIRM MINUTES OF MEETING HELD ON 21 NOVEMBER 2019**

The minutes of the Meeting of the People Committee held on 21 November 2019 were submitted for approval.

**Decision**

The minutes of the Meeting of the People Committee held on 21 November 2019 were agreed as a correct record and signed by the Convenor.

**PC(20)04 FINANCIAL PERFORMANCE 2019/20 – OCTOBER OUTTURN**

The report, submitted by the Chief Finance Officer, provided an update on the financial performance for the People Division of the Council in respect of revenue spend for the current financial year, 2019/20. This was based on forecast information as at October 2019.

#### **Motion**

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

Moved by Councillor Graham Lindsay. Seconded by Councillor Martha Benny.

#### **Decision**

Having challenged and commented on the report, the Committee agreed to note:

1. The forecast General Fund revenue overspend relating to the People Division for the year of £0.787m; and
2. Delivery of planned savings in the year forecasted to achieve 86.7%.

#### **PC(20)05      EXPANSION OF EARLY LEARNING AND CHILDCARE CLACKMANNANSHIRE COUNCIL DELIVERY PLAN 2017**

The report, submitted by the Chief Education Officer/Senior Manager (People), updated the Committee on progress of work that has been taken place to deliver Clackmannanshire's ELC Expansion Plan 2017.

#### **Motion**

That the Committee agrees the recommendations in the report.

Moved by Councillor Graham Lindsay. Seconded by Councillor Jane McTaggart.

#### **Decision**

The Committee agreed to

- Note the progress that has been made relating to the expansion of the ELC provision to 1140 hours for all 3-5 year olds, eligible 2 year olds, and comment on current status,
- Agree that a consultation with staff and families from ABC Nursery be undertaken to ascertain future provision given a recent condition survey which demonstrated the considerable investment that would be required to maintain the building. A report on the outcome of the consultation will be brought back to People Committee on 28 May 2020.

#### **Action**

Chief Education Officer/Senior Manager (People)

*Councillor Donald Balsillie joined the meeting during this item. (10.05 am)*

#### **PC(20)06      COMMUNITY LEARNING AND DEVELOPMENT PARTNERSHIP – ANNUAL REPORT**

The report, submitted by the Team Leader Education Community Learning and Development presented to Committee the Community Learning and Development Partnership Annual Report.



**Motion**

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

Moved by Councillor Jane McTaggart. Seconded by Councillor Kathleen Martin.

**Decision**

The Committee agreed to note the key strengths and areas for improvement recorded within the report.

**PC(20)07 OUTCOME OF CONSULTATION ON SCHOOL TERM DATES**

The report, submitted by the Chief Education Officer/Senior Manager (People), noted the outcome of the consultation on the changes to the pattern of school term dates and to delegate to the Chief Education Officer the determination and publication of term dates.

**Motion**

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

Moved by Councillor Donald Balsillie. Seconded by Councillor Martha Benny.

**Decision**

The Committee agreed to:

1. Note the outcome of the consultation on the changes to the pattern of term dates,
2. Agree to the revised pattern incorporating a two week October holiday with a shorter summer holiday with effect from August 2022,
3. Recognise the importance of maintaining the same pattern of school term dates across Clackmannanshire, Falkirk and Stirling Councils and agree that any changes to the pattern of Clackmannanshire term dates should only be implemented if they are agreed by all 3 local authorities,
4. Agree to delegate the determination and publication of the exact term dates to the Chief Education Officer following discussions with staff through the service Bi Partite and the Local Negotiation Committee for Teachers (LNCT).

**Action**

Chief Education Officer/Senior Manager (People)

Ends 10:42 hours



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**Report to: People Committee**

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**Date of Meeting: 26 November 2020**

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**Subject: Clackmannanshire Sport and Active Living Framework 2018 to 2028**

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**Report by: Marjorie Macfarlane, Sports Development Manager**

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**1.0 Purpose**

This paper provides the People Committee with an update on progress with the Sport and Active Living Framework (SALF) 2018 to 2028. This report covers activities for the period 1<sup>st</sup> July 2019 to 30<sup>th</sup> June 2020.

**2.0 Recommendations**

It is recommended that the People Committee note and comment on the progress made since the framework was adopted at the People Committee meeting on 17<sup>th</sup> January 2019 and recommendations for the way forward.

**3.0 Considerations**

3.1 The development of the Sport and Active Living Framework (SALF) was facilitated by sportscotland to create a focussed and co-ordinated approach to supporting and developing opportunities for participation in sport and physical activity across Clackmannanshire.

In Clackmannanshire, prior to the COVID 19 lock down, there were many community groups, sports clubs, sports businesses, and more recently Development Trusts, driving opportunities for people to enjoy the mental, social and physical benefits of being physically active.

The SALF has four main priorities and representatives meet as sub groups;

1. Leadership and Governance (L&G)
2. Active Communities (AC)
3. Infrastructure and Place (I&P)
4. Schools and Education (S&E)

3.2 See Appendix 1 for details of the meetings attended by all the sub groups to develop the actions in the Implementation Plans for the period 1<sup>st</sup> July 2019 to 30<sup>th</sup> June 2020. The representatives on the sub groups switched from meeting in a venue to virtual meetings from March onwards. The most notable progress this year has been within Active Communities and Schools and Education. The relevant SALF Implementation Plans have been updated and can be accessed in the background papers.

- 3.3 The other two groups; Infrastructure and Place, and Leadership and Governance have been meeting to develop their SALF tasks but as their tasks are bigger and involve external partners progress is slower especially with lockdown. Both groups will be picking up momentum as restrictions are lifted especially the focus and drive for Active Travel.
- 3.4 For the purpose of this report and to acknowledge the impact of the COVID - 19 pandemic evidence of progress with sport and physical activities and some relevant case studies have been reported within a split timescale i.e.; 1<sup>st</sup> July 2019 to 22<sup>nd</sup> March 2020 and 23<sup>rd</sup> March 2020 to 30<sup>th</sup> June 2020.
- 3.5 Over the past year and as a result of COVID - 19 stronger relationships are evident in the messages between the World Health Organisation, Active Scotland, sportscotland and deliverers such as Local Authorities, Trusts and national governing bodies of sport. In September 2020 our relationship with sportscotland was strengthened when they confirmed our investment agreement would be extend to 31<sup>st</sup> March 2023. This ensures continuity of funding and service from the Active Schools Co-ordinators and the Community Sports Hub/ Club Officer. Both are strong resources supporting the Active Communities and Schools and Education elements of SALF. Evidenced as follows;
- 100% Primary and Secondary schools with GOLD status School Sports Awards
  - Lochies School at Bronze and working towards Silver Schools Sports Awards
  - 86 local sports clubs providing opportunities across Clackmannanshire
  - Communication and co-ordination with the new Development Trusts managing sports venues in Tullibody, Alva, Menstrie, Clackmannan and Dollar
  - The Lower Limbs project has achieved several local awards and is now through to the final of a national organisation called Local Government Chronical rescheduled to October 2020 from March 2020.
- 3.6 Some of the details of the notable events during this year have been captured as case studies in Appendix 2 and summarised as follows;
- The Clackmannanshire Sports Council Awards on Thursday 12<sup>th</sup> March 2020 in the Alloa Town Hall where local sporting talent and contributions from young leaders, coaches and volunteers were celebrated.
  - The annual programme of school sports events saw an increase in the uptake of pupils with additional support needs due to a range of factors including the new online booking system, additional categories and an inclusive approach across all schools.
  - Sports Development developed various digital platforms to ensure customers could access the leisure programme and other physical activity programmes. During lockdown the digital interaction for the leisure programme went from zero to 22,500 views on their new face book page “Get Active Sauchie”.
  - During lockdown a suite of digital platforms were developed to ensure that residents of Clackmannanshire could continue to access content to keep them active and connected. From one Twitter site evolved five additional opportunities to #stayactiveathome. The new platforms were; Instagram, FlipClacks.org, Google classrooms, Facebook and YouTube. During this time

the videos produced over 40,000 views and all the content had over 430,000 impressions.

3.7 Based on the learning from the Sauchie Women and Girls project funded by Changing Lives, delivering sport and physical activity during lock down in the Learning Hubs and Summer Hubs, the increased participation in cycling, the high profile for participating in physical activity and sport during lockdown, the positive benefits to mental health from participation in physical activity, and the greater accessibility for participation and interaction using digital platforms it is proposed to focus resources in the coming year as follows;

- Capture information from residents about their participation in physical activity and sport in a survey using Citizen Space to influence the way forward
- Develop a partnership with Scottish Association of Mental Health to roll out training for staff, coaches, volunteers and young leaders and raise the profile of the benefits to mental health of participation in physical activity
- Work across Council services to support the existing Active Travel strategy. Deliver training and encourage children, young people and families to use alternative transport and the local paths network
- Build on existing social media opportunities to ensure residents have access to opportunities available for physical activity and sport both formal and informal.

#### 4.0 Financial Implications

There are no financial implications

#### 5.0 Sustainability Implications

There are no sustainability 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)

N/A

**8.0 Equalities Impact**

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

Yes No

**9.0 Legality**

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

Yes  No

**10.0 Appendices**

Appendix 1 Details of sub group meetings July 2019 to June 2020 including virtual meetings during COVID- 19

Appendix 2 Case studies

**11.0 Background Papers**

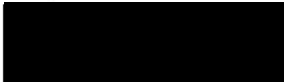
11.1 Clackmannanshire Sport and Active Living Framework 2018 to 2028

11.2 Implementation Plans updated on 7<sup>th</sup> October 2020

**Author(s)**

NAME	DESIGNATION	TEL NO / EXTENSION
Marjorie Macfarlane	Sports Development Manager	01259 452352

**Approved by**

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Chief Education Officer	

## Appendix 1

### Sport and Active Living Frame Work 2018 to 2028

Report to People Committee 12<sup>th</sup> October 2020

Details of Sub group meetings

Name of group	Day / time	Type of meeting	Took place
Leadership and Governance	13 <sup>th</sup> June 2019	Bowmar Centre	✓
Active Communities	2 <sup>nd</sup> October 2019	Kilncraigs	✓
Leadership and Governance	27 <sup>th</sup> September 2019	Bowmar Centre	✓
Schools and education	2 <sup>nd</sup> December 2019	Kilncraigs	✓
Active Communities	29 <sup>th</sup> January 2020	Kilncraigs	✓
Leadership and Governance	28 <sup>th</sup> February 2020	Bowmar Centre	✓
Active Communities	3 <sup>rd</sup> June 2020	Virtual	✓
Schools and education	11 <sup>th</sup> June 2020	Virtual	✓
Leadership and Governance	19 <sup>th</sup> June 2020	Virtual	✓
Active Communities	1 <sup>st</sup> July 2020	Virtual	✓

A register of attendance was taken at all meetings, action notes also taken for all meetings. Actions from sub groups reported to Leadership and Governance meetings.







# ENGAGE, EDUCATE & INSPIRE

## PE, Physical Activity and School Sport

July 2019 to March 2020

Implementation Plan Case Studies – Active Communities

Active Communities delivered 20 different types of exercise classes.

Hours of Exercise Delivered	Number of Visits	Average Individuals Participating per Month	Visits from People who have ASN
881	8415	437	451

From the number above 103 hours of exercise were delivered, 1,637 visits and an average of 89 individuals participated each month in the Lower Limbs classes.



The Lower limbs class won the NHS award for Innovation and is a finalist in the National Local Government Chronicle awards with the final being held in London.



## **Armed Forces Veterans**

We have created a working partnership with the local Legion and now deliver a weekly class to all Armed Forces Veterans or serving personnel and we are looking to extent what we can offer this valued group in the near future.



Armed Forces Clients ready to take part in their class.

Active Communities in partnership with Clackmannanshire Sports Council delivered their annual Sports Awards in March 2020. The 13 award categories were:-

Junior Sports Personality	Sponsor Alloa Advertiser
Senior Sports Personality	Sponsor Braveheart Clacks
Team of the Year	Sponsor Russel & Aitken
T.O.A (Participation)	Sponsor Meggan Dawson - Farrell
T.O.A (Sports Competitor)	Sponsor Thistle & Rose Commandery
Services to Sport	Sponsor SALSC
Primary Team of the Year	Sponsor Judy Collier
Secondary team of the year	Sponsor Wee County Harriers
Coach of the Year (Participation)	Sponsor Alloa & District Rifle Club
Coach of the Year (Competition)	Sponsor Enid Barton
Primary Young Leader	Sponsor Active Schools Coordinators
Young Leader/Volunteer	Sponsor Stephen Campbell
Lifetime Contribution to Sport	Sponsor Tina Murphy

The awards attracted 134 nominations from 33 different sports and for the size of the County it is amazing the heights that individuals and teams reach on the National and International sporting stage.



Winners of the various awards pictured with sponsors and the Lord Provost.

The Sports Council have also supported 22 clubs with applications for Development grants, Coach Education grants and Open doors grant with clubs benefiting to the tune of £4,275.



# ENGAGE, EDUCATE & INSPIRE

## PE, Physical Activity and School Sport

### Implementation Plan Case Studies

#### Sauchie Women and Girls (SWAG) March 2019-March-2020

The Sauchie Women and Girls project has set up and supported a variety classes/clubs aiming to provide women and girls in the Sauchie community the chance to participate in sports and physical activity. In partnership with the Sauchie Community group the project exceeded expectations. A community survey prior to the project collected 256 individual responses and helped shape the project aims. The survey identified 4 key categories: Young mums and babies, primary school girls, older adults and those in care homes. The project has offered activities and classes across the demographic with activities for all ages and abilities and offered training opportunities for local women and girls to support future project delivery.

- Young mums and babies
- Older adults – SWAG Walking Netball & Dance Fusion
- Care Homes
- SWAG Circuits Class
- SWAG Fitness Class
- SWAG Running Group
- SWAG / Braveheart Walking Group
- SWAG Adaptive Inclusive Movement (AIM)

£23,400 worth of investment from Sportscotland

No. of Participants*	Age Range	Disability Profile	Training
129	0-94	9 - Disabled 65 - not disabled 55 - Prefer not to say/unknown	16 people offered training opportunities through the project.

\*Participants were those that committed to at least 6 sessions of activities and completed the before and after surveys.



## SWAG – March 2020- June 2020

During the lockdown period free online activity continued on a designated Get Active Sauchie Facebook page. A poster of activity and infographic shows the range of activities on offer and the interactions and impact the programme has had. Online activity has resulted in the programme reaching more people and has opened the programme up to more male participation.



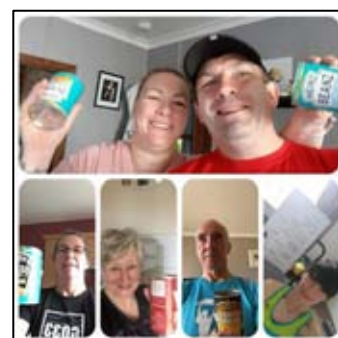
### Quotes

*"I retired last June and have been keeping fit by running, parkrun's, spin classes at leisure bowl and dog walking. Started attending Monday circuits and Wednesday running in Jan 2020 and have been loving the sessions and meeting all the lovely people. We are all different fitness levels but as we are similar in ages with similar goals, we help each other and motivate each other under the careful eye of -the coach-. During this lockdown the sessions have really come into their own and continued to motivate me and keep me mentally active as well."*

*"I really look forward to attending both circuits and the running group. As much as I have always kept fit, I was never keen on gym classes. I'm surprised how much I love (the coach) circuit class and look forward to setting my alarm on a Monday morning to get up and go to Sauchie Hall. (the coach) caters for all abilities and explains everything brilliantly and everyone who attends are really friendly. Equally so for the running group. During lockdown I haven't ventured out a run but feel equally motivated by (the coach) and I keep up my exercise at home and in the garden. It's so good having the circuit videos online which enables me to do them any time and as often as I want. I really look forward to getting back out running with the group when lockdown is lifted. Both groups certainly make me feel good and I so hope they'll continue in the future after lockdown."*



*"I am one of many women who had been attending circuit classes on a Monday morning @ 9.30 in Sauchie Hall, until unfortunately the situation arose when we were to stay at home. My personal opinion on these are that they have helped me in so many ways ... boosted my confidence, encouraging to try new things, made new friends, help my fitness levels, helped my mental health too .... feeling lost without the company and friendly chat. I have been joining in with the live classes online and although they are excellent, I'm still missing the friendly chat from others .... (it helps me) I look forward to these classes continuing and I hope to see everyone back in Sauchie all safe"*





# ENGAGE, EDUCATE & INSPIRE

## PE, Physical Activity and School Sport

July 2019 to March 2020

Implementation Plan Case Studies – Schools & Education

### Development of an online booking system for sporting events

As part of the Council's Digital Transformation programme online booking for sporting events was chosen as an early development for the new 'GOSS' system. The project was led by the Active Schools Manager, Alison Mackie and Helen McNaught from IT Services.

#### Project Aims:

- Enhance the school sport competition programme by moving from a paper based booking system into the digital world
- Create a more streamlined process encompassing the booking to event management
- Added functionality to capture pupil ASN data to ensure inclusion across a wider range of events

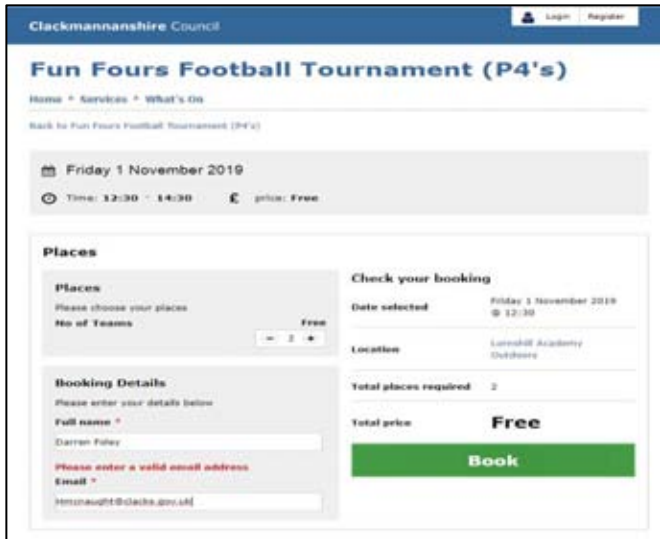
#### Process:

The new system was created and tested during the summer of 2019 and launched at the start of the 2019/20 academic year. To ensure everyone was fully able to access and use the system the following training took place:

- ✚ 4 CPD sessions
- ✚ 35 staff attended (Primary & Secondary PE staff, Sports Development staff)
- ✚ Additional 1-1 training was carried out at schools where office staff would be using the system

### Online Booking Statistics





Please select any ASN/Disabilities

- None
- Autism
- Hearing Impairment
- Learning Disability
- Physical Disability
- Visual Impairment
- Wheelchair User

Examples of the booking screens

### Implementation Plan Action 8.6

*Enhance our school sport competition programme and ensure that competitive sport is inclusive for all children and young people.*

#### **Gathering ASN classification data**

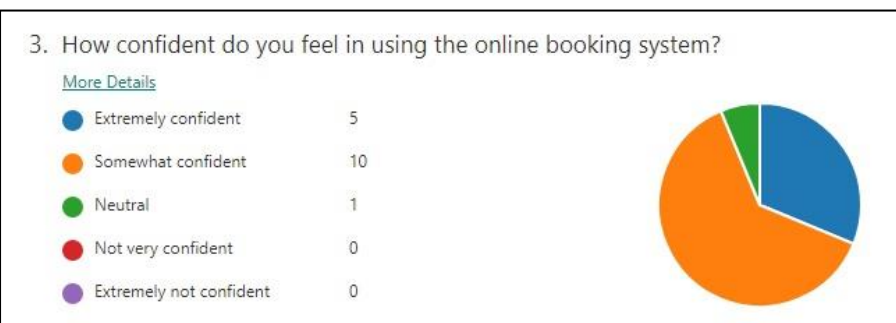
1. Increased school staff's awareness of opportunities for wider involvement of pupils
2. Increased attendance at events across a wider spectrum of disabilities
1. Introduction of additional sections within events to allow pupils to compete against others in their classification

#### **What has the impact been?**

1. Through the training programme for staff on the use of the new system we have been able to once again raise the profile of school sport and embed its importance into the wider school curriculum
2. Both Sports Development and school staff have increased their IT skills through the continued use of the new online system and the training programme created to support its use
3. The whole process has reduced the workload of the Sports Development staff and made it easier to collate entries from schools
4. Increase in numbers of pupils with ASN taking part in events and across more events as well

#### **Evaluation**

In October 2019 a survey was sent to all primary schools to gather initial feedback on the system and the feedback was collated with very positive feedback.





# ENGAGE, EDUCATE & INSPIRE

## PE, Physical Activity and School Sport

March to June 2020  
Implementation Plan Case Studies

‘Lockdown – how we supported our communities to stay active’

### Digital Development

When the country went into lockdown on 23<sup>rd</sup> March 2020 Sports Development immediately developed a suite of online platforms to deliver a wide range of content designed to support the Clackmannanshire residents with staying active from home.

Initially the @ActiveClacks twitter account was the main source of content where challenges, small video clips, fun games and Makaton ‘word of the day’ posted twice daily. This quickly evolved across new platforms: Instagram, Facebook, FlipClacks.org, Google Classroom and finally a YouTube channel.



250 videos  
created

40K views  
on twitter

430K  
impression

5 new  
platforms  
created

**#KeepActiveAtHome** – new hashtag for all content key to the messaging across our schools and wider communities.

### Learning hubs

When the schools were closed within a week 3 learning hubs were created for the families of key workers and vulnerable families. Immediately a rota of staff from the primary PE team and Sport Development was created to ensure that PE and physical activity played a key part in the offer to children in the 3 hubs.

## **Key Statistics: 24<sup>th</sup> March to 25<sup>th</sup> June 2020**

- 1 Primary PE in each of the 3 hubs from 9am-3pm each day for 56 days
- Every child receiving 1 hour of quality PE every day they attended the hub
- 1 Sports Development Officer / Sports coach in each of the 3 learning hubs from 3-6pm for 56 days
- Children receiving a variety of sport and physical activity every day
- 4 PE/Sports Dev staff/coaches delivered physical activity & sport from 8am-3.30pm throughout the 14 days of the Easter school holidays & on the 2 public holidays in May 2020
- Staff who were working from home due to restrictions aided with delivery through virtual mediums including leading activity sessions via video links or classroom sports quizzes

Children attending the learning hubs were given a high quality PE and physical activity experience with the opportunity to take part in small groups – maximum of 10 at any one time – and due to the academies being the host venues the facilities available added to their learning experience with quality areas such as games hall and astro turfs. In addition ‘new sports’ were delivered to the children such as trampoline, rock-it-ball, hockey and cycling.



### **Lessons Learned**

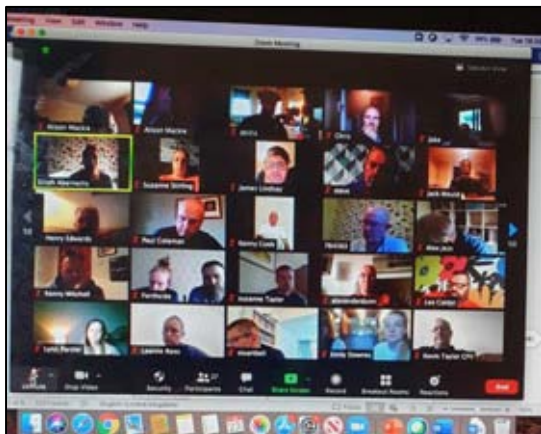
The work done in the learning hubs has supported the mental health of many of our staff members due to the ‘hands-on’ role they have played. Strict risk assessment and Covid-secure protocols were created and put into place to keep both the staff and children safe and thanks to a survey undertaken with staff 100% reported that they feel more confident about returning to their work environment after being in the learning hubs.



### **'Club Connect' Forums**

During the lockdown period it has been important to remain connected to the sport clubs in Clackmannanshire. 'Club Connect' was developed initially as a mechanism for clubs and groups to share learning, experiences and challenges during the initial phases of lockdown.

The sessions enabled Sport Development staff to identify common issues to enable better and targeted support for clubs. The sessions have provided useful and resulted in more club engagement. The forum will likely continue in the future post lockdown. The average number of clubs attending is around 10 though during some themed meeting around school to club links the meeting had 29 attendees.

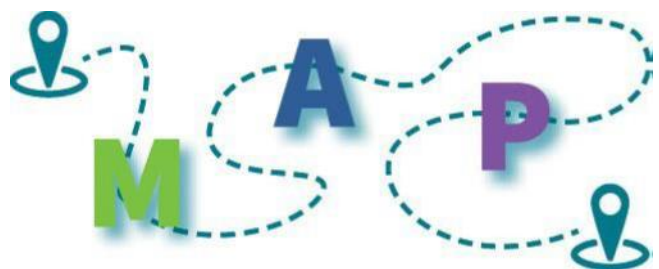


### **Map Document**

NHS Forth Valley Health Promotion Service and Clackmannanshire Council Sports Development team worked together over lockdown to adapt the NHS MAP to Change Planner Resource, to support sport clubs across Clackmannanshire. Through consultation with clubs and groups through the sport club survey and from comments gathered via the 'Club Connect' forum clubs identified that bringing coaches, volunteers and committees back from lockdown into regular sporting activity is the one of the biggest concerns for clubs.

The MAP resource is designed for clubs to use at their discretion to help them to think about new ways of working when encouraging members who are apprehensive about returning to the club. The resource enables volunteer coaches to work through potential barriers and solutions before individuals return to the sessions. The resource can also be used by individuals attending clubs to support their return to clubs and can be kept private, or can be shared with clubs to help identify areas where the individual may require support.

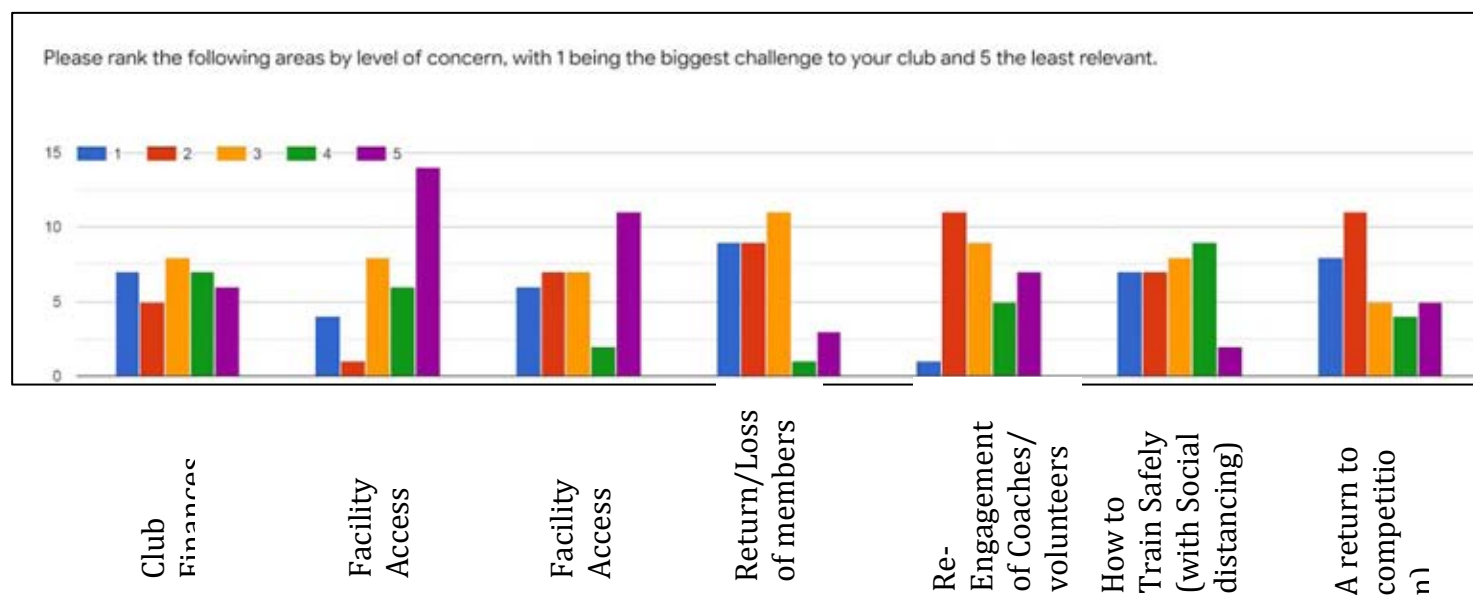
Initially the resource was trialled with a few selected clubs before being shared with the wider club network in Clackmannanshire



## Club Survey

The lockdown period has impacted sport clubs in a variety of ways and the impact across clubs has covered a broad spectrum of challenges and opportunities. It was important to capture some of the work that clubs had done during lockdown and identify areas where further support could be offered.

In total 33 clubs completed the club survey and the information has proved invaluable. An example was the distribution of areas that clubs are worried about because of COVID 19.



## CTSI Partnership

Having developed a good relationship with the Clackmannanshire Third Sector Interface support for third sector organisations was directed to support sport clubs throughout the area. In total 24 clubs benefited from 169 bottles of free hand sanitizer, 219 free face shields and securing £2921 worth of funding to help make clubs Covid secure.

Clubs	Hand sanitizer	Face shields	Covid Secure Funding
24	169 Bottles	219	£2921

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**Report to:** People Committee

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

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**Subject:** The impact of trauma recovery planning within Education on children and young people's mental health and wellbeing

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**Report by:** Whitney Barrett and Lesley Taylor, Educational Psychology Service

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**1.0 Purpose**

This paper provides the People Committee with an overview of the impact of trauma recovery planning within Education on children and young people's mental health and wellbeing.

**2.0 Recommendations**

It is recommended that the People Committee note and comment on the impact of trauma recovery planning and next steps outlined in this paper.

**3.0 Considerations**

**3.1** *Support for mental health and wellbeing during lockdown*

In order to contribute to home learning opportunities and support parents / carers and pupils during the lockdown period, the Educational Psychology Service (EPS) developed resources, sources of information and support and activities which were placed on the Flipclacks.org website. A range of support and guidance was also provided for school staff. The EPS Telephone Consultation Line was extended from three mornings a week to five to meet the increased demand from parents/ carers, school staff and others with queries relating mainly to mental health and wellbeing, particularly anxiety-related issues and difficulties relating to autistic spectrum disorder (ASD). As part of the Education Service's Vulnerable Children's Panel (VCP) and Intensive Support Service (ISS) established during this period to meet the needs for our most vulnerable learners, the EPS attended virtual Team Around the Child (TAC) Meetings as well as offering trauma therapy for a number of very vulnerable pupils as part of their Intensive Therapeutic Service (ITS) either virtually or in person in the Hubs. Regular contact was maintained for pupils who were placed in out of authority placements to ensure this very vulnerable group of children and young people were receiving appropriate support during this time.

### 3.2 *Trauma Recovery Plan*

The EPS then developed a Trauma Recovery Plan to support schools and nurseries plan for learners returning to establishments. The Plan focused on 9 key recommendations that schools and nurseries could use to guide their recovery action planning. For further detail please see Appendix 1 for the document that was shared with schools - *Trauma Recovery Plan: Ongoing Supports and Monitoring for When Schools Return following Post-Lockdown Closures*.

### 3.2 *Mental Health and Wellbeing Survey*

As part of the Trauma Recovery Plan above, establishments were asked to engage in a mental health and wellbeing survey in order to provide initial baseline data to inform specific recovery actions within their own settings. For further detail please see Appendix 2a - *Mental Health and Wellbeing of Primary Pupils in a Post-COVID World: Initial Findings* and Appendix 2b - *Mental Health and Wellbeing of Nursery Pupils in a Post-COVID World: Initial Findings*. This survey is currently in the process of being repeated and will capture data on how children have settled back into school and nursery from the perspective of the parents / carers, pupils and school staff. A verbal uptake on the findings will be provided at the People Committee on the 26<sup>th</sup> November 2020.

### 3.3 *Trauma Recovery Calls*

In order to support establishments with recovery planning, the EPS conducted follow-up calls with schools and nurseries to discuss how pupils and staff had settled back in to their placements, check if any support was required in terms of completing trauma recovery planning in line with guidance, and to share information, resources and developments from the EPS. For further detail please see Appendix 3 – *Trauma Recovery Planning: A Summary of Calls to Educational Establishments Week Beginning 24/8/20 and 31.8.20 for Education SLT*.

### 3.5 *Summary of the Impact of Trauma Recovery Planning*

Following on from resources put in place to support mental health and wellbeing for parents/ carers, pupils and staff during the lockdown period, the EPS developed a Trauma Recovery Plan to continue to help schools support pupils' mental health and wellbeing during the return to school and nursery. The Trauma Recovery Plan included the use of a mental health and wellbeing survey to gather baseline data in order to further inform establishment recovery planning. The initial findings suggested that there was a much higher level of need with respect to children's mental health and wellbeing during the lockdown period as measured by the survey compared to expected norms. However, follow-up calls with establishments indicated that the trauma recovery planning recovery work undertaken by staff by staff during lockdown has resulted in the majority of learners returning to schools and nurseries in a more regulated state than expected. These calls did also highlight though that for a significant minority of both staff and pupils, there are continuing health and wellbeing needs which require ongoing support and monitoring.

### 3.6 *Next steps in Trauma Recovery planning*

It is proposed that schools continue to offer support and interventions for the significant minority of both pupils and staff who require a focus on their health and wellbeing. Any interventions need to be in alignment with recent Scottish Government initiatives in this area such as Counselling in Schools, Community Mental Health Framework and Supports and Mental Health Support for Staff.

### 4.0 **Financial Implications**

There are no financial implications

### 5.0 **Sustainability Implications**

There are no sustainability 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)

N/A

### 8.0 **Equalities Impact**

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

Yes No

**9.0 Legality**

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

Yes  No

**10.0 Appendices**

Appendix 1 - *Trauma Recovery Plan: Ongoing Supports and Monitoring for When Schools Return following Post-Lockdown Closures.*

Appendix 2a - *Mental Health and Wellbeing of Primary Pupils in a Post-COVID World: Initial Findings*

Appendix 2b - *Mental Health and Wellbeing of Nursery Pupils in a Post-COVID World: Initial Findings.*

Appendix 3 – *Trauma Recovery Planning: A Summary of Calls to Educational Establishments Week Beginning 24/8/20 and 31.8.20 for Education SLT.*

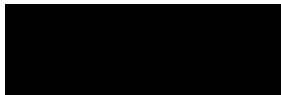
**11.0 Background Papers**

None

**Author(s)**

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**Approved by**

<b>NAME</b>	<b>DESIGNATION</b>	<b>SIGNATURE</b>
Lorraine Sanda	Chief Education Officer	



**Clackmannanshire  
Council**

[www.clacks.gov.uk](http://www.clacks.gov.uk)

Comhairle Siorrachd  
Chlach Mhanann



## **Trauma Recovery Plan**

### **Ongoing Supports and Monitoring for Mental Health and Wellbeing when Educational Establishments Return after COVID-19**

#### **Education Guidance and Planning Tool for Establishments**

**April 2020**

CONTENTS

Executive Summary	p. 3
Foreward	p. 4
Recommendations	p. 6
Resources	p. 17



## EXECUTIVE SUMMARY

In preparing for educational establishments re-opening in some format, the following guidance is divided into themes around the following set of nine recommendations:

**Recommendation 1: Plan how establishments will operate in a post-lockdown COVID-19 world.** Plans need to be in place to allow educational establishments to operate in a COVID-19 resilient manner that includes social distancing and hygiene considerations.

**Recommendation 2: Support is provided for educators as they return to establishments.** Educators have had to adapt hugely to working remotely during the closures. We need to ensure all educators are well regulated prior to, and during, their return to work.

**Recommendation 3: Educational establishments plan regulating activities for the first few weeks of school after lockdown using the R4L toolkit.** We need to take an extended period of time to prioritise making sure all pupils are well regulated on their return to school.

**Recommendation 4: Educational establishments follow a programme of health and wellbeing lessons for the first few weeks after lockdown.** These should be focused on re-establishing connections with others, understanding stress and resilience, and, for some pupils, support to understand grief and loss.

**Recommendation 5: Educational establishments plan ending and beginning activities for young people in transition.** Orientation activities and new relationships need to be established digitally.

**Recommendation 6: Secondary educational establishments plan and deliver ‘reunion’ activities and follow up contacts with, and for, leavers.** School leavers will miss out on an important life marker of leaving school. Alternatives need to be created.

**Recommendation 7: Primary educational establishments plan play based, regulating experiences for P1 in August 2020 and beyond, to allow time for regulation and attention skills to develop.** Our pre-school children are likely to be the most affected by the extended schools closures and need the most time to adapt and develop the underlying skills they need for future learning.

**Recommendation 8: Support for vulnerable families is planned on a needs led basis with particular consideration for the impact of COVID-19.** We need to listen to what different families experiences of the lockdown have been and be sensitive to how best to support them without judgement during a return to education.

**Recommendation 9: Planning of learning is based on post-lockdown assessments to continue to close the poverty-related attainment gap.** Decisions need to be made about what assessments will be used to reassess regulation, wellbeing and learning needs for each child.

## FOREWARD

As educational establishments re-open after the COVID-19 closures, consideration needs to be given to how schools will operate within social distancing parameters.

Children, families and staff will also need ongoing support and monitoring to help them process what has happened to them during the school closures. Particular groups of children, parents/carers and staff may be more vulnerable to the effects of the school closures such as those who experienced personal loss during COVID-19, those who have experienced previous grief and loss in their lives, or who have mental health difficulties. Health and wellbeing will need to be a main focus of schools for some time to come (see for example Meredith, 2020).

In whatever format establishments are re-opened, consideration needs to be given to a slow reintroduction to educational establishments to re-establish connections and routines and give time for the sharing of experiences and loss over the COVID-19 school closures. Thought needs to be given as to how any experiences of trauma and feelings of grief and loss can be acknowledged as a school community and supported when appropriate. In addition, schools should spend time focusing on activities that calm children down physically and through good quality interactions with trusted adults ( or 'somatosensory and relational regulation') in order to ensure pupils return to being Ready for Learning as quickly as possible.

This guidance expands upon the specific recommendations contained in the 'Trauma Recovery Plan – Briefing for Senior Managers' with actions to be operationalised by all educational establishments and individual educators across Clackmannanshire. The underlying rationale for these recommendations can be found in the Senior Managers' Briefing document. The actions are set out under the headings of 'universal' (all establishments and educators must take them into account) and 'targeted'

(recommendations that are not applicable in every setting and/or are only required for some children and young people), and the document is formatted in such a way that it can be used as an action planning tool.

**Recommendation 1: Plan how educational establishments will operate in a post-lockdown COVID-19 world.**

COVID-19 is not going away. We are going to have to learn to live with it and change our daily lives accordingly and develop 'COVID-19 resilience'. Social distancing and protecting each other from the spread of infection is likely to be a new 'normal'. Schools are not easy places within which to manage social distancing. Consideration needs to be given to the use of space, number of interactions, the purpose of being together and good hygiene practices.

<b><u>Universal</u></b>	<b>School Level Actions</b>
Plan developed for reintegration of pupils which allows for social distancing protocols to be enforced and supports a phased return to full-time attendance.	
Plan regarding the implementation of hygiene practices for staff and pupils developed	
Daily timetable developed across school which blends face-to-face contact with online learning opportunities.	
Break and lunchtimes planned in a phased way so as to adhere to social distancing protocols.	
Staffing decisions based on assumption that amount of change for pupils will be kept to an absolute minimum	
<b><u>Targeted</u></b>	
Specific plans put in place for re-integration of pupils who have additional support needs and/or are considered to fall into the vulnerable child categories	

**Recommendation 2: Support is provided for educators as they return to establishments.**

In the same way that we need to be mindful of our expectations for pupils in the short term, we also need to be aware that staff may find it hard to work at their normal capacity in the short term, and may require additional emotional support as they re-adjust to being back in school full-time. Without this support, there is a risk that staff returning to work do so in a dysregulated state and are therefore unable to provide the containment and regulating presence learners will need when they return – “*a dysregulated adult can never regulate a dysregulated child*” (Bruce Perry ‘Office Hours’, 17<sup>th</sup> April 2020).

<b><u>Universal</u></b>	<b>School Level Actions</b>
Regular opportunities are built in for staff to meet, both in person and virtually, throughout the closure, re-opening and beyond focused on maintaining positive relationships across the staff team	
More frequent opportunities are offered for staff to take breaks during the re-opening phase	
Staff are given the opportunity to participate in virtual wellbeing sessions offered by the EPS	
<b><u>Targeted</u></b>	
Staff who are at risk of experiencing higher levels of difficulty over the re-opening have plans put in place to take account of their specific circumstances	

**Recommendation 3: Educational establishments plan regulating activities for the first few weeks of school after lockdown using the R4L toolkit.**

Taking a neurosequential perspective of stress highlights the need to plan for those children where the stress of COVID-19 has shifted them on the resilience and vulnerability scale further towards vulnerability. These children will be more easily dysregulated and need somatosensory and relational regulation activities as part of their school day. We need to think both about what our expectations are for pupils as they return to school in terms of what we can expect them to achieve, and how we can support their social and emotional needs to help them become more regulated and in a better position to take on new learning.

<b><u>Universal</u></b>	<b>School Level Actions</b>
Timetables are restructured to include very frequent opportunities for brain breaks and regulating activities for the first 4 weeks of schools re-opening, in addition to normal break and lunchtimes	
Range of regulating activities/resources available in each classroom	
Teaching of new academic material should not take place for at least four weeks – focus should instead be on health and wellbeing (Recommendation 4), revision and re-assessment (see Recommendation 9)	
<b><u>Targeted</u></b>	
Brain breaks and regulating activities may need to make up the majority of a pupils day, and may require a higher level of adult input in order to co-regulate	
Re-assessment of academic position needs to be undertaken in small chunks and only after a regulating activity has taken place	

**Recommendation 4: Educational establishments follow a programme of health and wellbeing lessons for the first few weeks after lockdown.**

Children and young people affected by stress need time to share their experiences and feel understood. All schools should prioritise exploring these experiences during the first few weeks. A staged approach to supporting health and wellbeing needs to be in place.

<b><u>Universal</u></b>	<b>School Level Actions</b>
All pupils have the opportunity to complete the R4L brain lessons, either in class or via FLIPClacks.org within the first four weeks of re-opening	
All pupils have the opportunity to explore feelings of loss and grief relating to the closures	
All pupils have the opportunity to spend time re-establishing friendships with peers and connections with key adults during the first four weeks of re-opening	
<b><u>Targeted</u></b>	
Consideration is given as to whether the above actions need to take place in smaller groups with higher levels of adult support for some pupils	

**Recommendation 5: Educational establishments plan ending and beginning activities for young people in transition.**

Transitions are a challenging time for many children and young people as they are forms of loss and change. In normal circumstances enhanced transitions are well developed. Consideration needs to be given to ‘endings’ and ‘beginnings’ for all children in transition at this time.

<b><u>Universal</u></b>	<b>School Level Actions</b>
Nursery and primary establishments to offer virtual leavers activities, followed-up by in-person farewell celebration once establishments re-open	
Primary and secondary establishments offer virtual activities to introduce learners to new environments	
Primary One and S1 cohorts to have additional planning around what their first week in school will look like to include additional time to settle in to the new environment	
<b><u>Targeted</u></b>	
Some pupils may require enhanced adult support from a familiar adult from their previous establishment to help facilitate the very early days in their new environment	
Consideration given as to whether some pupils should have a phased introduction to their new establishment	



**Recommendation 6: Secondary educational establishments plan and deliver ‘reunion’ activities and follow up contacts with, and for, leavers**

There is an increased chance that pupils who are ending their school career during the time of COVID-19 will experience higher than normal levels of anxiety and loss. Schools may find that they have an increase in the number of these pupils seeking to maintain contact with the school and/or who find it harder to sustain the positive destinations identified for them.

<b><u>Universal</u></b>	<b>School Level Actions</b>
Opportunities for leavers to experience farewell activities once schools re-open are provided	
Plan for and expect a higher number of pupils than normal seeking contact with key members of staff following official school leaving date	
Maintain links with those likely to struggle to maintain positive destinations for a longer time period than normal	
<b><u>Targeted</u></b>	
Provide a higher than normal level of contact to pupils who have not managed to secure a positive destination	

**Recommendation 7: Primary educational establishments plan play based, regulating experiences for P1 in August 2020 and beyond, to allow time for regulation and attention skills to develop.**

Nursery-age children are likely to be the most affected by the extended school closure given their developmental stage and amount of change which happens within a short period in this age group. This, combined with the fact that they are likely to have had far more unstructured time while at home than normal, means that we will probably need to make quite significant adaptations to not only the environment and curriculum demands we place on this group of children, but also to our expectations with regards to what we want them to achieve in the initial stages of Primary One.

<b><u>Universal</u></b>	<b>School Level Actions</b>
Learning environment is adapted to provide low-stimulus space that is matched to the developmental stage of pupils	
Significant amount of time is spent explicitly teaching key skills for later success in learning	
Recommendations 3 and 4 above are given particular consideration for P1 cohort and may need to be continued over an extended period of time	
Formal introduction of taught literacy and numeracy material not to commence for at least six weeks	
Additional planning and resources in place to support separation from parents in the initial stages of term	
<b><u>Targeted</u></b>	
Pupils with additional support needs may require a more phased introduction to P1	

**Recommendation 8: Support for vulnerable families is planned on a needs led basis with particular consideration for the impact of COVID-19.**

Many families, especially those who are our most vulnerable, will have experienced significantly increased levels of stress over the period of the COVID-19 school closures. While there will be an element of relief for parents/ carers to get back to the routine of schools being in session, they may find it hard to support their children back in to their normal routines and structures. It is important that as educators we are sensitive to the additional pressures families have been under and that we respond to the challenges they have been facing with empathy and compassion – they will all have been doing their best with the resources (both physical and emotional) that they have had available to them.

<b><u>Universal</u></b>	<b>School Level Actions</b>
Ensure that expectations on parents are kept to a minimum and those that are required are scaffolded and supported e.g. by presenting information more than once and in a variety of different formats	
Offer opportunities for parents to come together either virtually or in person (or both) as a group to share and explore their experiences of parenting through the school closures to help support future planning	
Provide parent versions of health and wellbeing lessons so that they are well-informed and messages can be reinforced between home and school	
<b><u>Targeted</u></b>	
Continue to offer regular ‘check-ins’ to vulnerable parents and flag them for additional support through vulnerable pupil panel if required	

Consider what re-integration will look like for pupils of vulnerable families – may need to balance need for phased reintroduction with need to provide respite for parents/carers	
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**Recommendation 9: Planning of learning is based on post-lockdown assessments to continue to close the poverty-related attainment gap.**

As one of the nine Scottish Attainment Challenge authorities, we will continue to have a focus on closing the poverty-related attainment gap once schools re-open. We will continue to use data to support our understanding of pupils learning, and to guide where we need to go next in our improvement journey, but we will support you in balancing this need alongside what we know will help our pupils be in the best emotional state to take on new challenges.

<b>Universal</b>	<b>School Level Actions</b>
Re-assessment of pupils stage of learning will begin towards the end of the 4 week re-integration phase using Teacher Professional Judgement (TPJ) procedures	
Assessment of pupils emotional and social needs will begin as soon as they return using a range of assessment tools including, Strengths and Difficulties Questionnaire, TPJ etc	
Learning pathways for each pupil guided by the results of these re-assessments, including revision of previously taught material if required	
<b><u>Targeted</u></b>	
In addition to above, education establishments may also wish to consult with the EPS about more in-depth assessments that could be used for more vulnerable pupils, including the Behaviour Rating Index of Executive Function (BRIEF2), NME mini map etc	

## RESOURCES

Readiness for Learning toolkit - this website has ideas, links and resources to help you plan what R4L looks like in your establishment. <https://sites.google.com/view/r4ltoolkit/home>

Applying Nurture as a Whole-School Approach – A framework to support self-evaluation. Link to Education Scotland document to help plan the use of nurturing approaches in education establishments.

<https://education.gov.scot/improvement/self-evaluation/applying-nurture-as-a-whole-school-approach-a-framework-to-support-self-evaluation/>

Meredith, M., 2020. Five ways to help children heal when schools re-open. [Blog] *Mary Meredith: Where one size never fits all*, Available at: <<https://marymered.wordpress.com/2020/04/14/five-ways-to-help-children-heal-when-schools-reopen/?fbclid=IwAR3JwpvRsz6reEluA4by7r4hVKZ4xtR3hv99pO0LEMi0THzQaQhoxchW-Uw>> [Accessed 29 April 2020].

Viewpoint – online survey portal for the completion of Strengths and Difficulties Questionnaires. Details of how to create survey etc will be shared in the CLPL for Educators Google Classroom at a later date



# MENTAL HEALTH & WELLBEING OF PRIMARY PUPILS IN A POST-COVID WORLD - INITIAL FINDINGS

Based on an initial sample of 560 families:

20%

Are restless & over-active

23%

Have temper tantrums

51%

Struggle to be obedient

15%

Have many worries

20%

Constantly fidgeting

28%

Easily distracted

19%

Nervous or clingy

12%

Have lots of fears

23%

Do not have good attention

24%

Childs behaviour worse than usual

15%

Lost someone close

15%

Family have had no structure to day

54%

COVID-19 will make future harder

17%

Child has not completed learning tasks daily

60%

Anxious about the return to school



# MENTAL HEALTH & WELLBEING OF NURSERY PUPILS IN A POST-COVID WORLD - INITIAL FINDINGS

Based on an initial sample of 55 families:

17%

Have temper tantrums

72%

Easily distracted

13%

Find turn-taking hard

23%

Not good at calming down

34%

Don't respond well to reprimands

55%

Easily frustrated

39%

Have trouble sitting still

53%

Interrupt inappropriately

12%

Are restless & over-active

27%

Childs behaviour worse than usual

12%

Lost someone close

20%

Family have had no structure to day

47%

COVID-19 will make future harder

8%

Child has not completed learning tasks daily

59%

Anxious about the return to school



## Trauma Recovery Planning – Summary of Calls to Educational Establishments w/b 24.08.20 and 31.08.20 for Education SLT

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Purpose: To discuss with educational establishments how their pupils and staff have settled back in to their placements, check if any support is required in terms of completing trauma recovery planning in line with guidance, and to share information, resources and developments from the EPS.

Summary: The majority (69%) of educational establishments are reporting that their pupils are more settled than they were expecting. For 19% it is a mixed picture and for 12% they are more unsettled. The establishments that are reporting pupils are more unsettled would appear to be ones that are either led by new or acting headteachers, or who serve specific ASN populations (specifically ASD) that we would have predicted may have experienced greater difficulties with the transition back in to school.

While the majority of establishments (68%) are also reporting that their staff have returned more settled, there is a significant minority (24%) where this is not the case. Where staff are reported as feeling less settled, leadership teams are seeing higher levels of anxiety amongst staff (especially for those who did not experience working in the Hubs and/or have underlying health conditions). They are also noting the lack of relational regulation opportunities for staff (ie. restrictions on staff room usage, team meetings taking place virtually etc.) and the impact this is having on staff wellbeing and morale.

81% of establishments have completed trauma recovery plans using the guidance provided by the EPS and are working towards operationalising these. Of the 15% who have not, most have a plan to look at this guidance following our conversations with them. Some schools have made specific requests for work to support their operationalising of these plans which will now be taken forward.

65% of establishments already had plans in place to make use of the R4L 'Brain Lessons' with all pupils as a way of sharing these core concepts and encouraging the universal use of the R4L language across their communities. A further 23% are now considering this now they know the materials exist and where to find them.

Reflections: Overall these were very positive conversations to have with schools. The impact of schools having had more time to devote to CLPL related to R4L was clearly evident both in terms of educator knowledge and also in what they were reporting in terms of behaviours from pupils. There are a couple of schools whose previous engagement with R4L was not as positive as in other establishments who have now made significant positive steps forward in their implementation of R4L and who are reporting seeing the benefit of this approach (e.g. 'I'm now able to get on with my strategic leadership roles during the school day as I'm not fighting fires any more'). Most schools welcomed the contact from the EPS both in terms of a check-in with the SLT, and also as a way of flagging up a range of information and resources for them to use.

Next steps: The information gathered during this exercise will be used to update the RAG status for each school in terms of their implementation of R4L. This will also allow us to prioritise R4L supports to the schools for the remainder of this session.



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**Report to Council**

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**Date of Meeting: November 2020**

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**Subject: Scottish Attainment Challenge: End of Year Report  
September 2018**

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**Report by: Cathy Quinn, Improving Outcomes Manager**

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**1.0 Purpose**

- 1.1. The purpose of this report is to share the Scottish Attainment Challenge **END-YEAR Academic Report – March 2020 to July 2020** report which was submitted to Scottish Government on October 2019.

**2.0 Recommendations**

- 2.1. It is recommended that the People Committee note and comment on the contents of this report.

**3.0 Background**

- 3.1. The Scottish Attainment Challenge was launched by the First Minister in February 2015. It is underpinned by The National Improvement Framework, Curriculum for Excellence and getting it Right for Every Child. We are now in year 5 of the programme. The final year of the funding will be 2021- 2022
- 3.2. Clackmannanshire is one of nine attainment challenge authorities and in session 19 - 20, 22 schools and 6700 pupils were supported by SAC funding.
- 3.3. The aims of Clackmannanshire's Attainment Challenge is to:
- Improve literacy and numeracy attainment
  - Improve health and wellbeing
  - Close the attainment gap between pupils from the most and least deprived areas

3.4. We are required by Scottish Government to provide an annual update (Appendix 1) that details:

- overall progress towards raising attainment and closing the poverty related attainment gap
- detailed progress on each individual work stream
- progress for both the primary and secondary programmes

In this year's report we were asked to details the Impact of Covid-19 on our plans between March 2020 and June 2020.

#### 4.0 Considerations

4.1 At the start of Covid 19 "lockdown" all Year 5 work streams within the Programme Plan were reviewed to take into account the initial impact of Scottish Government measures and then to consider the use and implementation of the Strategic Framework for the Re-opening of Schools, Early Learning and Childcare Provision (May 2020) This is set out in page 2 of the Report (Appendix 1)

#### 4.2 Progress until March 2019

- **Reading** the authority was narrowing the poverty relation achievement gap at all levels except Third level and above
- **Writing**, the authority was narrowing the poverty relation achievement gap at all levels except Third Level & Above
- **Listening & Talking** skills, the achievement gap was narrowing in 2018/19 but only at Early and First Level.
- **Numeracy** the authority was narrowing the achievement gap at Early and First Level.

#### 4.3 Progress since March 2019

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

#### 4.4 SQA Data

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).

- 4.4.1 **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.
- 4.4.2 The percentage of school leavers who achieved 5 or more awards @ Level 4 (72%) also improved.
- 4.4.3 **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
- 4.4.4 The percentage of school leavers who achieved 5 or more awards @ **Level 5** continues a three year improving trend at 47%.
- 4.4.5 **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

#### 4.5 **Health and Wellbeing**

A greater focus on Health and Wellbeing across all Attainment Challenge interventions is ensuring that children and families are given the opportunity to build resilience, develop mental and emotional strength to cope with the impact of Covid 19.

A trauma recovery plan has been in place to support for children families and schools. A separate report has been issued to this committee.

Enhanced virtual support had been put in place during lock down for those who have been identified as requiring more than access to an appropriate digital curriculum with socially distanced home visits and daily phone contact

Children with additional support needs have been supported to ensure that there is an effective transition back into school

The good practice developed during the Pandemic has enabled a more agile response to emerging needs.

#### 5.0 **Strategy in response to Covid 19**

Detail of progress on each individual intervention is contained within the full report. (Appendix 1) and a highlight summary is shown below. The adaptations that were made to individual workstreams are detailed in red within the report.

At the start of “Lockdown” all Year 5 work streams within the Attainment Challenge Programme Plan were reviewed and adapted to take into account the initial impact of Scottish Government measures and then consider the use and implementation of the Strategic Framework for the Re-opening of Schools, Early Learning and Childcare Provision (May 2020).

Intervention	Lockdown Progress Update
Holistic Wellbeing and Listening Service	All Well-being Workers transitioned to on-line support, telephone consultations and In Hub support for the targeted children and young people.
FLIC 1400 (Family Learning in Clackmannanshire/ Columba 1400)	The FLIC 1400 programme continued to engage with registered families and identified a further 516 families who required support. Families were assigned a Key Worker to provide advice and support with access to on-line classrooms, outdoor activities and active learning programmes.
Equitable Literacy	Five schools from Clackmannanshire engaged in a Reading Schools Accreditation pilot in partnership with Scottish Book Trust.
Numeracy	Focussed time for the development of weekly planning formats and Numeracy and Maths support documents for all school provisions.
TALK Clacks NHS Speech and Language	Eight schools made direct contact with their Speech and Language Therapist seeking advice and support to deliver TALK Clacks interventions online and to maintain family engagement through video content, key messages and activities
Readiness for Learning(R4L)	<p>While R4L plans had to be adapted, pre-existing strands of the project were developed into online e-learning modules to offer more bespoke information relating to the pandemic.</p> <p>194 individual telephone consultations have taken place, providing help with remote learning and helping families to access social, emotional and mental health support.</p>
Vulnerable Childrens panel & Intensive Support Service	A newly formed multi-agency team from education, social work and third sector offered bespoke support for identified children/young people. 67 referrals were made with each referral having access to a comprehensive package of specialist support reflecting the priorities identified and ensuring that timely, needs led support was provided for our most vulnerable and

	at risk children , young people and families
Improving Outcomes Team	The Improving Outcomes Team all increased their focus on embedding the principles and practice within the Clackmannanshire Digital Strategy to include the enhanced use and access to digital platforms, and transformational pedagogy. This ensured that learning was planned effectively, was motivating and engaging, and was differentiated to maximise progress and close the attainment gap.
Early Intervention Team	All Early Intervention Workers developed bespoke virtual play- based activities to positively support children’s social/emotional, physical, cognitive, language, and literacy/numeracy skills during “lockdown” within their own settings.  All Early Intervention Team members continued to make at least weekly contact (via email, phone or socially distanced visits) with identified families to provide targeted and bespoke support.

5.1 The SAC progress is reported bi-monthly to the Towards Excellence and Equity group as part of ongoing governance.

**5.2 Next Steps**

As a result of the demands of Covid 19, establishments required additional time to submit Improvement and Pupil Equity Plans. These were submitted on October 9<sup>th</sup> and are now being cross referenced with ongoing SAC interventions to support children and families with Covid recovery.

**6.0 Sustainability Implications**

All individual programmes plans include sustainability and exit strategies. A ‘deep dive’ into each intervention is planned for November 2020 in order to further assess and amend our exit strategy.

## 7.0 Resource Implications

7.1 The details of the grant funding received from Scottish Government for the Scottish Attainment Challenge Programme and the actual spend are contained in *Appendix 2*.

## 8.0 Exempt Reports

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

## 9.0 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)

None

## 10.0 Equalities Impact

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

Yes  No

## 11.0 Legality

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

Yes  No

## 12.0 Appendices

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

Appendix 1 Scottish Attainment Challenge End of year Report

Appendix 2 Scottish Attainment Challenge Financial Report



### 13.0 Background Papers

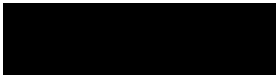
13.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

Yes  (please list the documents below) No

#### Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Cathy Quinn	Improving Outcomes Manager	2424

#### Approved by

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Chief Education Officer	



Local Authority	Clackmannanshire
Project Lead/Contact	Cathy Quinn

## END-YEAR Academic Report – March 2020 to July 2020

### Impact of Covid-19

Please provide a summary (up to 500 words) of the impact of Covid-19 on the delivery of your plans between March 2020 and June 2020. Please include an overview of how many interventions had to be paused or adjusted as a result to Covid-19 between March and June.

At the start of “Lockdown” all Year 5 work streams within the Programme Plan were reviewed to take into account the initial impact of Scottish Government measures and then consider the use and implementation of the Strategic Framework for the Re-opening of Schools, Early Learning and Childcare Provision (May 2020)

At the end of March 2020, all Attainment Challenge Leads met virtually to examine their interventions. They put in place plans to reflect adjustments and amendments and to continue, where possible, to provide coherence, equity, excellence and offer targeted support for our most vulnerable children and families. These plans were incorporated into the Local Phasing Plans and provided detailed SAC work stream operational information to ensure that progression in learning continued despite restrictions.

As almost all of the Programme Plans within establishments were paused. All Leads were redirected to support the delivery of a blended model of in-school and at-home learning, involving digital, independent and active learning. Consideration was given to the specific requirements of children and young people with additional support needs, areas of transition and families most in need of support.

The key focus included:

- Targeted curriculum/activity advice and resources for practitioners through virtual networks, Webinars, and Google/Team Meets
- Guidance for BGE and Senior Phase in relation to the delivery of 2020-2021 qualifications
- Engagement, consultation and signposting to partners and agencies to support a wider group of identified vulnerable children and families
- Continuing review of data, locality specific information, attainment analysis, development of surveys to target inputs and resources
- The collaborative design, development and creation FLIP Clacks (Family Learning in Partnership) in April 2020 -an on-line platform of curriculum learning, resources and activities continues to provide support for parents/carers, through Learning Zones, age and stage specific. <https://flipclacks.org/>
- Engagement in Authority and Education Services digital platforms -Facebook, Twitter

To ensure that there was the continued provision of vital services , childcare places for our Category 1 workers and support for our most vulnerable children and families, Clackmannanshire established 3 Learning Community Hubs. All Leads developed activities and experiences and were timetabled to provide input across the 3 authority provisions.

An immediate increase in health and well-being concerns being identified , led to the creation of a partnership Vulnerable Children's Panel responding to emergency requests for support . Led by Educational Psychology and in partnership with Well-being Scotland (Holistic Well-being and Listening Service),a multi- agency ,whole systems approach, provided bespoke packages of support ensuring that the identified needs and well-being of children and families were addressed.

While all interventions within the Year 5 Plan have been adapted , there is a recognition that the continuing pandemic may require a new response and requirements as some children and young people may have developed needs that were not apparent prior to “lockdown” .Plans moving forward will need to consider the additional support required to address the impact of interrupted learning and disconnection from school as well as additional support required for practitioners. This will ensure that there continues to be a focus on closing the attainment gap.

Given the challenges presented by Covid-19 and the resultant school closures from 23 March, we do not anticipate that all activities planned for the delivery of Challenge Authority plans will have been undertaken as planned. As a result we ask that:

- Where there is no progress to report in addition to that detailed in the mid-academic year report submitted in March 2020, please simply note that in the below template in the “end year” sections with something to the effect of “not progressed”.
- Where a planned activity has been delivered, adjusted or paused, please provide detail of that in the “end year” sections.

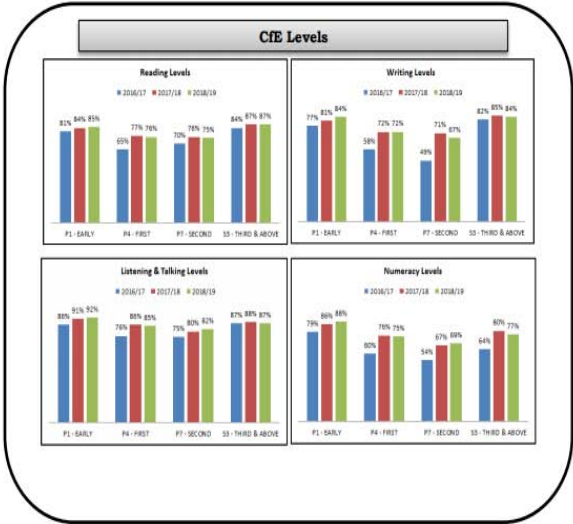
### Overall progress towards long-term outcomes and reflections

Long-term outcomes	<p><i>The long-term outcomes of the Attainment Scotland Fund are to:</i></p> <ol style="list-style-type: none"> <li><i>a. Improve literacy and numeracy attainment</i></li> <li><i>b. Improve health and wellbeing</i></li> <li><i>c. Close the attainment gap between pupils from the most and least deprived areas.</i></li> </ol> <p><b>What evidence are you collecting to measure these long-term outcomes in your authority? Please specify the type of evidence you are collecting.</b></p> <p><b>End-year:</b> <i>(no update required if covered by the mid-year report detail below). The following graphics give an overview of progress and highlight the challenges in gathering data and information during Covid required to evidence the impact of progress towards our long-term outcomes.</i></p>
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**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.

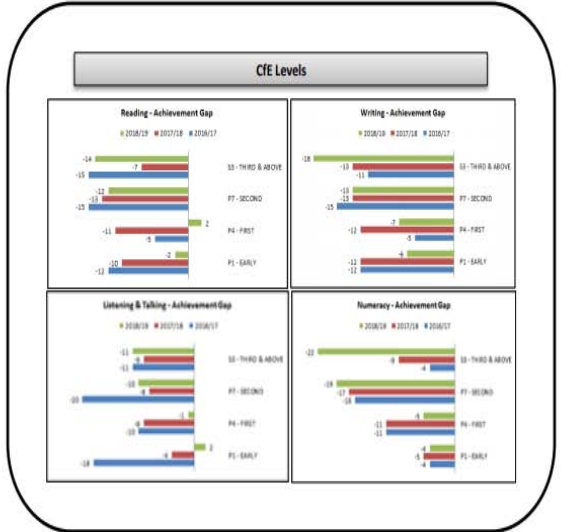


- Over the three year period illustrated above, at Early Level, the authority was improving in all four curricular areas with the rate being higher than the Scottish average in 2018/19.
- At First Level, the achievement rate remained similar to the previous year in 2018/19 with the rate also being similar 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 pupils achievement levels with predictions submitted in

**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.



- 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 pupils achievement levels with predictions submitted in December proving to be unreliable due to the assessment and moderation process.

Mid-year:

CORE

Pre / post Teacher Professional Judgement

Pre / post pupil surveys

School data

Attainment data-SNSA,NGRT

Attendance data

Exclusion data

INTERVENTION SPECIFIC

- GIRFEC Wellbeing Web
- CORE Wellbeing Tool ( Wellbeing Scotland)
- Adapted Leuven's Scores
- Parental Engagement
- Behaviour Rating Index of Executive Function Skills (BRIEF2)

**What did this evidence show so far? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available at this stage in the year, just leave blank.**

**End-year: (no update required if covered by the mid-year report detail below). The following graphics give an overview of progress and highlight the challenges in gathering data and information during Covid**

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%	80.2%
P4 Reading	58.7%	58.1%
P4 Writing	62.4%	57.8%
P7 Numeracy	71.2%	73.8%
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 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%.

- 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.

Can you share any learning on what has worked well in your overall strategy to achieve impact?

**End-year:** (no update required if covered by the mid-year report detail below).  
 The following graphics give an overview of progress and highlight the challenges in gathering data and information during Covid

**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

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)

- The support and approaches provided by the Attainment Leads have guided the development of Individual School Recovery Plans and act as School Improvement Plans for the coming session
- The flexibility, responsiveness and agility of the Leads working across the Scottish Attainment Challenge Programme is allowing them to respond to changes in children and family needs

following “lockdown”.

- The Vulnerable Children's Panel and Intensive Support Service have built a stronger continuum of provision for children, young people and families impacted by the Covid 19 Pandemic.
- A greater focus on Health and Wellbeing across all Attainment Challenge interventions is ensuring that children and families are given the opportunity to build resilience, develop mental and emotional strength to cope with the impact of Covid 19.
- Enhanced virtual support has been put in place for those who have been identified as requiring more than access to an appropriate digital curriculum with socially distanced home visits and daily phone contact
- Children with additional support needs have been supported to ensure that there is an effective transition back into school
- The good practice developed during the Pandemic has enabled a more agile response to emerging needs.

## **WORK STREAMS – HIGHLIGHTS AND CHALLENGES**

### **WORK STREAMS – HIGHLIGHTS AND CHALLENGES**

#### **Families and Communities/Health and Wellbeing**

1. Holistic Wellbeing and Listening Service
2. Family Learning in Clackmannanshire FLIC 1400

**Slippage from plans:** *Please comment on slippage from your original plans for implementing activities in the year 2019/20*

**End-year:**

#### **1.Holistic Well-being and Listening Service**

At “Lockdown”, all Well-being Workers transitioned to on-line support and telephone consultations for the targeted children and young people within their establishments. From March – June 2020, 3 Well-being Workers provided additional regular home visits( within the Scottish Government Covid Guidelines on social distancing) to targeted families ,including those identified through the Vulnerable Children's Panel to provide bespoke mental and emotional support. With agreement from Well-being Scotland, 7/9 Well-being Workers were timetabled to work within the Authority Hubs from March-June 2020 to provide both wider holistic support and 1-1 inputs for our most vulnerable children and families.

#### **2.Family Learning in Clackmannanshire (FLIC 1400)**

The FLIC 1400 programmes were reviewed to provide a blended learning model targeted at supporting the challenges parents/carers were identifying in taking on the role of facilitating learning for their children and wider mental and emotional well-being concerns.



The FLIC 1400 programme continued to engage with 57 registered families and identified a further 516 families who required support. Each family was assigned a Key Worker to provide advice and support with access to on-line classrooms, outdoor activities and active learning programmes. From March-June 2020 these included:

- Family learning activities
- Virtual family learning group work
- Virtual learning support for parents/carers e.g. literacy, numeracy, online virtual learning, health and well-being
- A forum for parents/carers and families to share experiences, seek advice and just link in with others
- Family face to face sessions in local parks, communities
- Links with wider community support e.g. food, money advice, well-being, resources etc.

**Reflections on progress to date:** *Can you share any learning on what has worked well in implementing this initiative during 2019/20? Please highlight any quantitative data, people's views or direct observations that have informed your evaluation of*

**End-year:** *(no update required if covered by the mid-year report detail below).*

#### **1.Holistic Well-being and Listening Service**

A revised Partnership Guidance document was developed and a clear mechanism put in place to outline the tiered roles and responsibilities of the Well-being Workers funded by SAC to align with those funded by PEF and through additional Scottish Government funding. This is providing both clarity and a more joined up approach with timely and focussed interventions from Well-being Workers for pupils remotely, or for direct support for pupils already in the Hubs.

#### **2.Family Learning in Clackmannanshire (FLIC 1400)**

All CLD/Development Workers were redeployed to support the Covid 19 response in communities and across the 3 Hubs .

Targeted support was provided to deliver fresh produce and food parcels to 400 families during the initial phases of "lockdown". Feedback indicated that families appreciated the social support and in some cases reduced tension.

The FLIC 1400 model was able to provide over 500 families with access to community resources, practical help, group activities to support positive behavioural and attitudinal change.

Engagement with Third Sector and other partner organisations continues to build on the most effective approaches and ensures sustainability.

Plans are in place to build on the successes of the Family Learning programmes and find creative solutions moving forward to ensure engagement with families continues

## **Improving Pedagogy and Practice/Learning and Teaching**

1. Improving Reading :Equitable Literacy Programme
2. Numeracy
3. TALK Clacks
4. Readiness for Learning (R4L)
5. Improving Outcomes Curriculum Team
6. Early Intervention Team
7. CCPE
8. Pedagogy Programme with Tapestry

**Activities: *Please comment on progress in implementing / impact of your planned activities in the year 2019/20***

**End-year:** *(no update required if covered by the mid-year report detail below).*

### **1.Improving Reading: Equitable Literacy Programme**

Five schools from Clackmannanshire engaged in a Reading Schools Accreditation pilot in partnership with Scottish Book Trust. The approach has identified a number of targeted interventions helping specific learners to close the literacy gap and practitioners to develop knowledge and understanding of research and pedagogy related to developing positive reading attitudes and motivation.

Three schools were supported to successfully gain a School Library Improvement Fund to further develop their school libraries and have started to develop a detailed rationale and innovative plan for implementation to widen the cultural and social capital across their schools.

FLIP Clacks and Twitter were used to promote literacy experiences at home and this included a collection of picture books that were used as a vehicle to engage learners. Feedback indicates that these resources were accessed regularly during school closures.

The Staff Book Club moved to a virtual platform and has encouraged practitioners to use a wider range of books. Reading lists link directly with current priorities in Clackmannanshire and also with feedback from Literacy Leads. Text centred planners have been created to be used by all staff members to ensure that the focus on closing the literacy gap remains a priority.

Virtual CLPL opportunities have been well attended and some addition training for Learning Assistants trialled in one school as a result of survey feedback. This is allowing the theory, pedagogy and principles of Equitable Literacy to be shared and understood more widely with , Clackmannanshire's journey in relation to Equitable Literacy articulated at all levels.

### **2.Numeracy**

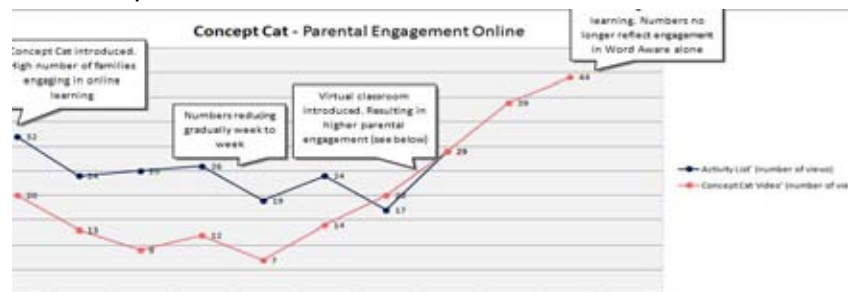
As a result of "Lockdown" there has been focussed time for the development of weekly planning formats and Numeracy and Maths support documents for all school provisions. The resource ensures that a consistent approach across all stages and all schools that can be adapted for use within each establishments context. Feedback from practitioners has been positive and has provided access to a wider range of activities and methodologies for use across Goggle Classroom.

### 3.TALK CLACKS

Speech and Language Therapy has taken the opportunity to bring forward a service redesign with a model of whole service delivery offering support closer to placements and communities, and with one key therapist per placement. This is allowing for an increased reach within the Speech and Language foundational offer provided to all schools in Clackmannanshire

During “lockdown” eight schools made direct contact with their therapist seeking advice and support to deliver TALK Clacks interventions online and to maintain family engagement with SLT through video content, key messages and activities

One placement was proactive in using social media and Dojo as a platform for sharing the ‘word aware’ approach to develop vocabulary and of tracking their own data on this. The development of “Concept Cat” provided virtual activities and adventures to further children’s learning around new concepts and reinforce previous learning. This approach will be shared widely at the start of the new academic year.



### 4.Readiness for Learning

While R4L plans had to be adapted, pre-existing strands of the project were developed into online e-learning modules to offer more bespoke information relating to the pandemic.

Training activities have been amended to include more multi-sensory activities with digital platforms continuing to offer ongoing consultation to schools. Evaluations completed on 478 of the new COVID-specific modules are consistently given an average rating of 5/6 for usefulness, with qualitative feedback suggesting that the information has been highly relevant in supporting staff to think about how to plan for learners returning to the classroom.

194 individual telephone consultations have taken place, providing help with remote learning and helping families to access social, emotional and mental health support.

Sharing practice through external events, podcasts and webinars has allowed school staff to share their experiences both in and out of Clackmannanshire, helping them to develop their confidence in articulating what is making a difference to learners and why.

An authority-wide online mental health and wellbeing survey, based on the Strengths and Difficulties Questionnaire (SDQ) for primary/secondary and the Brief Early Skills and Support Index (BESSI) for pre-school was created and implemented to capture the impact of the trauma recovery planning and interventions put in place by our schools, as well as to identify specific pupils who may require targeted support. This was completed by 14 establishments to evidence the initial impact of Covid 19 on children and young people's well-being. Evidence and data from this is being used to provide enhanced provision for most vulnerable children and families and for inform future

planning.

The Intensive Support Service (a multi-agency team of education, social work and third sector) continued to offer bespoke support for identified children/young people. 67 referrals were made with each referral having access to a comprehensive package of specialist support reflecting the priorities identified and ensuring that timely, needs led support was provided for our most vulnerable and at risk children, young people and families.

### **5.Improving Outcomes Team**

The Improving Outcomes Team all increased their focus on embedding the principles and practice within the Clackmannanshire Digital Strategy to include the enhanced use and access to digital platforms, and transformational pedagogy. This ensured that learning was planned effectively, was motivating and engaging, and was differentiated to maximise progress and close the attainment gap.

Support, facilitation, Professional Learning and bespoke inputs in the use of digital skills and technology were provided for all Class Teachers to meet targeted and highlighted need and further develop a Clackmannanshire understanding of “blended learning” across whole school communities

A Virtual Curriculum Network was established with Curriculum, Attainment Leads and across the RIC providing collaborative support for design, implementation and evaluation of Recovery/Re-opening Plans

The FLIP, digital learning platform continued to provide curriculum resources, videos and learning activities for children, parents and carers to access “anytime” learning. Initial analytics indicate that 4,500 users accessed the FLIP site in April to use the activities to support learning from home.

### **6.Early Intervention Team**

All Early Intervention Workers developed bespoke virtual play-based activities to positively support children’s social/emotional, physical, cognitive, language, and literacy/numeracy skills during “lockdown” within their own settings. These were shared via Google Classroom and Class Dojo to ensure that there was a continued focus on removing barriers to learning caused by the impact of Covid 19

All Early Intervention Team members have continued to make at least weekly contact (via email, phone or socially distanced visits) with identified families to provide targeted and bespoke support.

### **7.CCPE**

The School Based Curricular Development (SBCD) through Critical Collaborative Professional Enquiry (SBCD) supported three Secondary School CCPE to complete their Conceptual Framework-a basis for their project during March 2020. All short term targets were achieved with secondary schools setting up their CCPE groups to begin planning their Conceptual Framework.

### **8.Pedagogy with Tapestry**

All educational establishments Teacher Led Community (TLC) Leaders completed 7/7 planned

sessions for 2019-2020

100% of TLC Leads completed peer lesson observations to support pedagogy and practice prior to “lockdown” and recorded this in their Professional Logs. 100% of applicants who applied for GTC Recognition have been successful.

**Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2019/20***

**End-year:** *(no update required if covered by the mid-year report detail below).*

**1. Equitable Literacy**

Progress in the development of the use of Fundamentals to provide an effective learning mix was disrupted in March when schools closed. While it has been possible to promote reading for enjoyment at home through the use of digital and virtual platforms, planned actions to support running records and coaching have not progressed.

Literacy Lead sessions have been moved to an on-line platform with the content structure tweaked to allow for greater feedback and discussion time. Virtual Lead meetings have been well attended but reduced due to staff competing demands.

**2. Numeracy**

Maths Recovery Training was delivered to 19 of our Support for Learning Teachers and Learning Assistants in March. Prior to “lockdown”, all were implementing key interventions with targeted children in their establishments but this has stopped. Due to the changes in prioritised need, planning has taken place to ensure that there is a revision of key concepts in the new academic year and review of the identified, participating children.

Virtual CLPL was trialled during April and May 2020 but feedback indicated that this approach was not successful due to the inability to use and discuss concrete materials.

Targeted school support and in class support through modelling and team-teaching approaches had to be adjusted. Support was ongoing through dialogue and sharing resources digitally.

**3. TALK CLACKS**

As a result of COVID-19, the NHS was put on an emergency footing by the Scottish Government, which impacted on Speech and Language Therapy’s capacity to continue to deliver on SAC-specific plans and outcomes

Most strands of TALK Clacks had to be paused including:

- delivery of language interventions and collection of data to measure their success
- plans for further developing visual and spoken communication environments
- family learning events; workforce development through training and coaching/modelling

In addition, formal assessments, which have been completed annually to measure changes to children’s vocabulary and spoken language, were unable to go ahead as planned.

#### **4.Readiness for Learning**

The data/evaluation strand had to be revised as practitioners were not in a position to complete assessments.

While face-to-face supports to schools were paused, this time was devoted to online consultation sessions regarding staff well-being, 'bite sized' CLPL sessions, and more direct contact with parents through a telephone consultation service.

The Intensive Therapeutic Service (ITS) was able to continue with a reduced capacity and providing new ways of working. Sessions were offered as a mixture of telephone support or face-to-face sessions within Hub provision. Protocols were adapted to take account of social distancing regulations.

Live online sessions were not well attended during June – reasons for this included too much content being made available at the same time, and the timing.

#### **5.Improving Outcomes Team**

All inputs and supports provided by the team during “lockdown” have had to consider the wider implications and measures of Covid, be responsive to the needs of practitioners and to align with the local and national priorities. This has impacted on the teams ability to continue with plans and gather evidence of

- impact-outcomes and measures
- professional empowerment
- planned partnerships engagement
- capacity building

to raise attainment and achieve equity.

#### **6.Early Intervention Team**

Data capture and tracking of pupils progress and achievement has not advanced .

Some aspects of Theraplay have been adapted to be available on a digital platform .Family support to improve home school links and provide practical support for learning at home has taken a priority.

#### **7. CCPE**

Implementation of the planned Conceptual Frameworks in school have been paused due to closures. Discussions have taken place regarding how the programme will proceed using a digital platform in the new academic session once children and young people return.

#### **8.Improving Pedagogy with Tapestry**

The Course content was completed prior to “lockdown” with all participants completing their modules .Implementation and facilitation of the key principles and practice has been paused.

#### Research and Evaluation

**Activities: *Please comment on progress in implementing/ impact of your planned activities in the year 2019/20***

**End-year: *(no update required if covered by the mid-year report detail below).***

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.

The targeted planning that took place in January/February 2020 has been adjusted to take into account the impact of “lockdown”

While the research within FLIC1400 family learning has continued virtually ,the planned family engagement via digital platforms and socially distanced home visits has been limited and the planned local community development and educational innovation has not progressed.

Additional phases of research will be implemented as restrictions of Covid 19 are lifted with a final report delayed until February 2021. Ongoing reporting on the development and progress of interventions is anticipated in order to maximise the usefulness of the process and to further inform the exit strategy for the Attainment Challenge.

**Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2019/20***

Mid-year:

#### **8.Research and Evaluation**

Despite the restrictions of “lockdown” some virtual interviews have been undertaken to review practitioner engagement and collation of evidence to underpin decisions about improving practice and reviewing health and well-being improvement priorities.

This is being aligned to school level data as well as bespoke local data sets, to strengthen our collective understanding of where success is being achieved for children and young people affected by poverty .





## Scottish Attainment Challenge Challenge Authorities Programme 2020/21

### Mid financial year update 2020/21 and update on revisions to 2020/21 plans in response to Covid-19.

We know that plans will have been significantly impacted by Covid-19 and the resultant school closures. To allow Local Authorities to respond swiftly to changing circumstances the change request process has been suspended. As we reach the mid-point on the financial year, it is important that there is clarity on how the funding has been redirected.

We therefore ask that:

- you provide a detailed update on spend against the overall allocation and the forecast total spend (resource and staff) to March 2020 (table 2); and
- in table 3 you provide a detailed update on FTE in-post and planned FTE and the associated costs.

The total amount of expenditure across the interventions / workstreams should align with the total claim submitted in the combined quarter 1 and quarter 2 grant claim (schedule 2) to be submitted alongside this document.

Table 1 shows the breakdown of spend assigned to your planned workstreams in your agreed 2020/21 plan and aligns with the detail in the grant letter.

Original Allocation:  
Early Intervention Team £319,428  
Columba 1400 NIL

Please state your local authority and the name of the Project Lead.

Local Authority	Clackmannanshire
Project Lead/Contact	

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## Part 1.

### Mid-Year – Financial update

Not that this is a mid-financial year update, so the timeframe is **April 2020 – September 2020**.

**Table 1: Breakdown of workstreams in plan submitted in February/March 2020 (do not edit)**

Planned Workstreams	Allocation
Families & Communities/ Health & Wellbeing	£228,129
Improving Pedagogy & Practice / Learning & Teaching	£1,303,629
Research & Evaluation	£40,000
Staff costs: £1,523,050	Non-staff costs: £48,771
<b>Authority Total 2020/21</b>	<b>£1,571,821</b>

Original Allocation:  
Early Intervention Team £319,428  
Columba 1400 NIL

**Table 2: Revised breakdown of workstreams in line with detail to be submitted below**

Planned Workstreams	Allocation	Combined Q1 & Q2 Claim	Forecast total spend to March 2021
Hollistic Wellbeing and Listening Service	£128,000	£58,666.00	£128,000
FLIC 1400	£100,129	£31,886.19	£100,129
Improving Outcomes Curriculum Team	£747,197	£321,494.29	£728,920
R4L and Intensive Therapy Service	£143,921	£34,889.80	£108,436
Early Intervention Team	£229,428	£146,195.74	£273,190
TALK Clacks	£73,146	£40,406.51	£73,146
Equitable Literacy	£20,000	0	£30,000
Columba 1400	£90,000	0	£90,000
Research and Evaluation	£40,000	0	£40,000
<b>Authority Total 2020/21</b>	<b>£1,571,821</b>	<b>£633,538.53</b>	<b>£1,571,821</b>

**Table 3: staffing breakdown**

Planned Staffing Breakdown	FTE planned	FTE in post	Planned Spend	Spend to date	Forecast total spend to March 2021
CLD Worker	1.0	0.92	£32,650	£16,217.49	£32,650
Family Development Worker	2.0	1.0	£55,680	£14,953.08	£55,680
Improving Outcomes PTs	7.0	8.0	£463,021	£201,342.99	£473,568
SAC Lead	1.0	1.0	£90,486	£45,071.40	£90,143
Curriculum Lead	1.0	0.8	£50,000	£7,600.00	£27,400
Improvement Analyst	1.0	1.0	£50,992	£25,425.36	£50,851
Engagement Officer	1.0	1.0	£49,846	£24,287.48	£48,520
Business/Admin Support	1.0	1.0	£31,750	£15,848.52	£31,697
Finance Support	0.2	0.2	£6,602	£1,774.54	£6,599
Educational Psychologist	1.6	1.0	£111,950	£31,579.80	£76,465
Early Intervention Team	9.1	7.63	£228,928	£146,195.74	£273,190
Speech & Language	1.4	1.4	£73,146	£40,406.51	£73,146
Equitable Literacy Stathclyde	0.5	0.5	£20,000	0	£30,000
R&E Strathclyde	1.0	1.0	£40,000	0	£40,000
Wellbeing Scotland	2.7	2.7	£128,000	£58,666.00	£128,000
<b>Staff Total 2020/21</b>	<b>31.5</b>	<b>29.15</b>	<b>£1,433,051</b>	<b>£629,368.91</b>	<b>£1,437,909</b>

Original Allocation:

Early Intervention Team £319,428

Columba 1400 NIL

Original Allocation:  
Early Intervention Team £319,428  
Columba 1400 NIL

**CLACKMANNANSHIRE COUNCIL**

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**Report to: Clackmannanshire Council**

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**Date of Meeting: 26<sup>th</sup> November 2020**

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**Subject: Update on Expansion of Early Learning and Childcare (ELC)  
Clackmannanshire Council Delivery Plan 2017**

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**Report by: Lynda McDonald, Improving Outcomes Manager**

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## **1.0 Purpose**

This paper provides an update on the progress of work that has taken place to deliver Clackmannanshire's ELC Expansion Plan 2017.

## **2.0 Recommendations**

2.1 It is recommended that the Council

- Notes the progress that has been made relating to the expansion of the ELC provision to 1140 hours for 100% of 3-5 year olds, eligible 2 year olds in Clackmannanshire, and comment on current status.

## **3.0 Background**

The Early Learning and Childcare (ELC) Expansion plans for Clackmannanshire were originally submitted to Council on 9/11/17. Since then updates have been provided at People Committee meetings on 30/8/18, 14/3/19 and 10/1/20.

### **3.1 Progress of ELC Expansion Plan towards 1140 hours**

Scottish Government announced on 30<sup>th</sup> March 2020 that due to COVID 19, the planned introduction of 1140 hours ELC provision would be delayed and the statutory requirement would remain as 600 hours. The expansion to 1140 hours increases a child's term time entitlement from 15 hours and 50 minutes per week to 30 hours per week, which requires the service to almost double capacity.

The most recent Scottish Government ELC National Delivery Progress Report, collected by the Improvement Service from all councils demonstrated that 61% of children were accessing 1140 hours nationally. In Clackmannanshire, 100% of eligible children are accessing 1140 hours in local authority ELCs and partner providers, this has been possible due to the

readiness of infrastructure and recruitment processes. The approach taken offers families the flexibility to take up the provision of 1140 hours at an ELC of their choice.

### **3.1.1. Phase 1 – January 2018**

Coalsnaughton ELC - term time for 30 children aged 2-5.

### **3.1.2 Phase 2 – August 2019**

Sauchie ELC - term time or full year options for 103 children aged 2-5.

Tulach ELC - term time or full year options for 140 children aged 2-5.

Banchory ELC - term time for 50 children aged 2-5.

St. Serf's ELC - term time for 74 children aged 2-5.

### **3.1.3 Phase 3 - October 2019**

Clackmannan ELC - term time for 94 children aged 2-5.

### **3.1.4 Phase 4 - January 2020**

Craigbank ELC - term time for 48 children aged 2-5.

Menstrie ELC – term time or full year options for 107 children aged 2-5.

### **3.1.5 Phase 5 – August 2020**

Alva ELC – term time for 74 children aged 2-5.

Tillicoultry ELC – term time for 80 children aged 2-5.

Strathdevon ELC – term time for 48 children aged 2-5.

Redwell ELC – term time for 80 children aged 3-5.

Sunnyside ELC – term time for 80 children aged 2-5.

The planned extension to Park ELC has been delayed due to COVID and the existing ELC building continues to be used. In order to meet the service demands of 1140 hours in the absence of the extension, Park ELC is operating an extended day between 8am and 6pm. This short term contingency restricts the session choices for families and therefore does not provide flexible ELC for families who require childcare for work, training or through vulnerability.

Following the emergency closure of the ABC building on health and safety grounds, all children have been accommodated in Clackmannanshire ELCs or Partner Providers. Staff have been temporarily relocated to Park ELC and other Clackmannanshire ELCs.

On the 26<sup>th</sup> September the council took the decision to undertake a consultation in terms of the Schools (Consultation) (Scotland) Act 2010 (the 2010 Act) for ABC nursery with a proposal to close the Nursery permanently.

Taken with the current capacity of 70 at Park ELC, the immediate shortfall of 44 places due to the delay of the Park extension, the temporary loss of 67 places at ABC, and the continued demand for places from housebuilding, additional ELC provision can be met with the completion of the Park extension for sole use by ELC.

The 5 partner provider nurseries are all delivering 1140 hours of ELC. Together they have a current capacity of 200 across the age range 2-5.

### **3.1.6 Phase 6 – October 2020**

#### **Redwell ELC**

A variation has been provisionally approved by the Care Inspectorate to increase Redwell ELC to 96 with the addition of an outdoor ELC. This will provide 16 additional spaces in the Alloa area. The outdoor ELC will make use of the extensive grounds within Redwell Primary School. A Depute Head of the ELC class has been appointed to support the increased capacity and outdoor provision.

### **3.2 Next Phase**

#### **Muckhart PS**

Consideration continues to be given to developing an outdoor ELC at Muckhart PS. A questionnaire has been created and will be shared with the community to determine potential demand; this is in response to the opening of a private outdoor provision in a neighbouring village.

The option of an outdoor ELC would extend choice for the families and children of Clackmannanshire.

#### **Expansion of School Meal Provision**

All children in Clackmannanshire receive a lunch as part of the 1140 hours provision. Work has been undertaken across the estate to ensure that there are facilities to offer all children a hot lunch in all establishments with the exception of Park ELC at this time. Hot lunch roll out has been delayed by restrictions associated with COVID. Catering and Education services will continue to meet with the NHS Dietician service to ensure that the nutritional value of the food being offered meets the required nutritional value and appeals to younger children.

### **3.3 Workforce Expansion**

Additional staff have been recruited to fill all current vacancies for the ELC expansion. A further 10 FTE vacancies will become available in January 2021 with a new intake of children and this will conclude the recruitment for the 1140 expansion. There was an intake of 10 Trainees for the two year course / work placement for the fourth consecutive year in August 2020. Clacks Academy was established to provide workforce expansion for 1140 hours, and now this has been achieved there will be no further trainee recruitment.

### **3.4 Partner Nursery and Childminder Provision of Children**

- 3.4.1 The contract for partner nurseries was renewed 1<sup>st</sup> August 2019. The ELC team worked with Scotland Excel and the Council's procurement team to ensure the new ELC standards and Funding Follows the Child requirements were being met along with procurement standards. There are currently 5 private ELCs and 13 childminders in partnership with Clackmannanshire Council.
- 3.4.3 Clackmannanshire Council's website informs families that children can take up the entitled 1140 hours where there is availability with partner providers and childminders.
- 3.4.4 The 'provider neutral' Funding Follows the Child approach has been delayed alongside the national roll out of the 1140 hours entitlement which was scheduled for August 2020. No firm date has yet been provided by Scottish Government. However when in statute, the approach will be underpinned by a National Standard which all providers including council, private or third sector delivering the funded hours will have to meet.
- 3.4.5 It gives choice to parents' and carers', enabling them to access their child's funded entitlement from any provider that meets the new National Standard, has a place available and is willing to enter into a contract with their local authority.
- 3.4.6 Under a 'provider neutral' approach, it is essential that provision is financially sustainable in order that providers across all sectors are willing and able to deliver the funded hours. In 2020, the rate paid to partners increased to £5.31 per hour for children aged 2 to 5 years old. The rate will continue to be monitored and increased to ensure sustainability. From August 2020 all children in a partner private ELC or with a childminder, who receive a funded place over lunchtime, may receive a free lunch. These lunches will be prepared by the provider and a payment of £3.00 a day will be made to cover the cost. Where children are in blended care and split their time during a day with a childminder and a council ELC a decision will be made as to who provides lunch. Until a new date for 1140 hours implementation is announced the provision of lunches is at the discretion of the provider.



## **4.0 Implications**

The approved Expansion Plan continues to be developed and reviewed in recognition of the relevant statutory guidance that has been issued in relation to the early years learning and childcare duties within the Children and Young People (Scotland) Act 2014.

## **5.0 Risk**

The key risks associated with this project are:

- Any further delay in the infrastructure expansion project at Park ELC and the implications for contingency arrangements and budget.

## **6.0 Equalities**

Where it was possible to do so, the deprivation rankings were used as a basis to prioritise ELC expansion plans. This demonstrates a clear commitment to reduce inequalities and improve outcomes in a targeted manner.

## **7.0 Financial Implications**

The Council currently receives £4.523million of Revenue funding to support delivery of the expansion and has received £4.98million of Capital funding which has contributed to the creation of the new nurseries in Tullibody, Menstrie, Sauchie and will also contribute to the new nursery at Park in Alloa.

## **8.0 Sustainability Implications**

There are no impacts on carbon, adaptation to climate change or sustainable development arising directly from this report. These matters are considered as part of the planning, design development and implementation of each individual project involved in the development of the ELC estate.

## **9.0 Resource Implications**

Scottish Government has provided additional revenue and capital funding to respond to the necessity to deliver additional capacity across the estate as a result of requirements related to the children and Young People (Scotland) Act 2014.

## **10.0 Exempt Reports**

Is the report exempt? NO

## **11.0 Declarations**

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

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

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.

## 12.0 Equalities Impact

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

N/A

## 13.0 Legality

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

Yes.

## 14.0 Appendices

None

## 15.0 Background Papers

Expansion of Early Learning and Childcare Clackmannanshire Council Delivery Plan 2017

[Expansion of Early Learning and Childcare](#)

[Update to Expansion of Early Learning and Childcare Clackmannanshire Council Delivery Plan 2017 - March 2019](#)

[A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland - 2017–18 Action Plan](#)

[A Blueprint for 2020: Early Learning and Childcare Expansion Planning Guidance for Local Authorities](#)

[A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland – Next Steps - Analysis Report](#)

[A Blueprint for 2020: Expansion of Early Learning and Childcare Consultation](#)

[The Skills Investment Plan Prospectus](#)

[Additional Graduate Commitment](#)

[Rapid evidence review: Childcare quality & children's outcomes - Publications - NHS Health Scotland](#)


[Expansion of Early Learning and Childcare Clackmannanshire Council Delivery Plan 2017](#)

[Learning Estate: Progress Report](#)

**Author(s)**

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Lynda McDonald	Improving Outcomes Manager	2423

**Approved by**

<b>NAME</b>	<b>DESIGNATION</b>	<b>SIGNATURE</b>
Lorraine Sanda	Chief Education Officer	



**CLACKMANNANSHIRE COUNCIL**

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**Report to People's Committee**

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**Date of Meeting: 26<sup>th</sup> November 2020**

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**Subject: The Promise**

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**Report by: Fiona Duncan, Chief Social Work Officer**

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**1.0 Purpose**

The purpose of this report is to provide a comprehensive summary of the Independent Care Review (ICR) and the seven output reports contained within The Promise. The Care Review was one of the most substantial, ambitious, and necessary reviews in the history of the Scottish Parliament with cross party support. The CR and The Promise delivered a powerfully simple message: care must have love and nurture at its heart. Keeping The Promise will mean all children will grow up loved, safe and respected so they can realise their full potential.

This report highlights the strong foundations that Clackmannanshire has to build on The Promise and the critical Next Steps. Finally, The Promise asks that we begin to set out our 'honest assessment' of where we are now and what we need to do to transform the local 'care system' to ensure that Clackmannanshire 'Keeps The Promise'.

**2.0 Recommendations**

It is recommended that the People Committee:

- 2.1.** Notes the findings of the Independent Care Review and the seven output reports.
- 2.2.** Notes the detail of The Plan including the first key priority to have in place holistic universal and targeted family support to ensure the highest priority of early intervention and prevention
- 2.3.** Note that Scottish Government have committed to £4 million in funding to the Promise Partnership Fund to help scale up holistic family support
- 2.4.** Approve the pledge to 'Keep The Promise' in Clackmannanshire Council.
- 2.5.** Note the reflections and strengths detailing the existing strong foundations in Clackmannanshire to align and build on the work of The Promise

- 2.6. Note the critical work in *The Money and Follow The Money* that provides powerful evidence into the need to realign and move budgets ‘upstream’ by investing greater amounts into cross-cutting, collaborative early intervention, early help, prevention and family support to enable obsolescence of spend in crisis, acute and late intervention ‘downstream’, which can be devastating to children, families and communities throughout the lifespan and across generations
- 2.7. Note the challenges and the ‘honest assessment’ of where we are now, and the cross-cutting collaborative work we need to do, to achieve the aspirations of *The Promise*. This assessment and work going forward will be incorporated into the Strategic Director People’s plans for Redesign and Transformation.
- 2.8. The Deputy Convener of People, will convene a cross-party group to drive this area forward and ensure that Clackmannanshire “Keeps the Promise”.

### 3.0 Background

- 3.1 In October 2016, the First Minister made a commitment that Scotland would *‘come together and love its most vulnerable children to give them a childhood they deserve’*. She commissioned an independent root and branch review of the ‘care system’ - the Independent Care Review. From February 2017 until February 2020 the Care Review (CR) went to work and was ground-breaking in its approach given it was driven by those with lived experience of the care system; it was their ‘stories’ that guided the Care Review and their experiences have shaped everything it concluded.

The work of the CR culminated in the publication of 7 reports on the 5<sup>th</sup> of February 2020. These are:

- The Promise
- The Pinky Promise (for younger readers)
- The Plan
- The Money
- Follow the Money
- The Rules
- Thank You

- 3.2 There are fundamental human narratives embedded in the CR rooted in the ethnographic stories and voices of those with lived experience that we must grasp – no matter the challenges. These powerful messages are rooted in universal human needs, to be:

- Loved
- Belong
- Heard
- Ensuring Intervention ‘does no harm’
- Empowered

- Protecting human rights.
- Non-stigmatising

#### 4.0 The Promise

The main output of the CR is contained within The Promise. The Promise and other reports have come out of a programme of work guided by the voices of over 5,500 people - over half were children and young people with care experience. The work involved the curation and commissioning of research, and the development of a detailed understanding of the legislative, policy and practice environment.

For Scotland to support our children and young people to *grow up feeling loved, safe and respected so that they realise their full potential*, the Promise outlines the need for a redesign of the 'care system', including a fundamental shift in how decisions are made and money is spent in supporting Scotland's children and families.

#### 5.0 The 5 Foundations

The Promise sets out a vision and blueprint for transformational change. At the heart of The Promise are 5 Foundations, which provide clarity of vision, a shared purpose, and a clear direction. These are:

1. **Voice:** Children must be meaningfully heard and listened to in all decisions about their care.
2. **Family:** Where children are safe in their families and feel loved, they must stay
3. **Care:** Where living with their family is not possible, children must stay with their brothers and sisters when safe to do so
4. **People:** The children that Scotland cares for must be actively supported to develop relationships with people in the workforce and wider community.
5. **Scaffolding:** Children, families and the workforce must be supported by a system that is there when needed. The scaffolding of help, support and accountability must be ready and responsive when it is required.

#### 6.0 A Word about Risk

The Promise also makes an important but challenging point about risk. While we must always consider the immediate risk of harm to a child, we must also consider the risk that is created when we remove a child from their family. The risk then is that we may compound their trauma and make it harder for them to enjoy stable, loving, lasting relationships. Risk must also focus on the protection of family relationships, and, above all, allow children to enjoy the kind of childhoods that others take for granted.

## 7.0 Next Steps - The Plan

The Plan is split into three distinct phases over ten years – Bedding Down (2021-2024); Consolidation (2024-2027) and Continuous Improvement (2027 – 2030). The Plan will allow sufficient periods of innovation and implementation of new fit-for-purpose public services including tests, pilots and roll-out. A key message is that *‘organisations and institutions must radically rethink their underlying purpose and structures’*.

The Scottish Government (SG) has committed to take **three key early steps**:

- Firstly, to creating a structure that can facilitate the re-design of whole system approaches to care and support.
- Secondly, an Oversight Board is being established to hold us all to account,
- Thirdly, SG are also supporting the establishment of a dedicated, independent Promise Team, including investing £4 million in the Promise Partnership Fund that will help embed and scale-up holistic family support..

## 7.1 The Clackmannanshire Journey – Reflections, Strengths, Ambitions & Challenges

Clackmannanshire Children’s Services has been on its own journey to improve outcomes for children, families and communities for several years. We knew we had to make things better. We recognised the legacy in which we were bringing too many children into the ‘care system’ and placing children out of the area into foster care and residential care - often at a distance away from their families, schools, friends, GPs and local neighbourhoods. While clearly not intended, we often had no choice but to place our children in other authorities and communities in which they had no identity, connections or ties.

## 7.2 Reflections & Strengths

Despite the challenges, each year we have been carefully and incrementally making progress, as we sought to safely re-calibrate Clackmannanshire’s ‘care system’. For example:

- Strategically our high level Corporate Plan, LOIP and Be the Future Transformational Programme are well aligned to The Promise given strong strategic focus on empowering families and communities, improving health, while delivering sustainable public services by creating the conditions that ensures our community enjoy the benefits of greater prosperity and wellbeing.
- Our Children’s Services operationalisation of the Vision of Family 1<sup>st</sup> - to rebalance care to safely keep as many children and families together in Clackmannanshire community.
- We increased our Family Support offer by investing in third sector partnerships to build early help and prevention, layered with intensive family support



- We have been striving to develop a strong practice model across all of Children's Services that places restorative and relational-based foundations at the core of our practice.
- We are extremely focused on building on our Family Group Decision Making (FGDM) Team
- Kinship Care is growing
- Developing and supporting our workforce is paramount.

There is no doubt that Clackmannanshire has strong foundations to build on and 'Keep The Promise', but we recognise we have considerable cross cutting work to do with many stakeholders including, children and families, inter-agency partners and third sector partners across the whole Community Planning Partnership.

## **8.0 Ambitions & Challenges**

### **The Human & Economic Cost: Failure Demand – The Money & Follow the Money**

The Money and Follow the Money sets out very clearly the direct cost of supporting children in the care system. It is established that annually Scotland invests in the region of **£942** million in delivering the current 'care system' and **£198** million in universal services associated with the 'care system'. Additionally, it invests in the region of **£875** million in meeting the needs care experienced people have as a result of the 'care system' failing them, and, finally, Scotland loses in the region of **£732** million in lost income tax and national insurance as a result of care experienced people having lower incomes.

## **9.0 Planning & Moving Forward**

The Promise Team are actively asking Community Planning Partnerships to think about how they shall work collaboratively. Ideally, there is an expectation that Councils and Partnerships will join together to build collaborative networks across regions building momentum and movement across Scotland.

### **9.1 We are asked to consider what might 'Keeping the Promise' look like in our organisations. In Clackmannanshire, we are proposing that we:**

- Restate our commitment to The Promise and make a public commitment.
- Make internal statements to our staff teams and ask for their views..
- Listen to children and families on the edge of care to understand what they want our priorities to be.
- We will measure what counts to children and families with a focus on stability.
- We shall undertake an honest assessment of where we are now with this reflective paper forming the beginnings of that process.

- We will understand The Promise and map against The Plan.
- We are asked to pinpoint specific priorities that need to happen now while holding the broader landscape and planning in mind.

**9.2** We all have much to do in the People Directorate, across Clackmannanshire Council and with our Community Planning Partners to achieve our aspirations for our local community and to 'Keep the Promise'. A paper will go forward to the Clackmannanshire Alliance early next year to seek their support and involvement as we take this crucial area of work forward.

## **10.0 Considerations**

### **10.1 Sustainability Implications**

The Promise sets out in The Plan a 10 year transformational journey to transform the lives of children, families and communities.

### **10.2 Resource Implications**

#### *Financial Details*

The Promise will require considerable planning and cross-cutting work across the People Directorate, Council and the Community Planning Partnership to consider the strong evidence in The Money & Follow The Money.

#### *Staffing*

There are no implications for staffing arising from this report at this juncture but given the transformative programme of work, there may be future implications that have to be communicated and progressed through appropriate Change Programming processes.

#### Exempt Reports

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

## **11.0 Declarations**

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

**11.1 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

**11.2 Council Policies** (Please detail)

**12.0 Equalities Impact**

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

Yes  No

**13.0 Legality**

It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers. Yes  No

**14.0 Appendices**

None

**15.0 Background Papers**

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

Yes  (please list the documents below) No

The Independent Care Review (February 2020) & the following reports:

The Promise

The Pinky Promise

The Money

Follow The Money

The Rules

The Plan

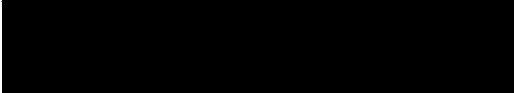
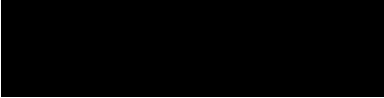
The Thank You

Keeping The Promise (October 2020)

**Author(s)**

<b>NAME</b>	<b>DESIGNATION</b>	<b>TEL NO / EXTENSION</b>
Margaret McIntyre	Service Manager, Childrens Services	5021

**Approved by**

<b>NAME</b>	<b>DESIGNATION</b>	<b>SIGNATURE</b>
Fiona Duncan	CSWO	
Lorraine Sanda	Strategic Director (People) and Chief Education Officer	

**CLACKMANNANSHIRE COUNCIL**

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**Report to: People Committee**

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**Date of Meeting: 26<sup>th</sup> November 2020**

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

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

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## **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	<b>-16.8pp</b>	<b>-5.5pp</b>	<b>-2.1pp</b>

### 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)**

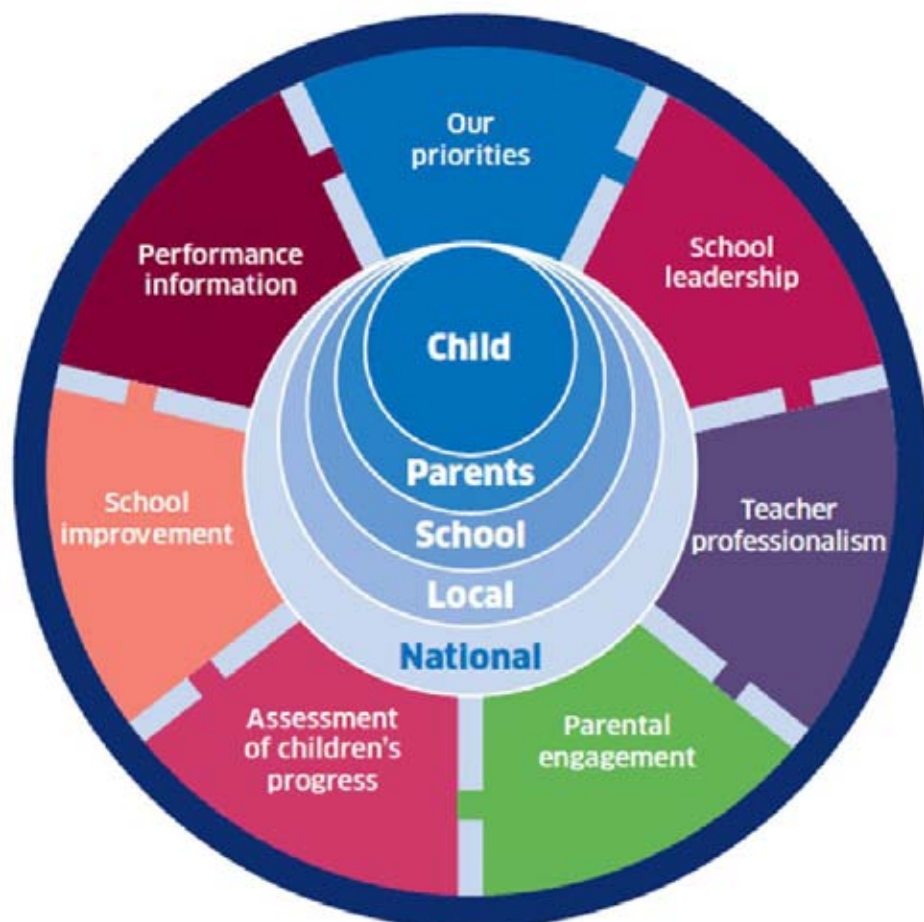
NAME	DESIGNATION	TEL NO / EXTENSION
Cathy Quinn	Improving Outcomes Manager	2425

**Approved by**

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Chief Education Officer	



## National Improvement Framework Report 2019/20



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



## Contents

EDUCATION SERVICE OVERVIEW .....	3
BUDGET 2019/20.....	9
DELIVERY PLAN AND MEASUREMENT .....	10
REPORTING .....	12
NATIONAL IMPROVEMENT FRAMEWORK 2018/19 - PROGRESS OVERVIEW.....	13
IMPROVEMENT ACTIVITY BY DRIVER.....	14
APPENDIX A.....	36

## 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 & Lornhill 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

## Strategic Context

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

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.<sup>3</sup>

**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<sup>4</sup>.



**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<sup>5</sup> 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

<sup>1</sup> <https://www.gov.scot/publications/local-child-poverty-statistics-december-2019/>

<sup>2</sup> <https://www.gov.scot/publications/poverty-income-inequality-scotland-2015-18/pages/4/>

<sup>3</sup> <https://www.clacks.gov.uk/council/factsandfigures/>

<sup>4</sup> 'Scottish Index of Multiple Deprivation: Postcode to SIMD Rank' <https://www2.gov.scot/Topics/Statistics/SIMD>

<sup>5</sup> <http://www.healthscotland.scot/health-topics/mental-health-and-wellbeing/children-and-young-peoples-mental-health>

are also 766 nursery school children on our roll<sup>6</sup>. 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)<sup>7</sup>.

**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).

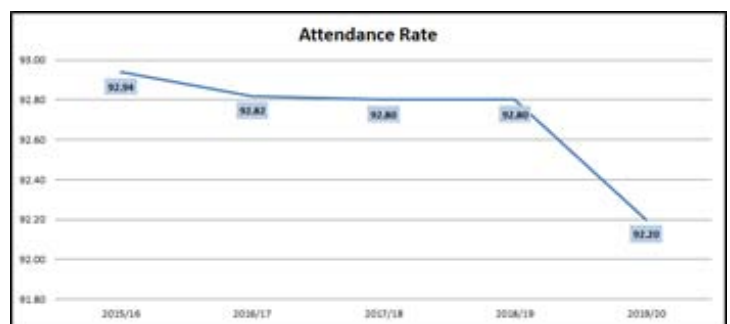
**Additional Support Needs (ASN):** Across our schools, 28% of our primary school pupils (slightly higher than the previous year where it was 25%, and 36% of our secondary school pupils have been identified as having Additional Support Needs [ASN]; again, slightly higher than the previous year (31%). The Scottish average is 31% hence at an overall percentage of 32%, Clackmannanshire had a higher proportion of pupils with ASN in 2019/20<sup>8</sup>. '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 20<sup>th</sup> 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<sup>9</sup>.

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%).

<sup>66</sup> Business Intelligence, 22/09/2020, School Rolls

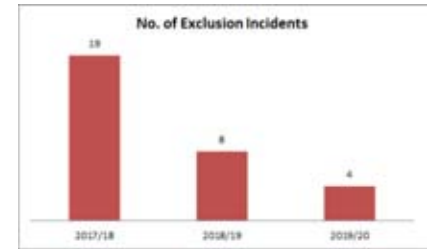
<sup>7</sup> Scottish Government Summary Statistics for Schools, March 2019

<sup>8</sup> <http://www.gov.scot/publications/summary-statistics-schools-scotland-no-10-2019-edition/>

<sup>9</sup> Business Intelligence Attendance report by schools, 20/03/2020

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.

**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 Lornhill 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			<b>43,840</b>
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			<b>7,800</b>

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]*

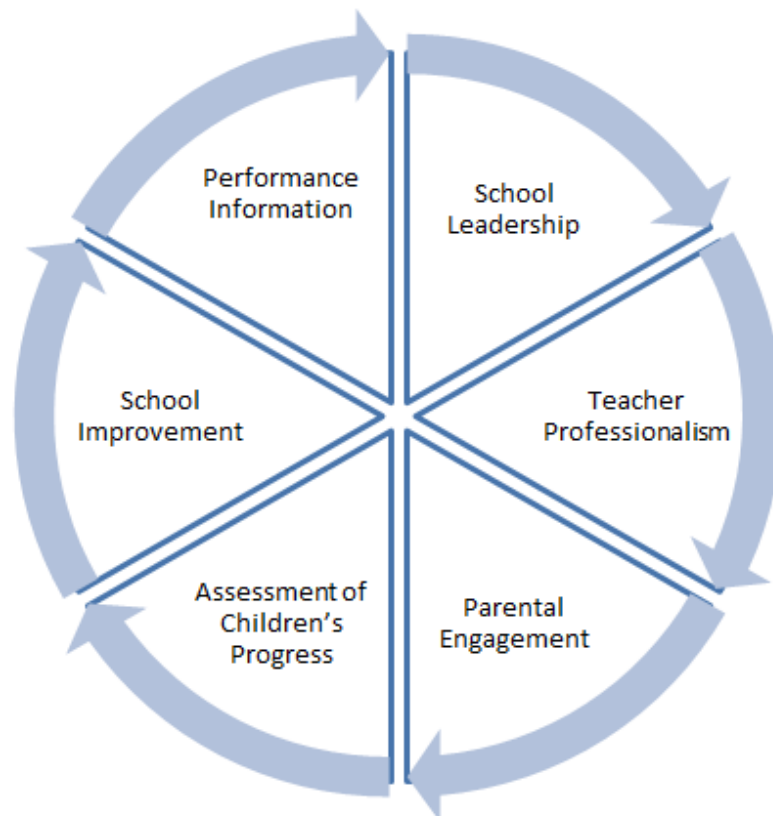
## Reporting

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 20<sup>th</sup> March, prior to COVID-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

### Key actions for 2019/20

## 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.

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

## **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.

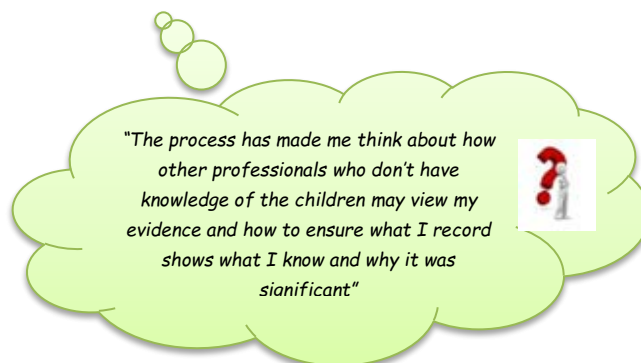
**ACTION:** CLPL is delivered on assessment and moderation to all practitioners in line with assessment and moderation strategy

**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:



**ACTION:** The wider programme of CLPL opportunities for education staff in R4L1 (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.

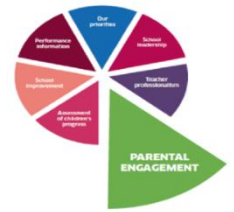
# Parental Engagement

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 ELC staff or 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 nurseries, 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 & 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

## 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

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.

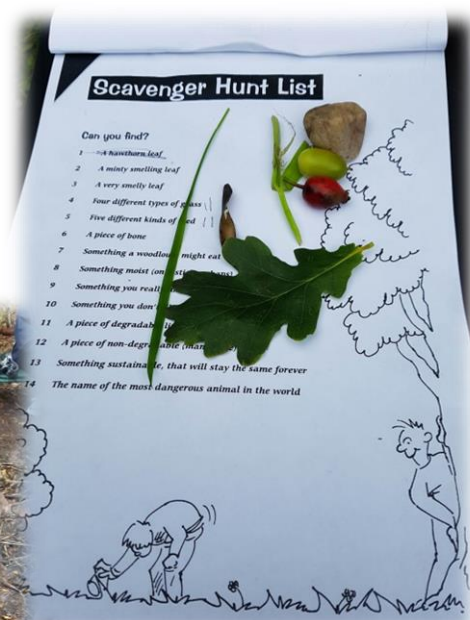
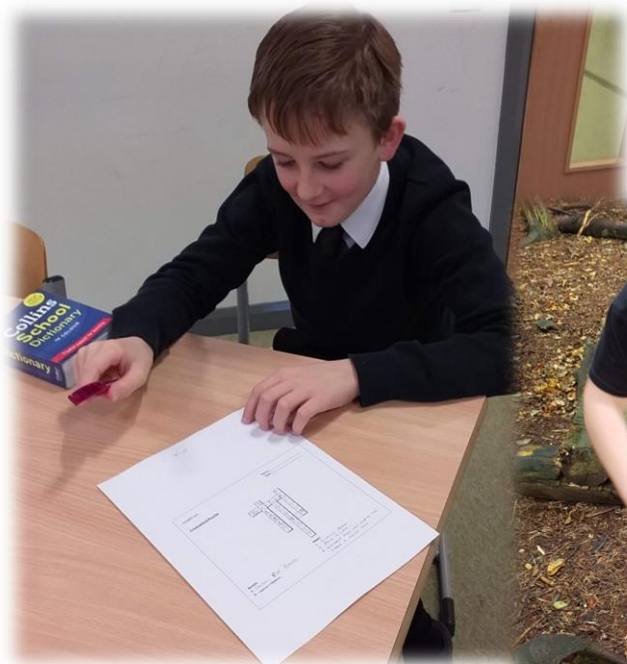
During lockdown the team successfully:



- 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 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.



### *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 educational 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 refocused 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.



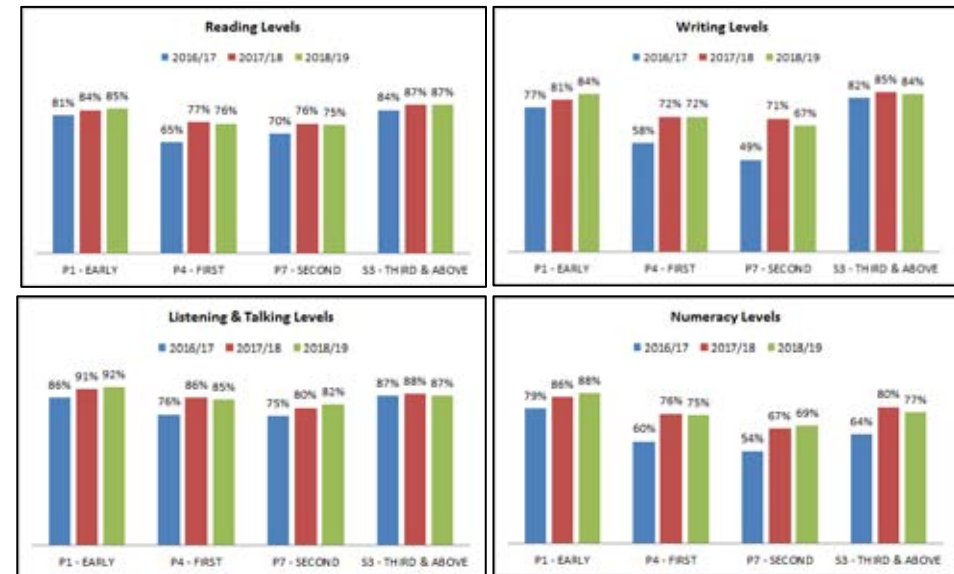
## Appendix A

### 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

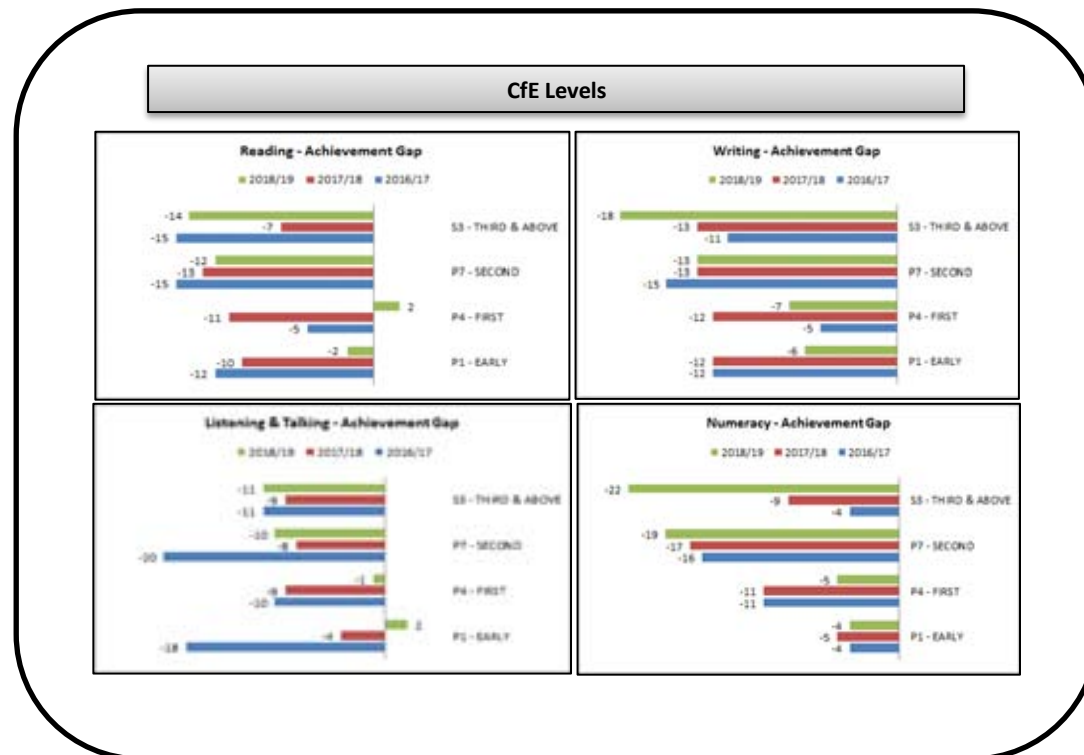


- Over the three year period illustrated above, at Early Level, the authority was improving in all four curricular areas with the rate being higher than the Scottish average in 2018/19.
- At First Level, the achievement rate remained similar to the previous year in 2018/19 with the rate also being similar 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.



- 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.

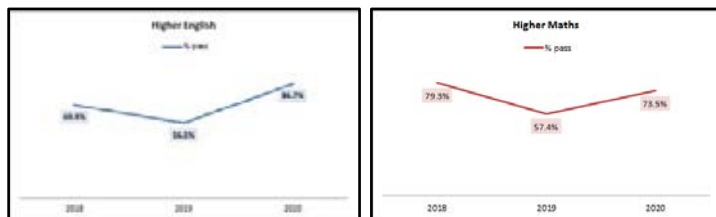
Improvement in attainment, particularly in literacy & numeracy

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%.

- 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%
<b>P7 Numeracy</b>	71.2%	<b>72.5%</b>
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

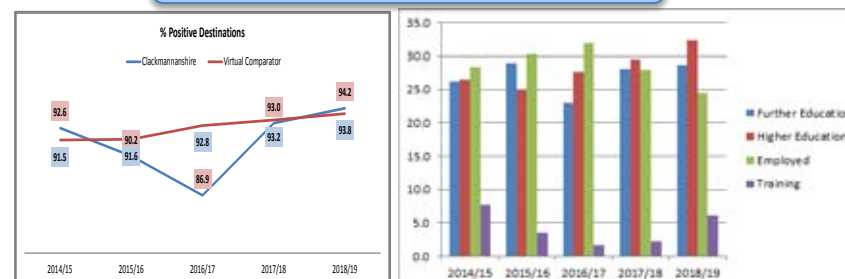
Increase initial positive destination rate

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	82.0
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.



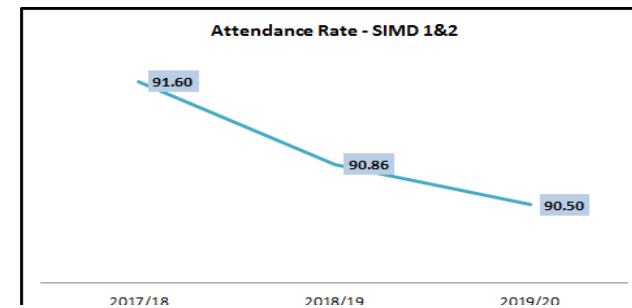
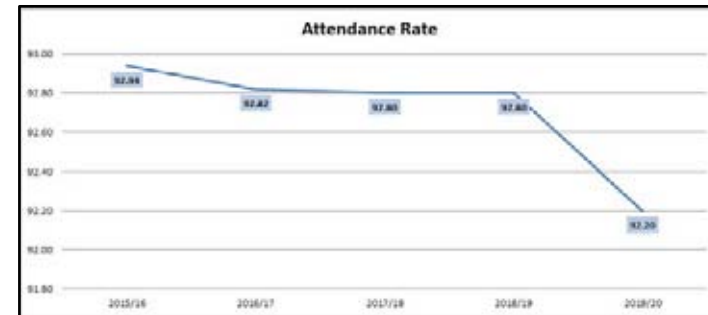
Improvement in attainment, particularly in literacy & numeracy

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



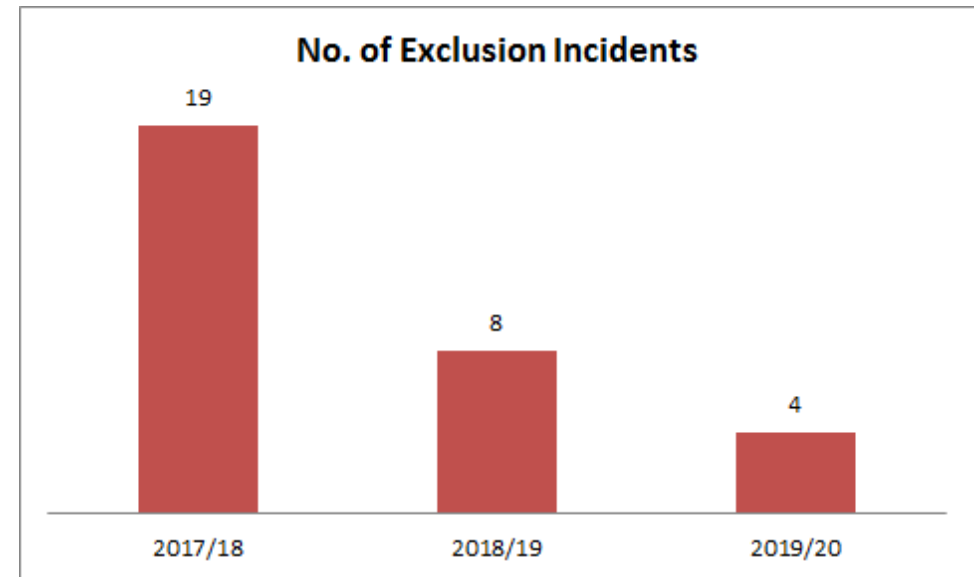
- The overall attendance rate fell slightly at the end of March 2020 (when the term ended due to COVID-19) to 92.2%
- The attendance rate had been fluctuating across the term with improvements recorded in most of the schools prior to Christmas 2019
- The impact of absence linked to COVID-19 is suspected 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

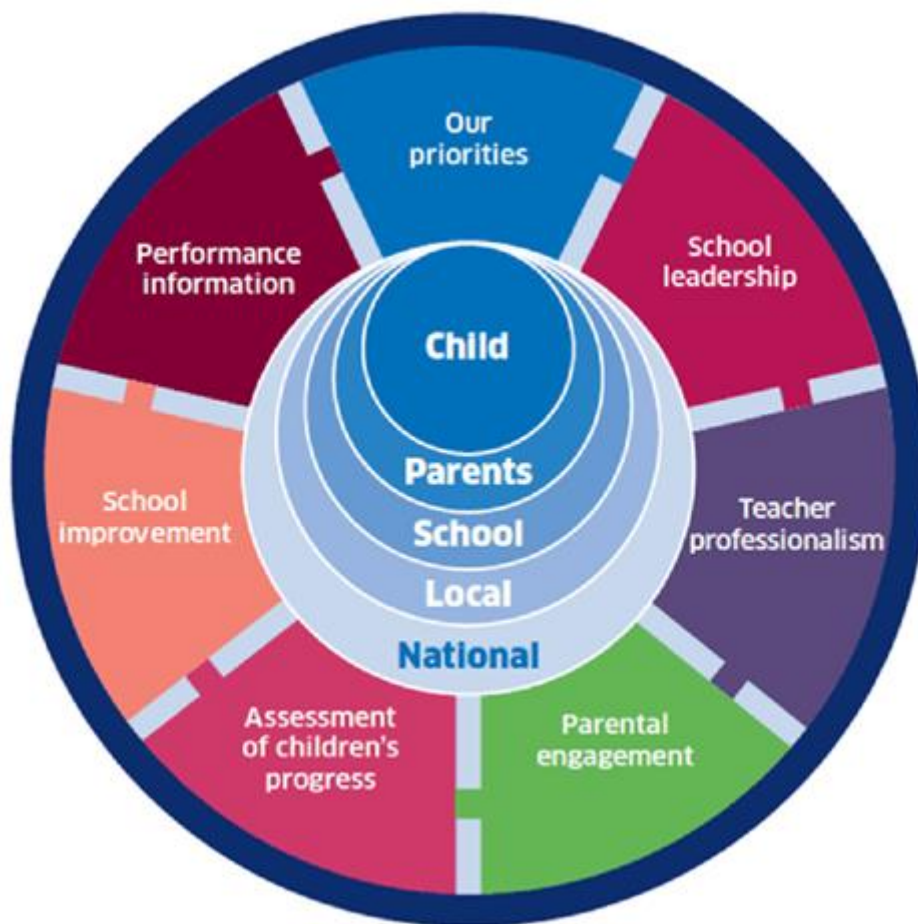
**Measurement:** The number of exclusion incidents



- 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)

# 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.

<b>Priorities</b>	<b>Aims</b>
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.

<p><b>15 Key Indicators (tracked by SIMD 1 &amp; 2 and overall)</b></p> <p><i>COVID Recovery will be integral to all key indicators</i></p>	
<p>% P1 children presenting basic movement/motor skills against national standards</p> <p><b>% Children achieving expected levels of Literacy &amp; Numeracy*</b></p> <p><b>% Young people achieving at SCQF Levels in Literacy &amp; Numeracy*</b></p> <p>No of Awards achieved by young people by end of Senior Phase</p> <p>No of Children &amp; Young People (C&amp;YP) volunteering at school and in the community</p> <p><b>Attendance figures*</b></p> <p>Exclusions figures</p> <p><b>Positive Destinations*</b></p> <p>Inspection / Validated Self Evaluation ratings for Early Years establishments, Schools and Services</p>	<p>No of C&amp;YP reporting increase in confidence levels through participating in sport/physical activity in/out of school</p> <p>No of C&amp;YP engaging with Digital Learning</p> <p>No of parents/carers reporting increase in confidence in supporting child's learning</p> <p>No of outdoor learning opportunities offered as part of school curriculum</p> <p>No of C&amp; YP who say that their opinions are listened to and heard</p> <p>No of children who report they are consulted in developing a relevant play based curriculum</p>

**\*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:  <b>Year 1</b> <ul style="list-style-type: none"> <li>● Leadership at all levels is evident and is increasing</li> <li>● Increase in professional learning programmes and opportunities offered to build capacity and growth</li> <li>● Staff lead learning and teaching with confidence and innovation across Clackmannanshire</li> </ul>	<ul style="list-style-type: none"> <li>● CPD Manager - Number and range of staff participating</li> <li>● Clackmannanshire's 'Leadership For All' Programme</li> <li>● Programme Evaluation Feedback</li> <li>● Practitioners reporting improvements</li> </ul>	<b>Year 1</b> June 2021	Middle Leadership Team
Implement Youth Engagement policy/framework enabling the voice of young people to be involved in decision making	<ul style="list-style-type: none"> <li>● Opinions of learners are listened to and acted on to drive improvement</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from children and young people</li> <li>● Clacks 100 Consultation</li> </ul>	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:  <b>Year 1</b> <ul style="list-style-type: none"> <li>● Consistency of understanding and expectations across all establishments</li> <li>● Increased collaboration across ELC settings and Primary</li> <li>● Evidence of enhanced transition programmes/ models ELC to P1</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum Design</li> <li>● Improvements Plans</li> <li>● IO Early Years Workstream Feedback/ Evaluations</li> <li>● Nursery to Primary 1 Transition arrangements at school level</li> </ul>	<b>Year 1</b> 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:  <b>Year 1</b> <ul style="list-style-type: none"> <li>● Shared understanding of the strategic approach to raising attainment and achieving excellence and equity</li> </ul>	<ul style="list-style-type: none"> <li>● Improvement Plans</li> <li>● Quality Assurance Framework</li> </ul>	<b>Year 1</b> 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:  <b>Year 1</b> <ul style="list-style-type: none"> <li>● Increased number and range of staff participating in professional learning across the Education Service</li> <li>● Effective professional learning model to meet the needs of all staff</li> </ul>	<ul style="list-style-type: none"> <li>● CPD Manager</li> <li>● Participant record</li> <li>● Professional Learning Survey</li> </ul>	<b>Year 1</b> 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:  <b>Year 1</b> <ul style="list-style-type: none"> <li>● Staff identified to build capacity</li> <li>● Professional development will increase staff knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance registers</li> <li>● Sport Scotland Evaluation</li> <li>● Feedback Evaluation</li> </ul>	June 21	Sports Development
Create a directory of Health and Wellbeing supports for staff across the Education Service in light of COVID 19	<ul style="list-style-type: none"> <li>● Increased awareness of the Health and Wellbeing supports available across the authority</li> </ul>	<ul style="list-style-type: none"> <li>● Staff feedback</li> </ul>	<b>Year 1</b> 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:  <b>Year 1</b> <ul style="list-style-type: none"> <li>● 'Connected Learning' experiences align with the strategic approach to raising attainment</li> <li>● Parents/Carers have a shared understanding of 'Connected Learning' and what it means for their children/young people</li> <li>● Increased levels of engagement of parents/carers and collaboration in school decision making</li> </ul>	<ul style="list-style-type: none"> <li>● Improvement Plans</li> <li>● Parental Survey</li> <li>● PIE survey</li> </ul>	<b>Year 1</b> 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	<ul style="list-style-type: none"> <li>● Increased participation by families in SIMD 1&amp;2</li> <li>● Improved support for learning at home</li> </ul>	<ul style="list-style-type: none"> <li>● Improvement Plans</li> <li>● PIE Survey</li> </ul>	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	<ul style="list-style-type: none"> <li>● Increased number of families engage</li> <li>● Increased number of parents/carers take a lead role</li> <li>● Parents/carers state that they have increased confidence in supporting their child's/children's learning</li> </ul>	<ul style="list-style-type: none"> <li>● Record of participation</li> <li>● Survey</li> </ul>	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
<p>Develop systems to record, monitor and analyse attainment and achievement data for children with ASN to identify strengths and areas for improvement.</p>	<ul style="list-style-type: none"> <li>● Robust tracking system across the authority for recording, monitoring and analysing attainment and achievement of children with ASN</li> <li>● Staffing and resources will be effectively devolved into establishments</li> </ul>	<ul style="list-style-type: none"> <li>● Number of national qualifications, certified/non-certified courses and wider achievements</li> <li>● Number and type of referrals and placements from ASN processes</li> </ul>	<p>June 2021</p>	<p>ASN</p>
<p>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</p>	<p>Progress against a 3 year plan:</p> <p><b>Year 1 P1 and P2</b></p> <ul style="list-style-type: none"> <li>● Shared understanding across all establishments of developmentally appropriate play-based pedagogies</li> <li>● Children are leaders in their learning and access a relevant play-based curriculum</li> <li>● Improved implementation of play-based approaches</li> <li>● Practice is shared and implemented through increased collaboration</li> </ul>	<ul style="list-style-type: none"> <li>● Improvement Plans</li> <li>● Curriculum Design</li> <li>● Quality Assurance</li> <li>● Evaluations</li> <li>● Learner conversations</li> <li>● Evaluations from projects</li> <li>● Staff knowledge and understanding survey</li> <li>● Professional Learning Feedback</li> <li>● IO PT Team evaluations</li> <li>● Staff feedback</li> </ul>	<p><b>Year 1</b> June 2021</p>	<p>Middle Leadership Team</p>

<p>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</p>	<p>Progress against a 3 year plan:</p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>● Shared understanding across all establishments of Clackmannanshire’s strategy for outdoor learning</li> <li>● Improved implementation of outdoor learning experiences</li> <li>● Children and young people access learning outdoors as part of their curriculum</li> <li>● Practice is shared and implemented through increased collaboration</li> </ul>	<ul style="list-style-type: none"> <li>● Improvement Plans</li> <li>● Curriculum Design</li> <li>● Quality Assurance</li> <li>● Evaluations</li> <li>● Staff knowledge and understanding survey</li> <li>● Professional Learning Feedback</li> <li>● Learner conversations</li> <li>● Evaluations from projects</li> <li>● IO PT Team evaluations</li> <li>● Staff feedback</li> </ul>	<p><b>Year 1</b> June 2021</p>	<p>Middle Leadership Team</p>
<p>Develop a strategic approach to raising attainment in literacy in partnership with the Improving Outcomes Team, local partners, and families/communities</p>	<ul style="list-style-type: none"> <li>● Increased awareness of the role of the library service within the strategic approach</li> <li>● Increased service user engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Requests for partnership working</li> <li>● Data collection</li> </ul>	<p><b>Year 1</b> June 2021</p>	<p>Improving Outcomes Library Services ECLD</p>

<p>Continued implementation of Clackmannanshire's Digital Strategy to improve skills, access, curriculum and leadership with regards to digital technology</p>	<p>Progress against a 4 year plan:</p> <ul style="list-style-type: none"> <li>● Enhanced programme of professional learning to support educators in the use of digital technologies</li> <li>● Increased skill and confidence in the use of digital technologies of educators and learners</li> <li>● Improved access in all establishments to a range of digital technologies</li> <li>● Improved remote access to a range of digital technology for learners</li> <li>● Learning and teaching is supported by the effective and appropriate use of technology.</li> <li>● Skilled educators collaborate and network to drive innovation in digital technologies across the authority</li> <li>● Children and young people engage in digital learning opportunities within the wider community</li> </ul>	<ul style="list-style-type: none"> <li>● Uptake of digital CLP</li> <li>● Number of accredited educators</li> <li>● Number of pupils completing applied digital skills training</li> <li>● Feedback via digital audit</li> <li>● Digital technologies audit</li> <li>● % PEF spend on digital technologies</li> <li>● Digital technologies audit</li> <li>● Improvement Plans</li> <li>● Quality assurance</li> <li>● Curriculum design</li> <li>● Digital Delivery Team Evaluations</li> <li>● Digital Leads Feedback</li> <li>● Participation records</li> <li>● Ebooks accessed</li> </ul>	<p><b>Year 1</b> June 2021</p>	<p>Middle Leadership Team</p>
<p>Develop and implement enhanced employability programmes for young people leaving school in light of COVID-19:</p> <ul style="list-style-type: none"> <li>● Summer 2020</li> <li>● Christmas 2020</li> <li>● Summer 2021</li> </ul>	<ul style="list-style-type: none"> <li>● Increased levels of employability</li> </ul>	<ul style="list-style-type: none"> <li>● SDS Data Hub</li> <li>● % of Initial positive destinations</li> <li>● % in participation measures</li> </ul>	<p>June 2021</p>	<p>Education Community Learning and Development</p>



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	<ul style="list-style-type: none"> <li>● Increased knowledge and understanding through professional learning</li> <li>● Readiness for Learning is implemented across the authority</li> <li>● Children present as ready to learn</li> </ul>	<ul style="list-style-type: none"> <li>● Clacks Academy Feedback</li> <li>● Direct consultation feedback</li> <li>● Digital Mental Health and Well-Being Survey</li> <li>● Trauma Recovery Calls</li> </ul>	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	<ul style="list-style-type: none"> <li>● Improved access to services to support children's mental health and wellbeing</li> <li>● Improved mental health and wellbeing of children and young people</li> </ul>	<ul style="list-style-type: none"> <li>● Referral rates</li> <li>● Mental health and well-being measures</li> </ul>	June 2021	Educational Psychology Service (EPS) Team ASN
Embed the MCR Mentoring Programme across establishments to build motivation, commitment and resilience	<ul style="list-style-type: none"> <li>● Enhanced engagement in the MCR Mentoring Programme</li> <li>● Increase in the percentage of participants moving on to sustained positive destinations</li> </ul>	<ul style="list-style-type: none"> <li>● MCR Mentoring Data Record</li> <li>● SDS Data Hub</li> </ul>	June 2021	Middle Leadership Team
Develop an Education Service Poverty Plan aligned to local and national priorities	<ul style="list-style-type: none"> <li>● Local and national priorities are reflected in the Education Service Poverty Plan</li> <li>● Shared understanding across the Education Service of the Poverty Plan</li> </ul>	<ul style="list-style-type: none"> <li>● Poverty Plan</li> <li>● Consultation</li> </ul>	June 2021	Middle Leadership Team
Develop and implement a motor/movement skills programme in the Early Years	<ul style="list-style-type: none"> <li>● Improvement in basic movement/motor skills of P1 against national standards</li> <li>● Improved staff awareness of movement milestones</li> </ul>	<ul style="list-style-type: none"> <li>● Developmental milestones checklist</li> <li>● Survey</li> </ul>	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	<ul style="list-style-type: none"> <li>Staff will have increased knowledge and understanding in providing effective support to children and young people with ASN</li> <li>Children, young people and their families with ASN will be better supported</li> </ul>	<ul style="list-style-type: none"> <li>Number of staff engaging in ASN CLPL</li> <li>Professional Learning Feedback</li> <li>Staged intervention documentation reflects the whole systems approach</li> </ul>	June 2021	ASN Education Community Learning and Development EPS
Review and further develop Clackmannanshire's Active Travel Strategy	<ul style="list-style-type: none"> <li>Increase in the percentage of children and young people actively travelling to school</li> </ul> <p>Progress against a 2 year plan:</p> <p><b>Year 1 Pilot</b></p> <ul style="list-style-type: none"> <li>Targeted interventions are impacting positively on the wider achievement of children and young people</li> </ul>	<ul style="list-style-type: none"> <li>WOW survey</li> <li>Hands-Up Survey</li> <li>Number of children completing Bikeability level 3 (journeying)</li> <li>Number of children in the Lornshill cluster participating in the Cycling Transition Project</li> </ul>	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	<p>Progress against a 3 year action plan:</p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>● Improved implementation of research -based interventions to support literacy and numeracy including targeted support where appropriate</li> <li>● Targeted interventions are impacting positively on the attainment and achievement of children and young people</li> <li>● Effective practice is shared and positively impacting on attainment of young people</li> </ul>	<ul style="list-style-type: none"> <li>● Self-Evaluations</li> <li>● IO PT Feedback</li>   <li>● Levels of achievement and attainment</li>   <li>● Levels of achievement and attainment</li> <li>● Participant feedback</li> <li>● IO PT Team Evaluations</li> </ul>	<b>Year 1</b> 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	<ul style="list-style-type: none"> <li>● Staff interrogate and interpret data with increased confidence leading to more effective planning, improving achievement and attainment of learners</li> </ul>	<ul style="list-style-type: none"> <li>● Staff feedback</li> <li>● Data Coach Evaluations</li> </ul>	<b>Year 1</b> June 2021	Improving Outcomes Data Coach

