

**CLACKMANNANSHIRE COUNCIL**

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**Report to People Committee**

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

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**Subject:**

**People Business Plan – End of Year Report &**

**People Business Plan 2020/21**

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

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**1.0 Purpose**

- 1.1. To update Committee on progress in relation to the end-year People Business Plan Report 2019/20 and to lay before Committee the People Business Plan for 2020/21.

**2.0 Recommendations**

It is recommended that the Committee:

- 2.1. Notes and comments on the information contained in the attached Report for 2019/20; and
- 2.2. Subject to ratification, grants approval for the Plan for 2020/21.

**3.0 Background**

- 3.1. The People Business plan 2019/20 was approved by Council on 22 August 2019. It sets out the key actions that will be delivered by the People Service in 2019/20 to ensure better outcomes for everyone in Clackmannanshire, and contribute to the delivery of strategic objectives as set out within the Council's Corporate Plan 2018-22 and the Local Outcomes Improvement Plan 2017-27.
- 3.2. Key priorities during 2019/20 included a focus on early intervention and prevention, early years expansion to incorporate the delivery of 1140 hours by 2020, embedding the principles of GIRFEC, and working in partnership with all our stakeholders to improve and deliver safe and meaningful outcomes for our people and their communities.
- 3.3. The People Business plan for 2020/21 sets out the key actions that will be delivered by the People Service in 2020/21 to ensure better outcomes for everyone in Clackmannanshire, and contribute to the delivery of strategic objectives as set out within the Council's Corporate Plan 2018-22 and the Local Outcomes Improvement Plan 2017-27.
- 3.4. Key priorities during 2020/21 will include a focus on recovery and ongoing improvement to the services we deliver, embedding the vision of Clackmannanshire Council and local partners, and working in partnership with all our stakeholders to improve and deliver safe and meaningful outcomes for our people and their communities.

- 3.5. This plan draws on the Education Service National Improvement Framework (NIF) Plan, and plans for Social Services and Criminal Justice. Our integrated approach to People Services means that early years, primary and secondary education sits alongside support, protection and care functions all encompassed within one Council service. This approach allows us to best respond to meeting the needs of children, young people and families and provides a sound basis for us to achieve our vision and aims.
- 3.6. The closure of schools in March 2020, the unprecedented pressure on services caused by the Covid-19 pandemic and consequent and ongoing heightened levels of risk within People services means that we must continue to build upon our efforts to ensure the delivery of safe standards and practices. Recovery of educational loss, improving health outcomes, providing support and taking advantage of the 'new normal' will be important. In addition, we are undertaking a programme of transformation, presenting opportunities for increased collaboration, integration, innovation and flexibility. Our approaches will allow the organisation to modernise and achieve required efficiencies to meet the significant financial challenge and future service demand, with a particular focus on workforce development, succession planning and stakeholder engagement.
- 3.7. The business planning and reporting process brings together priority actions and required outcomes for the People service. Our integrated approach to People Services means that early years, primary and secondary education sits alongside support, protection and care functions all encompassed within one Council service. This approach allows us to best respond to meeting the needs of children, young people and families and provides a sound basis for us to achieve our vision and aims.

#### **4.0 Considerations**

- 4.1 The People business plan and reporting is supported by functional plans which outline in more detail the specific actions, accountable officers, intended outcomes, and timescales to deliver outcomes.
- 4.2 Summarised at Appendix 1 is a highlight report relating to the overarching themes that apply to all People service actions, followed by progress against more specific Education and Children's Services actions.

#### **5.0 Sustainability and Resource Implications**

- 5.1 The People service is committed to driving the best possible outcomes to achieve our aspirations of a high quality service for Clackmannanshire's children and young people. Monitoring performance regularly against our plans is key to ensuring sustainability.

##### *Financial Details*

- 5.2 Financial implications are set out in the report as appropriate. Yes ✓
- 5.3 Finance have been consulted and have agreed the financial implications as set out in the report. Yes ✓

##### *Staffing*

- 5.5 Delivery of outcomes against objectives set in the People Business Plan are delivered via staff across Education, Children's Services, Criminal justice and in partnership with our internal and external stakeholders.

## 6.0 Exempt Reports

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

## 7.0 Declarations

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

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

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

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

## 8.0 Equalities Impact

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

## 9.0 Legality

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

## 10.0 Appendices

People Business Plan 2019/20 end of year Report and Progress Report Appendix 1

People Business Plan 2020/21 and Performance Information Appendix 2

Actions Appendix 3

Business Plan Performance Info Appendix 4

## 11.0 Background Papers


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

Yes  (please list the documents below) No

### Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Lorraine Sanda	Strategic Director People	

### Approved by

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Strategic Director People	

## People Business Plan 2019-2020, annual report

The People Business plan 2019-2020 was approved by Council on 24 August 2019. This report relates to the overarching themes that apply to all People service actions, together with progress against more specific Education and Children's Services actions.

The current pace of change for the People service at local and national level driven by Scottish Government remains rapid, ongoing, and significant. The impact of the coronavirus pandemic on the services we deliver was unprecedented and saw the closure of our schools and offices. Staff efforts to continue working from home, serving the local community and supporting children with their learning at home were creative, flexible and inspirational. Our service kept going during incredibly difficult times and continued to support the citizens of Clackmannanshire.

Going forward, we are committed to seeking opportunities as we respond to national policy developments set by the Scottish Government including recovery work after the pandemic as well as existing legislation such as Getting It Right for Every Child (GIRFEC), Curriculum for Excellence, the implementation of the Children and Young People (Scotland) Act 2014, Community Justice Scotland Act 2016, and Developing the Young Workforce. As a Scottish Attainment Challenge authority, we also remain committed to raising attainment for all, identifying and closing equality gaps. Our focus has been and will remain the best possible outcomes for people in terms of attainment for children and young people, improved health and wellbeing and local employability opportunities.

This plan is guided by, and aligned with, Clackmannanshire Council's Children and Young People's plan 2017-20 and Clackmannanshire Community Justice Plan 2018-23.

### Overarching People Priorities and Key Highlights

#### 1. Design and implement new Organisational Structure for the People Service

- The People portfolio put forward transitional proposals which were approved in June 2019. Work has been progressing at a pace to deliver an effective and efficient end-state organisational structure in People services. The appointment in summer 2020 of a Strategic Director (People) coupled with the Chief Education Officer role will lead further structural developments.

#### 2. Develop strategies to enable earlier, more effective intervention for children and families particularly where parental drug and alcohol misuse and neglect are key factors.

- Efforts to refresh and review the Children and Young People Strategic Partnership Group have been ongoing in the first half of the year. Terms of reference and attendees have been reshaped in accordance with the planning process for the development of a Children's Services Plan beyond 2020.
- Progress has been made to develop strategies for earlier collaborative intervention by working closely with internal and external partners. Strategic Partnerships have been established with Police Scotland and SFRS to integrate activities around specific LOIP and business plan priorities.

#### 3. Develop proposals to transform how People services deliver more effective family support services

- Progress has been made to devise proposals and business cases for transformation projects across the People portfolio (including Family Support Services Review, and the development of a Multi-agency Safeguarding Hub).
- The design and development of intensive and flexible family support services to meet assessed need in line with relevant standards and legislation, ensuring best possible use of assets, partnerships and resources is on track in accordance with timescales set.

4. Research, develop and implement programme to provide focused and integrated mental health services.

- Transformation initiation proposal submitted and business case was developed, setting out plans to transform the provision of integrated mental health services, including the teaching and promotion of mental health resilience skills in schools and launch of an in-school counselling service.

5. Improving attendance at work, staff engagement and staff wellbeing

- Long term sickness review meetings took place across the portfolio in May 2019. Follow up review meetings were scheduled for November 2019.
- Staff survey actions are embedded in directorate meeting agendas and bipartite in accordance with actions set out in the Strategic Workforce plan.
- Staff wellbeing initiatives are being promoted throughout the portfolio including the Education Step-challenge in May 2019.

### **Education: Priorities and key highlights**

The unprecedented challenge of Coronavirus impacted significantly on Education Services. Schools were ordered to close in March, before reopening in August after the summer holidays. The main focus of the service became providing essential childcare for children of key workers helping to deal with the crisis, protecting vulnerable children including those who were entitled to a free school meal, continuing children's learning at home wherever possible and making alternative arrangements for qualifications to be awarded as exams were also cancelled for the first time in Scotland's history.

A daily online briefing from the Chief Education Officer was established at the start of lockdown, aimed at staff who normally worked at the centre and those who were now working at home, alongside a briefing for Head Teachers to answer their questions and give appropriate direction. Statements and plans were issued via the Clackmannanshire Council website and circulated via social media; changes being made as the situation developed and guidance from the Scottish and UK Government was issued and clarified.

Childcare hubs were established in three secondary schools - all operational from Tuesday 24th March - Alloa opened one day earlier. Childcare for younger children was offered initially in ABC Nursery and Dollar Nursery with Tulach Nursery being opened on the 30th of March to provide additional capacity. School staff were running these hubs, supplemented with staff from Community Learning and Development Teams and Sports Development.

Free school meals were provided to children who were in childcare at one of the hubs. From 25th March, four vans went to all communities in Clackmannanshire to provide 'grab bags' of food for children who were entitled to free school meals. The arrangements changed after Easter and payments were then made directly into the bank accounts of families whose children were entitled to free school meals.

A plan was drawn up to keep in contact with and support vulnerable children and families. All statutory responsibilities of the service, such as its role in Child Protection, were put in place.

Advice was issued by the SQA around the awarding of qualifications for S4-S6 pupils who would no longer be sitting exams. Teachers in secondary schools worked hard to submit their evidenced professional judgement to the SQA and pupil exams results were eventually based on their submissions.

As a consequence of this emergency situation, some of the actions in the Business Plan are not as advanced as they might otherwise have been - all were scheduled to be complete by the end of the school session in June 2020. Any planned activity will be prioritised and rearranged to take place in the new school session.

At the end of July 2020, an Educational Recovery Co-ordinator was appointed to plan for and ensure that schools could re-open safely and also provide support and coordination to schools during the educational recovery phase. Schools were given information and advice in an information pack containing all guidance and policies from Clackmannanshire Council and the Scottish Government relating to reopening. The Recovery Co-ordinator is now focussing on supporting schools to identify where their pupils are in terms of their learning levels, what learning took place at home whilst schools were closed and what remedial support is required to bring pupils back to the appropriate level for their age

and stage. We are determined that children and young people in Clackmannanshire will not suffer any long term adverse educational effects from the interruption to their formal learning caused by lockdown.

#### National Improvement Framework Report

1. In the period from April 2019-March 2020, the Education Service continued with an extensive plan of improvement activity, to progress its 2020 Vision to bring the Service to the equivalent levels of its comparators and/or national levels of performance, in particular achieve the following priorities as set out in the National Improvement Framework:
  - Improve attainment in literacy and numeracy
  - Close the poverty related attainment gap
  - Improve health and well being
  - Improve employability skills and increase positive, sustained destinations.
2. These plans were set out in the Business Plan for the Year 2019-2020, submitted to Council on 22nd August 2019. The detailed Pentana Progress Report at Appendix 2 sets out the progress of activity underway so far. It is anticipated that the actions contained in the plan that Education staff are accountable for will continue to be progressed until they are completed unless they have been superseded by plans implemented to recover from the pandemic.
3. Progress in improving attainment and closing the poverty related attainment gap continues, supported by funding from the Scottish Attainment Challenge (SAC) (a separate progress and performance update on the SAC is provided separately to People Committee). An exit strategy is being drawn up for when SAC funding stops.

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.

As identified in recent data collected from teacher professional judgements of children’s progress in Curriculum for Excellence Levels in Literacy and Numeracy at P1(Early Level), P4 (First Level), P7 (Second Level) and S3 (Third Level), there is an improving overall trend in literacy and numeracy with specifically continued improvement at Early Level. The Attainment Gap has narrowed at First Level, and is now smaller than the national average. There has also been continued improvement overall in Senior Phase (S4-S6) Results, specifically with an improvement in the overall pass rate at S4 and an improvement in Advanced Highers.

**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 is 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
- additional phases of research will be implemented as restrictions of COVID 19 are lifted

A final report is due in February 2021.

4. Opportunities for young people to develop Employability Skills have been further enhanced this year with the Foundation Apprenticeship (FA) Programme being run in partnership with Forth Valley College. 30 young people from Clackmannanshire schools started studying for an FA in 2019. A new Employability Skills Course, in partnership with Scottish Fire and Rescue Service, was provided for young people who are at risk of disengaging from education. This took place in October 2019 and was very successful. The Education CLD Team has been supporting college programmes which include volunteering and work experience elements.

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.

5. As part of both the Service Digital Learning and Additional Support for Learning Strategies, new Flexible Learning Individual Pathways (FLIP) programmes were being offered to young people who were facing significant barriers to engaging in learning. Prior to lockdown a small number of young people were working on programmes which offered alternative opportunities outwith mainstream school such as Outdoor Learning, Digital Learning, Volunteering, Health and Wellbeing and Employability skills development.

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.

**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.

Since the advent of the Coronavirus and the consequent closure of all schools, the development of FLIPClacks was rapidly accelerated so that it could be offered to all learners who were learning at home. It was launched on the 20th of March 2020 and promoted to all learners as a method of continuing learning at home. Secondary schools, in particular, quickly developed their online school specific hubs and subject teachers populated and continue to populate those. FLIPClacks also offers advice and support to parents. A tremendous effort and focus was needed from all staff in a very short timescale to launch the site and provide quality, engaging learning to pupils no longer in school. 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 education establishments during lockdown.

6. Good progress was made with the implementation of the Clackmannanshire roll out of the Early Learning and Childcare Expansion Plan which provides 1140 hours a year of early learning and childcare for three and four year olds, and eligible two year olds. All children in council settings, private nurseries and partner childminders are to receive 1140 hours of funded ELC during session 2020/21. Training and development is underway to ensure that ELC educators are trained to a high standard, particularly in literacy, numeracy and tracking and monitoring children's progress. Partnership working with external providers, including childminders is ensuring that provision can be effectively met in Clackmannanshire. The Early Learning and Childcare pages are now live on Parent Club ([www.parentclub.scot/elc](http://www.parentclub.scot/elc)). This includes advice on everything from funding to 'questions to ask' when choosing a setting, as well as some videos of ELC users, with more videos to be added as we film a wider variety of case studies. (Full videos are available on the You Tube channel).

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 Job Centre, 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.

Information on 1140 hours entitlement during lockdown continued to be shared either via ELC staff on by posts on the Clacks Council website during lockdown. 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.

7. Partnerships with parents across the education service are being enhanced and further supported. Reporting to Parents has been reviewed using data from parents and information from schools on their current reporting processes. A report has been prepared making some recommendations for improvement. The Parent Council Chairs Forum is being supported to understand and input to strategic developments across the Education Service and Council more generally, including as part of the Budget Consultation process. A second successful Additional Support Needs Fayre was held for parents in October 2019 at Lornshill Academy, leading to improved partnership working with parents and families.

School staff and Parent Councils are being supported with training and resources on how to encourage greater parental engagement and working with the wider local community and how to do this virtually whilst face to face meetings of groups are still not possible. The Clackmannanshire Parental Involvement and Engagement strategy will be refreshed in April 2021. The Columba 1400 programme, working with families who are more likely to feel isolated and disengaged from school and their communities, is now demonstrating significant impact with families reporting that they now feel more involved in their child's learning and in their communities. Some are re-engaging with learning, employment, volunteering, and supporting other families.

8. CLD Staff are working with members of the Youth Council to develop the Clacks 100 Framework and develop an engagement plan that will take into account opportunities for engagement for all young people. The draft policy has been developed and will be sent out to stakeholders for feedback before being presented to committee. The Youth Council has been working to strengthen and expand their voice and represent the full range of young people across the Authority. They are currently working on priority activity areas which include Environment and Poverty. 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

9. MCR Pathways - Clackmannanshire Council and MCR Pathways joined forces in August 2019 to launch MCR Pathways / Young Clackmannanshire Talent Programme. The school based mentoring and talent development programme will help disadvantaged young people, in or on the edges of the care system. At the core of implementing Young Clacks Talent are 50-minute weekly mentoring sessions between a young person and their mentor, who listens, builds confidence, self esteem and helps fulfil their potential. The official launch took place on 30th October 2019. 3 Pathway Co-ordinators (PCs) were recruited to take up full time school based roles within our secondary schools, Alva Academy, Alloa Academy, Lornhill Academy and Clackmannanshire Secondary School Support Service. They are supported and line managed by MCR Pathways. The PCs were trained prior to taking up their roles within the schools. Engagement with the young people was slow within the first few weeks of school closure, however the PCs continued to link in with the young people, they engaged via google classroom/GLOW and or parent/carers by email. MCR secured Scottish Government funding to help resolve the issue of some young people not having access to IT equipment. S1's have been introduced to the programme as well as contact being re-initiated with those returning to the school across S2-S6. The PCs are linking in with local businesses to get more mentors to sign up and are planning ways to target people through online platforms. August saw the recruitment of a Programme Manager to oversee the project within Clacks and work with all 3 Pathway Co-ordinators.

Since the return of schools, PCs are back working face- to- face with the young people on various group work and taster sessions. The PC's are working with the schools to track leavers to ensure that their movement into their positive destination remains successful. Mentors · 75 signed up · 25 mentors from Clacks Council - 50 from outwith. By the end of the October break all mentors awaiting training or information sessions will be given opportunities to complete them, and then they will be matched with a young mentee.

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

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.

11. The Educational Psychology Service (EPS) continues to support all educators in using approaches to support mental health and wellbeing and improve resilience (Clackmannanshire approach is now widely recognised as Readiness for Learning, R4L). Online learning, coaching and range of Professional Learning sessions have been provided. By November 2019, all educators in Clackmannanshire had had access to training in Readiness for Learning, ensuring that there is a universal offer in place in all classrooms. Targeted schools and pupils are benefitting from enhanced support with the Service providing intensive therapeutic services where significant trauma is identified as a barrier.

During the lockdown and beyond, EPs have provided a daily telephone helpline for parents, pupils or staff to call for advice and support. They carried out research to find out what support was most needed when the children returned to school in August so that the transition back into school was as stress free as possible for the children and young people. The EPS has been recognised nationally and internationally for this ground-breaking work, putting Clackmannanshire at the forefront of developments in trauma informed practice. The approach is leading to positive changes in practice across schools and particular classrooms with related improvements in attainment identified.

12. As a result of recent government guidance and a literature review of national and international research, an ASL Strategy: Equity and Inclusion was developed, was presented to and was agreed at the People's Committee on the 3rd of October. All three secondary school ASN reviews have been completed with associated feedback reports shared with school senior management and ASN Improving Outcomes team in Kilncraigs. Analysis of the reports and identification of commonalities is currently underway to assist in further informing the improvement action plans schools have produced.

During lockdown, children with ASN were individually monitored to ensure they were empowered to continue their learning and that any vulnerable children were supported. Policy and guidance updates were initiated but were ceased due to the COVID-19 pandemic. These will be revisited in 2020/21.

13. Sports Development's Schools & Education Implementation Plan is in place aligning with the priorities and actions within the Sport & Active Living Strategic Framework with a focus on developing key areas outlined in the action plan. A new part-time Women & Girls Officer in place to support and develop female engagement in sport and physical activity funded by Sport Scotland. A new online booking system has been introduced for schools' competitions which captures data on engagement of pupils with Additional Support Needs. The team has increased the level and number of opportunities for people with Additional Support Needs through the introduction of classes such as Adaptive Skiing, Tubing and an Adaptive Inclusive Movement class for adults in the community. 71% of extra curricular activities in primary schools were offered free of charge during Term 1 2019/20 as opposed to 59% in 2018/19 leading to more targeted work with non participants, women & girls, ASN and the refugee community.

As a result of the pandemic, many Sports Development activities moved online - live fitness classes were offered through Sauchie Active8 and a You Tube channel was set up containing fitness and activity sessions that could be accessed any time. Since schools re-opened, outdoor sports for children and young people has been the focus and those are being delivered in schools by the team.

14. There are currently 24 Syrian refugee families residing in Clackmannanshire - 99 people - through the vulnerable person's re-settlement programme. All of these families are potentially very vulnerable due to communication barriers, social isolation and experience of trauma and loss. The Education Refugee Team continue to support these families with the aim 'to improve learning & wellbeing outcomes 100% for all Syrian refugee families re-settled into Clackmannanshire by June 2020.' Between August 2018 – March 2020 the Team implemented a range of supports at different levels, including sensory-led wellbeing support for children and young people, English language support for both adult learners and school aged children, mother & baby groups, employability support, an intensive therapeutic service, targeted youth work programmes and continued professional development opportunities for education staff supporting refugee pupils. The impact has been transformational. It was recently shortlisted for an LGC Award (Local Government Chronicle - which is a national award scheme attracting entries from all over the UK)

and funding to continue its work has been extended for another two years in anticipation of the resettlement of additional refugees.

Since the start of the pandemic, the team has maintained a high level of contact with the refugee families to ensure that they are supported in whatever way they need. 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 and 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.

15. Last year 1+2 Languages Leads were appointed in each of the primary schools. 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 were L3 ready for August 2020; this is in line with Scottish Government Policy.

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.

## **Social Services and Criminal Justice: Priorities and key highlights**

### **1. Review internal staffing capacity, progress and implement structure to ensure the safe delivery of services.**

- The past year has seen significant changes within the Children's Services Workforce at all levels. We have continued to develop strong links with Stirling University and continued to build our student base where we strive to offer high quality placements. This continues to have a positive response in relation to our recruitment campaigns. This year we have been able to attract particularly high numbers of quality applicants into Children's Social Work Services.
- Within the teams themselves, we have attempted to get the correct mix of staff with qualities, skills and experience that complement one another. Further, we have focussed on our training offer while embedding the foundations of high standards of practice. Whilst this has been time consuming, it has been necessary and one which we should now start to see the benefits of in terms of a competent and confident workforce achieving strong outcomes with children and families in our community.
- Our stability is fundamentally linked to children and young peoples' stability. As such, we have to continue to build our learning culture, commit to safe, manageable caseloads, ensure quality supervision, and have good communication and engagement across our teams. We appreciate that our workforce is our greatest asset; thus, we shall continue to work hard to create the cultural enablers that are linked to retention of our staff and teams.

### **2. Improve quality of assessments, our use of data and the quality/sharing of case records to ensure better services and outcomes are delivered.**

- A joint project board (with Clackmannanshire Council and Stirling Council) has been established to develop and progress proposals to replace our social work IT system. Our aspiration is to reduce the time our teams spend inputting information into the outdated IT system and refocus our efforts by working with our children and families in the homes and communities building trusting, compassionate relationships.

- Efforts have also commenced to embed consistent approaches to case recording, case load levels and quality assurance in accordance with the Children's Services Improvement Plan.
- A full systems review of the 'Front Door' (Initial Assessment & Duty Team) of our Service was undertaken in the past year. This team deals with all new welfare referrals, including all Child Protection referrals. We have tested new models and made changes to improve governance, service delivery and outcomes. This has been an iterative process as we seek to find the best model that meets the needs of vulnerable children and families.
- This work is ongoing as we strive for continuous improvement and a relentless focus on protection and wellbeing outcomes. We are determined that our Front Door of the service is strong ensuring all children get the right help at the right time by the right people, as enshrined in National Practice Model - Getting it Right for Every Child (GIRFEC). In 2019, GIRFEC Integrated Assessment reports going to Child Protection Case Conferences were reviewed, with feedback provided to the Social Worker and Team Leader by the Lead Officer, Child Protection Committee.

### **3. Strengthen internal approaches to learning, development and improvement.**

- We have actively engaged with the Centre of Excellence for Looked After Children in Scotland (CELCIS), and are working to build and improve our permanence planning practice through the Permanence and Care Excellence Programme (PACE).
- We have also invested in creating a Permanence and Parenting Capacity Team (PPCT) to have a relentless focus on tackling the legacy of drift – to ensure that each child's journey within our system has no delays.
- To reiterate our commitment to improving permanence work within the service, we have connected and commissioned experts in this field. One of them – Sally Wassell – has developed a programme of high quality bespoke training for the team. We have also connected with a legal expert who has significant experience in this field and she has delivered training about the legal, evidential and court process in respect of permanency planning.

### **4. Develop healthy relationships, maximise employment opportunities, and address substance misuse through Community Justice Interventions.**

Healthy personal relationships will encourage and build resilience and sustain positive change. Examples of strong partnership working beginning to emerge across Children's Services more broadly include:


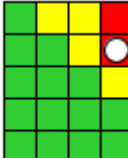
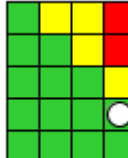
- i) **Safe and Together** – a Forth Valley Partnership with Falkirk and Stirling, the first phase of the Safe and Together Model was rolled out in 2019. This strength based approach in addressing domestic abuse has a clear focus on partnership with the non-abusing parent whilst holding the perpetrator to account. Staff in both Children's Services and Criminal Justice attended joint training and work is currently ongoing in relation to improving working practice.
- ii) **Family Group Decision Making:** we invested in more staff undertaking this training with the aim of creating a small team focussed on delivering this approach to empower families to find their own solutions to ensure the care, protection and wellbeing of children and young people within the family network.
- iii) **Functional Family Therapy:** we have continued to invest in this restorative model to safely work with vulnerable young people and their parents/carers who are at risk of family breakdown and potentially being on the 'cusp' of care.
- iv) **Early Help and Intensive Family Support:** our team of Family Support Workers provide the full spectrum of community based support - from early help to intensive family support. All of this is done alongside our third sector and universal partners. During the past year, further investment has enabled us to expand family support services with joint commissioning of Barnardo's and Action for Children to provide an out of hours support service, seven days a week to some of our most vulnerable families. This has enabled us to provide not only a flexible service, but one that ensures families get the right help at the right time – when they say they need it most.

v) **Rights and Participation:** in addition, we have invested in Who Cares? Scotland, Independent Advocacy and Participation, and additionally, in 2019, increased this investment to promote this service for care experiences children and young people, including those at home and in kinship care. Our Participation Group – Oor Clacks Voices – are actively involved in assisting us to build participation and voice. This year also resulted in the development and creation of a second participation and rights group – ‘Oor Wee Clacks Voices’ for younger children.

vi) **Restorative Practice Model L30:** we have been striving to develop a consistent principled practice model across all of Children’s Services that places restorative and relational-based foundations at the core of our practice. We want our teams to connect with our communities by focusing on rights, compassion and when we must use our authority, we do so skillfully, sensitively and proportionately.

**PENTANA TABLES - PIs and ACTION UPDATES – see appendix 2**


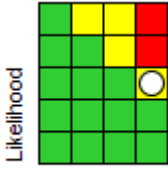
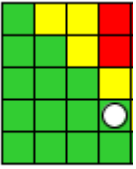
**PEOPLE RISK REGISTER**

<b>ID &amp; Title</b>	COU CRR 011	A lack of capacity or stability in key roles reduces the Council's ability to fulfil statutory requirements and intervene to prevent the serious harm to a child/children.	<b>Status</b>		<b>Managed By</b>	Strategic Director - People	<b>Current Rating</b>	16	<b>Target Rating</b>	8
<b>Potential Effect</b>	Effects of injury or death on individual, family, friends & staff members, reputational & legal implications, with associated costs, as well as impact of reputational damage & negative publicity on morale, workforce development and sustainability.						 			
<b>Related Actions</b>	LOI LP1 102	Develop and Implement a new Corporate Parenting Strategy for 2018/2021	<b>Internal Controls</b>	Child Protection Procedures		Likelihood	Impact			
	SOS BP 17-22	Social Services Business Plan 2017-22		Public Protection Forum						
	SOS CHC CSP	Children's Services Plan 2017-2020		Child Protection Committee						
<b>Latest Note</b>	Children's Social Work services have embarked on a significant improvement journey, as outlined in the Corporate Parenting Strategy and related plans. A substantial level of service review has been undertaken across a wide range of areas, particularly focussing on workforce development. While these activities will reduce this risk in the future, the score is being increased at the moment to more accurately reflect the scale of the issues and the gaps in capacity currently being managed.									

<b>ID &amp; Title</b>	COU CRR 048	The Council fails to reduce the educational attainment gap between pupils from more and less deprived areas due to financial pressures, workforce issues, or wider economic, demographic and poverty-related issues.	<b>Status</b>		<b>Managed By</b>	Chief Education Officer	<b>Current Rating</b>	1 2	<b>Target Rating</b>	8
<b>Potential Effect</b>	Reputational damage, implications for audit/inspection findings and funding, and continued poor results in relation to school leaver destinations, participation and young people reaching their potential, with longer-term impacts in relation to social mobility, poverty, life chances and the economic growth of the area.									
<b>Related Actions</b>	EDU SAC	Scottish Attainment Challenge Action Plan 2018/19	<b>Internal Controls</b>	Education Senior Management Team		Likelihood				
	EDU SBP 189	Education Business Plan 2018-19		Scottish Attainment Challenge				Impact	Impact	
	LOI LP1 201	Deliver actions linked to the Attainment Challenge and ensure that barriers to learning are identified early and addressed		National Improvement Framework						
<b>Latest Note</b>	The Attainment Team has reviewed programmes, ceasing some and redesigning others. Improving Outcomes Principal Teachers are in post, and the Pupil Equity Fund plan has been aligned to Attainment Challenge outcomes. A Collaborative Research & Evaluation Strategy is in place, including work with 3 Universities. The									

<b>ID &amp; Title</b>	EDU SRR 001	Clackmannanshire Council's block grant from central government has reduced every year since 2010/11 and will continue to do so for the foreseeable future.	<b>Status</b>		<b>Managed By</b>	Improving Outcomes Business Manager	<b>Current Rating</b>	1 2	<b>Target Rating</b>	8
<b>Potential Effect</b>	This will continue to impact on resources and the ability of Services to meet service demands.									
<b>Related Actions</b>			<b>Internal Controls</b>	Budget Strategy & Monitoring		Likelihood				
				Audit Committee				Impact	Impact	
<b>Latest Note</b>										

<b>ID &amp; Title</b>	EDU SRR 002	With the expansion of entitlement to Early Years provision to 1140 hours, partners' capacity to deliver may be stretched.	<b>Status</b>		<b>Managed By</b>	Improving Outcomes Manager - Senior Phase	<b>Current Rating</b>	1 2	<b>Target Rating</b>	8
<b>Potential Effect</b>	This has the potential to adversely impact on their ability to provide and deliver effective services in partnership with Education.									
<b>Related Actions</b>	EDU 17 08	An Early Learning and Childcare Academy is set up to deliver SVQ Programme for Assessors	<b>Internal Controls</b>	Service Level Agreements & Contracts		Likelihood				
	EDU 17 55	Impact of Early Learning and Childcare providers delivering extra hours is evaluated		Early Years Partnership				Impact	Impact	
	EDU 17 72	Early Learning and Childcare 1140 hours expansion plan is developed								
<b>Latest Note</b>										

<b>ID &amp; Title</b>	EDU SRR 003	The Service may struggle to recruit and retain senior leaders within schools due to the national shortage of people willing to undertake such roles	<b>Status</b>		<b>Managed By</b>	Improving Outcomes Manager - Broad General Education	<b>Current Rating</b>	1 2	<b>Target Rating</b>	8
<b>Potential Effect</b>	Lack of leaders in promoted posts, and pressure on other staff members									
<b>Related Actions</b>	EDU 17 01	Leadership and CLPL Programmes are implemented, supporting probationers, teacher, early Learning and Childcare staff, Principal Teachers, Depute Head Teachers, Head Teachers and Classroom Assistants	<b>Internal Controls</b>	Recruitment & Retention Policy			 Likelihood Impact	 Likelihood Impact		
	EDU 17 02	Mentoring and support mechanisms are set up for existing and new Head Teachers and SMTs								
	EDU 17 05	Leadership of Learning is delivered in partnership with University of Stirling (SAC) & SCEL								
	EDU SCH 009	Improve the co-ordination of work experience placements for children and young people								
<b>Latest Note</b>										





# People

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## Business Plan 2020-21



**Be the  
FUTURE**

## **1 SERVICE OVERVIEW**

### **1.1 SERVICE PURPOSE & OBJECTIVES**

The People service provides a wide range of services for children, young people, families and communities, in order to educate, protect, support and promote the achievements, attainment and health and wellbeing of every child, with a particular focus on the most vulnerable children within Clackmannanshire.

This plan sets out the key actions that will be delivered by the People Service in 2020/21 to ensure better outcomes for everyone in Clackmannanshire, and contribute to the delivery of strategic objectives as set out within the Council's Corporate Plan 2018-22 and the Local Outcomes Improvement Plan 2017-27.

The current pace of change for the People service at local and national level driven by Scottish Government is rapid, ongoing, and significant. We are committed to seeking opportunities as we respond to national policy developments set by the Scottish Government including Getting It Right for Every Child (GIRFEC), Curriculum for Excellence, the implementation of the Children and Young People (Scotland) Act 2014, Community Justice Scotland Act 2016, and Developing the Young Workforce. As a Scottish Attainment Challenge authority, we also remain committed to raising attainment for all and closing equality gaps.

The recent and ongoing outbreak of Covid-19 has created unprecedented and very challenging circumstances for the service. Schools, Early Learning & Childcare, Community Centres and Libraries were closed, exams were cancelled and many staff were asked to work from home to protect themselves or family members who had underlying health conditions. The service worked quickly to launch a virtual online learning platform [flipclacks.org](http://flipclacks.org) to enable children and young people to continue learning at home - schools and centre teams played a huge role in populating this online learning platform. Essential childcare was provided for vulnerable children and those of key workers in hubs based in Alloa, Alva and Lornshill Academies, ABC and Dollar Nurseries. Community Learning and Sports Development workers supported the hubs and planned activities for the children who were receiving essential childcare there. Free school meals were provided for children attending the hubs as well as grab bag meals being delivered to those children in our communities entitled to free meals. Secondary schools liaised with the SQA and provided parents and pupils with information on how accreditation would be decided in this historic year where no exams were taking place. Support for vulnerable children, those with additional support needs and statutory duties around Child Protection were planned for and delivered in partnership with other teams across the Council and the Third sector. Libraries were closed but free, online books were provided through their website to anyone who wanted them. Educational psychologists extended their offer of support to families on areas such as anxiety and to ensure everyone's mental health needs were supported. We are and will continue to deal with the aftermath of this for some time to come.

Children's and Justice Services have continued to delivery services throughout Covid-19. Priority focus has been given to statutory requirements with Child Protection and management of serious and violent offenders being the main focus during the early stages of the pandemic. The numerous legislative changes that were introduced during this time have been responded to appropriately with us working alongside colleagues in health and safety to ensure that staff are safe and are working within government guidelines. We have adapted to the Government's road map successfully re-introducing services as and when required.

It is well documented that Covid-19 has had a devastating impact on vulnerable and disadvantaged groups. Children's Social Work Services through local knowledge, and data, with key professional networks e.g. Scottish Association of Social Workers (SASW), Social Work Scotland (SWS), Centre for Excellence for Looked After Children (CELCIS) and the Office of the Chief Social Work Advisor, are all clear: there shall be a significant surge in demand that will have a lasting impact on children, families and communities that will require rapid local and national investment to ensure frontline services are not overwhelmed in their capacity to respond.

Children's Social Work Services have responded to the crisis with decisiveness and agility. Action was taken, including the production of local and national practice guidance to support front line statutory social work activity. All teams were pulled together into the one emergency response team - working in a blended approach, at home and in the community, while maintaining business continuity and statutory responsibilities - particularly for those children at greatest risk. Leadership, increasing supply of IT, communication platforms and PPE were instrumental in initiating this rapid response through the emergency, out and beyond.

We shall continue to look back in terms of lessons learned, while acknowledging our strengths. We are proud of our workforce, demonstrated in their kindness, compassion and rising to the challenge to safeguard and protect the most vulnerable children and families in Clackmannanshire. We are also grateful for the strengthened partnership working across the Council and with our external partners, including 3<sup>rd</sup> sector partners, who are all pulling together during these extraordinary times to secure the best possible outcomes and mitigate risk.

Now is the time to look forward and to plan given these unprecedented demands shall remain with us for the foreseeable future. We must not only recover, but we must continue to adapt and build by having the resilience and capacity to meet the complex challenges that lie ahead. Key to unlocking our strengths is recognition that our workforce and our teams are our greatest asset. Nothing can be achieved without them and their resilience, acknowledging two key fundamentals:

- The wellbeing of our workforce.
- Inseparable with the wellbeing of the workforce, is the workforce capacity to meet the increasing complexity and volume of demand.

Key priorities during 2020/21 must include as a priority a focus on recovery from the disruption brought by Covid-19. We will continue to work on early intervention and prevention, early years expansion to implement 1140 hours in all establishments, embedding the principles of GIRFEC, working to deliver on the improvements required as part of the National Improvement Framework and working in partnership with all our stakeholders to improve and deliver safe and meaningful outcomes for our people and their communities.

Current heightened levels of risk within People services means that we must continue to build upon our efforts to ensure the delivery of safe standards and practices. In addition, we are undertaking a programme of transformation, presenting opportunities for increased collaboration, integration, innovation and flexibility. Our approaches will allow the organisation to embed required modernisation and efficiencies to meet the significant financial challenge and future service demand, with a particular focus on workforce development, succession planning and stakeholder engagement.

The business planning process brings together priority actions into one document for the People service. Our integrated approach to People Services means that early years, primary, secondary and community education sits alongside support, protection and care functions all encompassed within one Council service. This approach allows us to best respond to meeting the needs of children, young people and families and provides a sound basis for us to achieve our vision and aims.

The People business plan will be supported by functional plans which outline in more detail the specific actions, accountable officers and timescales to deliver outcomes. Summarised below are the overarching themes that apply to all People service actions, followed by more specific Education and Children's Services actions.

This plan is guided by, and aligned with, the Be the Future Programme, the Local Outcomes Improvement Plan 2017-2020 and the National Improvement Framework Planning and Reporting. Clackmannanshire Council's Children and Young People's plan 2017-20 - this Plan shall come to an end in March 2021, in accordance with extended planning permissions by the Scottish Government, in response to COVID-19. The new Children & Young Peoples Service Plan (2021-2023) is to be developed, delivered and submitted to Scottish Government by April 2021.

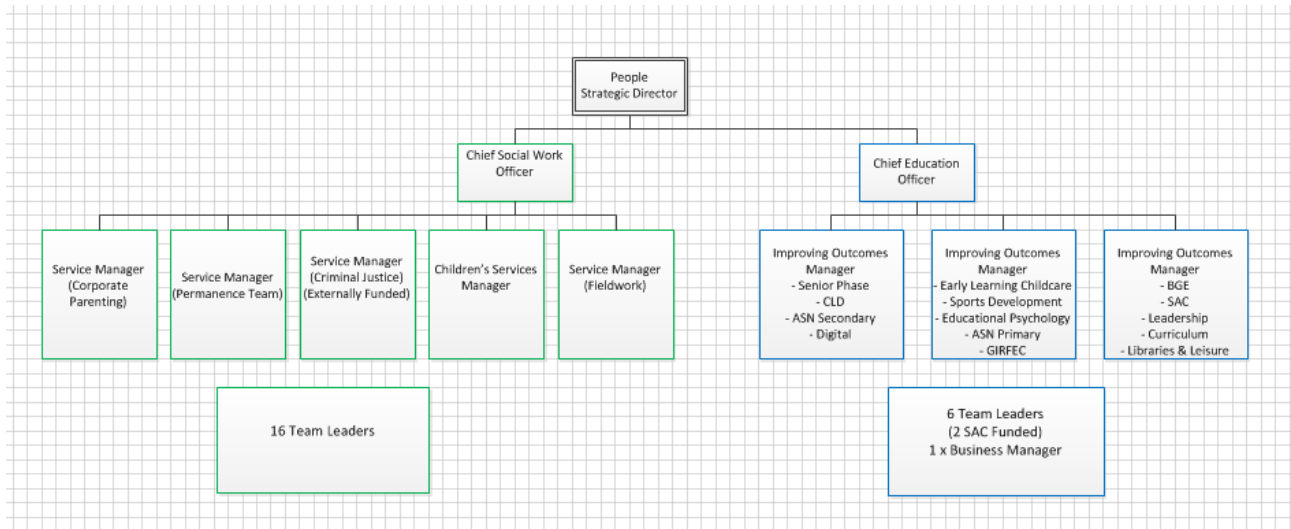
## Overarching priorities

Collectively, as a People service and more broadly with key stakeholders both within and outwith the Council, we will be working collaboratively to deliver improved outcomes in the following areas:

Priorities	Aims
Implementation of the Learning Estate Strategy and in particular the development of a campus model for Alloa South.	The Learning Estate strategy will connect People, Places and Learning to transform schools and early learning establishments particularly in the development of a campus model in Alloa South East.
Improvement in attainment, particularly in literacy and numeracy.	All children achieving appropriate levels for age and stage in Early Learning and Childcare and BGE, and for relevant Senior Phase Qualifications in line with virtual comparators, to include measures to mitigate learning losses, post COVID.
Closing the attainment gap between the most and least disadvantaged children.	No pattern of lower attainment and achievement for children in lower SIMD bands, and for Looked After Children, in line with national and virtual comparators, with a focus on minimising any impact around the widening of inequalities of outcome and ensuring that the attainment gap has not widened further due to COVID.
Improvement in children and young peoples' health and wellbeing.	Implementation of mental health and wellbeing interventions to mitigate the effects of COVID to improve 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 post-school destination, with a recognition that some will have developed needs during lockdown, requiring appropriate interventions.
Transforming the Secondary Curriculum	Ensuring that all lessons learned from COVID particularly in relation to environmental issues, wellbeing, outdoor learning, volunteering and social citizenship, digital inclusion are implemented with partners.
Review internal staffing capacity, progress and implement structure to ensure the safe delivery of services.	Stabilise leadership, and ensure clear accountabilities and routes for escalation are in place. Reduce risk, enable early intervention, and ensure statutory compliance. Redesign the functions of strategic commissioning, policy and planning, risk, and performance reporting across the department.

Improve quality of assessments, our use of data and the quality/sharing of case records to ensure better services and outcomes are delivered.	Develop and progress proposals to replace social work IT system. Embed consistent approaches to case recording, case load levels and quality assurance.
Strengthen internal approaches to learning, development and improvement.	Invest in workforce development to embed strong approaches to social work practice.
Collaborative Family Support Services	Ensure that all Family Support Services across People Directorate, the Council as a whole, and within the third sector are planned and implemented collaboratively, with a holistic and “tell us once” approach
The Promise	Implementation of the Foundations of The Promise across People Directorate, the Council as a whole, and within the Third Sector:

## 1.2 SERVICE STRUCTURE



## 1.3 BUDGET

<b>People</b>	<b>Annual Budget</b>
	<b>2020/21</b>
	<i>£'000</i>
<b>Strategy &amp; Customer Services</b>	3,303
<b>Development &amp; Environmental</b>	15,157
<b>Education Service</b>	58,712
<b>Social Services</b>	13,853
<b>Division Expenditure Budget</b>	<b>91,025</b>

This is based on the current Service allocations and is subject to change due to additional financial burden cause by the Covid-19 pandemic. At a recent finance update meeting, the variance to the budget for these headings was predicted to be up to an additional £3,406,000 in addition to the figure above.

## 1.4 KEY SERVICE STRATEGIES & POLICIES REVIEW SCHEDULE

The policy landscape for the People service is complex and subject to regular change and tight implementation timescales. The ambition is to improve approaches to service delivery in the face of current pressures - reduced funding, Covid-19 recovery, Council restructuring, reduced availability of qualified teaching staff, demographic and socio-economic pressures - whilst continuing to improve attainment and achievement to bring about the best possible outcomes for our children and young people.

Legislative requirement and high level national policies relating to the delivery of the People services are as follows:

- National Improvement Framework – a key driver for dynamic and agile improvement in education. It underpins work on the Scottish Attainment Challenge which provides a framework for expenditure of the additional finance given directly to schools from the Pupil Equity Fund. Education (Scotland) Act 2016
- Children and Young People (Scotland) Act 2014
- Getting It Right For Every Child
- Children’s Rights - United Nations Convention on the Rights of the Child (UNCRC)
- Expansion of Early Learning and Childcare entitlement
- Curriculum for Excellence
- Community Empowerment (Scotland) Act 2015
- Gaelic Language (Scotland) Act 2005
- Community Learning and Development (Scotland) Regulations 2013
- Governance Review: Next Steps, June 2017 - promotes working in Regional Improvement Collaboratives Update
- Review of the Parental Involvement (Scotland) Act 2006 and national Parental Involvement and Engagement Action Plan “Learning Together” launched in August 2018
- Developing the Young Workforce and Youth Employment Strategy
- Senior Phase Pathways
- Child Poverty (Scotland) Act 2017 and “Every child, every chance – The Tackling Child Poverty Delivery Plan 2018-22”
- Corporate Parenting Strategy
- Forth Valley and West Lothian Regional Improvement Collaborative (RIC)
- Public Bodies (Joint Working) (Scotland) Act 2014 and the integration of adult health and social care services.
- Social Care (Self-directed Support) (Scotland) Act 2014
- Carers (Scotland) Act 2016

This schedule includes key strategic documents and publications:



<b>Key Service Document</b>	<b>Status and Review Schedule</b>
Clackmannanshire Children's Services Plan, 2017-2020  Clackmannanshire Council has considered the guidance provided recently by the Scottish Government and has decided to defer finalising our new Children's Services Plan 2020-23.	Currently developing new plan for 2020-23  To be finalised by end April 2021
Child Protection Committee Strategic Plan, 2017-2018	Annual
Adult Support and Protection Committee Strategic Plan, 2017-2018	Annual
Community Justice Improvement Plan, 2018-2022	Annual Review
Corporate Parenting Plan, 2018-2021	Annual Review
Carer's Strategy, 2017-2020	Currently under development  Annual Review
National Improvement Framework (NIF) Education Plan 2020-21	Annual  Annual Report
Digital Learning Strategy, 2019-22	Annual Report
Additional Support for Learning Strategy, 2019-22	Annual Report
Exit Strategy for the Scottish Attainment Challenge (SAC Plan), 2020-21	Annual Report
Health and Wellbeing Strategy	Implementation phase
Early Learning and Childcare expansion to 1140 hours entitlement	Implementation phase
Learning Estate Strategy, 2019-40	Implementation phase
Community Learning and Development Plan, 2018-21	Implementation Phase
Sport and Active Living Framework for Clackmannanshire, 2018-28	Implementation Phase

## 2 KEY ISSUES FOR THE SERVICE

### Context

Particular areas of pressure for Children's Services during 2020-21 include:

- Recovery of service and educational attainment of pupils from Covid-19 pandemic.
- Higher than average incidences of looked after children and child protection cases, often due to areas of significant deprivation, and parental drug and alcohol misuse.
- Increasing numbers of children with additional support needs in schools and ELCs
- Implementation of Early Learning and Childcare from 600 to 1140 hours per year, per child.
- Challenges around the continued reserve of supply and permanent teachers.
- Reform of Community Justice designed to deliver community based responses and improved outcomes for victims, people who offend, their families and the wider public (in accordance with Community Planning Partnerships).
- Increased emphasis on Public Protection incorporating Child Protection, Adult Support and Protection, substance misuse, gender-based violence and Multi-Agency Public Protection Arrangements in respect of Community Justice.
- • Identify, with partners, new and innovative community payback placements for unpaid work

### Health and Wellbeing

- 15.5% of our children live in families with limited resources [defined as combined low income & not being able to afford certain basic necessities] (Scottish average is 20.7%)
- Clackmannanshire has the second highest rate of teenage pregnancies across Scotland (under 16 years)
- Recent Police Scotland data indicates that Clackmannanshire has the highest rate of Domestic Abuse across Scotland (162 per 10,000 population)
- High rate of alcohol consumption among young people (more than double the national weekly rate)

### Attainment

Please see appendix 2 for a comprehensive summary of education attainment and key performance indicators.

#### 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.

### **3 APPROACHES**

As we progress with the delivery of this business plan outcomes data will be considered together with data about costs and activities to assist us to make decisions about future investment. There is also recognition of the need to enhance our capacity for quality assurance across the Service including ensuring that all core policies and procedures are updated and fit for purpose. This will ensure that all front-line staff have a thorough understanding of the policies, procedures and standards for their service area.

#### **3.1 TRANSFORMATION, INNOVATION AND COLLABORATION**

The People Service incorporating Education, Social Work and Criminal Justice are working collaboratively to research, trial and implement new ways of working that are innovative, more efficient and cost effective for the Council. A regular programme of reviews for specific areas of business are identified as actions in each year's Business Plan and address areas of service where data shows improvement can be made or issues which have been uncovered through regular support and challenge visits, inspections or supervision discussions with members of staff.

The advent of the Covid-19 pandemic has thrown these issues into sharp focus; delivery of services especially the method of delivery has changed rapidly with many more services, statutory or otherwise, being delivered online. Some of the impetus to transform these services has been imposed rapidly by the Government, for example when schools were closed, when cases of corona virus impacted the elderly and vulnerable in the community or in care homes and collaborative changes to Children's Hearings or Child Protection procedures were implemented. Services to people is an area that was already subject to rapid change requiring staff to meet challenges innovatively and creatively, the pace of change brought about by the pandemic has increased the speed at which staff work differently maximising the use of technology to ensure all Government rules to suppress the virus are adhered to.

By way of example, FlipClacks.org, which had already been in development, was rapidly populated with online learning materials which could be accessed by any child, young person, parents or carers in Clackmannanshire to enable them to continue learning at home. Schools created online Google Classrooms and commenced virtual lessons for learners, checking in on them regularly to ensure their wellbeing. All establishments responded to requests to provide learning packs for families who had limited access to online materials. Digital devices and dongles to provide internet access were distributed to those most in need, some provided by schools and the local community, and others Funded by Scottish Government.

The appointment of a new Strategic Director - People - overseeing both Education and Social Work and Criminal Justice, together with a revised management structure empowering senior staff and teams, will lead to further collaboration between services across the People portfolio.

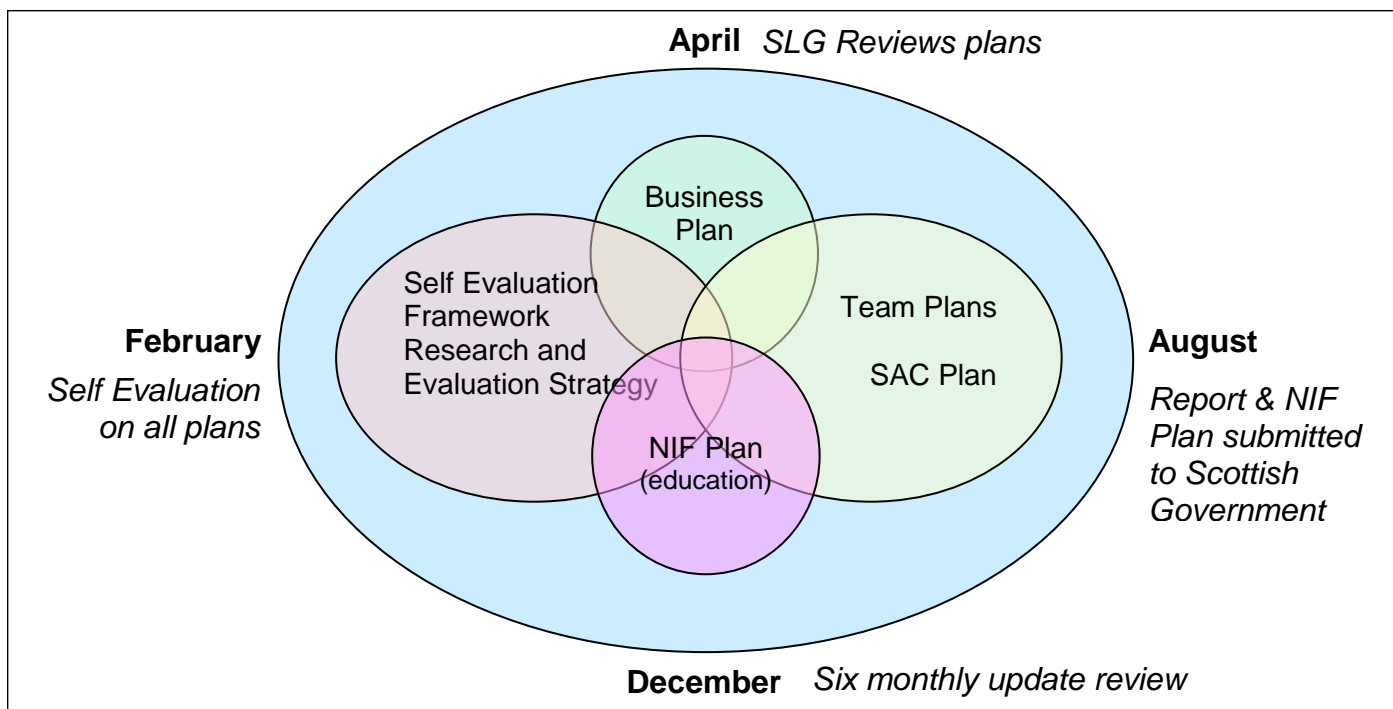
### 3.2 CUSTOMER AND STAKEHOLDER ENGAGEMENT

The People Service has mechanisms in place to publicise plans and performance information and engage with those who use our services to obtain feedback. In addition to this, and in conjunction with our partners, the Service performs a role in raising public awareness in relation to Public Protection and associated community safety initiatives.

Service Plans and performance information are available currently on the Council's website. We also use opportunities to proactively engage with the media to promote positive stories about the service. Performance information is available at a national level to enable comparisons and benchmarking. The Service uses qualitative and quantitative data to evaluate performance and inform service improvement.

The Service also convenes consultation events with service users and throughout the course of the year and hosts sessions and workshops in conjunction with local providers to obtain feedback from service users about processes and procedures and areas for improvement. Participation Strategies are in place for registered services and are being developed more broadly as part of the council's aims to promote and enhance community involvement.

The Education Service has developed its Strategy for Research and Evaluation, which sits alongside the Self Evaluation Framework and Communications Plan. These three key documents are inter connected and support the service planning cycle.



### 3.3 MANAGING SERVICE PERFORMANCE

We have a relentless focus on improving outcomes to determine the positive impact our actions have on children's lives.

We have a robust planning methodology, which ensures that there is a clear rationale for each action with defined outcomes and a measurement plan for evidencing impact. This is replicated in the Delivery Plan tables.

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

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

Our People performance indicators are outlined below – LGBF Indicators:

#### **Early Years**

- Cost per ELC registration
- Funded Early Years provision graded good or better

#### **Attainment**

- 4th year pupils gaining 5+ awards at level 5 or above
- 5th year pupils gaining 5+ awards at level 6 or above
- 4th year pupils from deprived areas gaining 5+ awards at level 5 or above
- 5th year pupils from deprived areas gaining 5+ awards at level 6 or above
- Average tariff score in SIMD quintile 1 (most deprived)
- Average tariff score in SIMD quintile 2 (2nd most deprived)
- Average tariff score in SIMD quintile 3 (middle)
- Average tariff score in SIMD quintile 4 (2nd least deprived)
- Average tariff score in SIMD quintile 5 (least deprived)
- Overall average tariff score – all pupils

#### **Schools**

- Cost per primary school pupil
- Cost per secondary school pupil
- Average working days lost through sickness absence per teacher
- School attendance - all pupils
- School attendance - Looked After Children
- School exclusions - all pupils (per 1,000 pupils)
- School exclusions - Looked After Children (per 1,000 Looked After Children)
- School leavers entering positive destinations
- 16-19 year-olds participating in employment, education or training
- Satisfaction with schools (3 year average)

#### **Child Care**

- Cost of Looked After Children in residential care per child per week
- Cost of Looked After Children in the community per child per week
- Looked After Children being cared for in the community
- Looked After Children with more than 1 placement in the last year
- Child Protection re-registrations within 18 months
- Children meeting expected developmental milestones at 27-30 month health review

The key indicators shown below are relentlessly tracked and monitored – termed service  
\*obsessions\*

<b>15 Key Indicators (tracked by SIMD 1 &amp; 2 and overall)</b> <b><i>COVID Recovery will be integral to all key indicators</i></b>	
<ul style="list-style-type: none"> <li>• % P1 children presenting basic movement/motor skills against national standards</li> <li>• <b>% Children achieving expected levels of Literacy &amp; Numeracy*</b></li> <li>• <b>% Young people achieving at SCQF Levels in Literacy &amp; Numeracy*</b></li> <li>• No of Awards achieved by young people by end of Senior Phase</li> <li>• No of Children &amp; Young People (C&amp;YP) volunteering at school and in the community</li> <li>• <b>Attendance figures*</b></li> <li>• Exclusions figures</li> <li>• <b>Positive Destinations*</b></li> <li>• No of C&amp;YP engaging with Digital Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Inspection / Validated Self Evaluation ratings for Early Years establishments, Schools and Services</li> <li>• No of C&amp;YP reporting increase in confidence levels through participating in sport/physical activity in/out of school</li> <li>• No of parents/carers reporting increase in confidence in supporting child's learning</li> <li>• No of outdoor learning opportunities offered as part of school curriculum</li> <li>• No of C&amp; YP who say that their opinions are listened to and heard</li> <li>• No of children who report they are consulted in developing a relevant play based curriculum</li> </ul>

Description	2017/18	2018/19	2019/20
	Value	Value	Value
<b>COUNCIL</b>			
Average FTE days lost through sickness absence per employee (Teachers plus all other local government employees)	14.6	13.2	3.9
Number of formal complaints received - Council	183	166	204
% formal complaints dealt with that were upheld/partially upheld - the Council	43.70%	47.70%	49.50%
% formal complaints closed within timescale during period - Council	78.10%	74.20%	72.00%
% Councillor Enquiries dealt with within timescale - Council	88.40%	89.50%	85.60%
% Freedom of Information requests responded to within timescale - Council	93.60%	93.10%	92.70%
% MP/MSP enquiries responded to within timescale - Council	90.50%	87.00%	89.20%
% FOI reviews responded to within timescale - Council	100.00%	100.00%	100.00%
<b>PARTNERSHIP &amp; PERFORMANCE</b>			
Average FTE Days Sickness Absence (Partnership & Performance)		9.9	
Number of formal complaints received - Partnership & Performance			8
% formal complaints dealt with that were upheld/partially upheld - Partnership & Performance			28.60%
% formal complaints closed within timescale during period - Partnership & Performance			28.60%
% Councillor Enquiries responded to within timescale - Partnership & Performance			75.00%
% Freedom of Information requests responded to within timescale - Partnership & Performance		92.20%	87.80%
% MP/MSP enquiries responded to within timescale - Partnership & Performance			89.50%
<b>PLACE</b>			
Average FTE Days Sickness Absence (Place)		15.6	
Number of formal complaints received - Place			143
% formal complaints dealt with that were upheld/partially upheld - Place			39.30%
% formal complaints closed within timescale during period - Place			72.40%
% Councillor enquiries responded to within timescale - Place			86.92%
% Freedom of Information requests responded to within timescale - Place			96.53%
% MP/MSP enquiries responded to within timescale - Place			92.80%
<b>PEOPLE</b>			
Average FTE Days Sickness Absence (People)		12.3	
Number of formal complaints received - People			44
% formal complaints dealt with that were upheld/partially upheld - People			17.90%
% formal complaints closed within timescale during period - People			51.30%
% Councillor enquiries responded to within timescale - People			88.89%
% Freedom of Information requests responded to within timescale - People		79.19%	87.21%

## 4 DELIVERY PLAN

### Business Plan 2020-21

#### Priority 1

Improvement in attainment, particularly in literacy and numeracy

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

Code	KPI	2017-18	2018-19	2019-20	2020-21	Lead
		Value	Value	Value	Target	
EDU BGE 01	% Children achieving expected levels of CfE  Note - 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.	78%	81%	--		Lorraine Sanda
EDU SPH 02	% Young people achieving at SCQF Levels in Literacy and Numeracy (Level 4, 5 & 6)	64.6%	68%	--		Lorraine Sanda
EDU ELC 06	Inspection / VSE rating for Early Years establishments, schools and services (no of inspections rated satisfactory or above)	100	100	--	100	Lorraine Sanda

Code	Action	Impact	By When	Lead
BGE 20 01	Clackmannanshire's Leadership opportunities are further developed through the creation of a 'Leadership for All' pathway supported by relevant programmes across the education service	<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>	June 2021	Middle Leadership Team
ELC 20 02	A shared Vision for Early Years is developed which will drive forward a 5 year improvement plan as part of our strategic approach to raising attainment and achieving excellence and equity	<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>	June 2021	Early Learning and Child-care Team



BGE 20 03	Our strategic approach to raising attainment and achieving excellence and equity is re-envisioned	<ul style="list-style-type: none"> <li>Shared understanding of the strategic approach to raising attainment and achieving excellence and equity</li> </ul>	June 2021	Improving Outcomes Team
BGE 20 04	Our model of professional learning/development is reviewed and renewed which takes cognisance of the value of online, anytime, virtual learning	<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>	June 2021	Middle Leadership Team
ELC 20 05	The Play Strategy and 3 Year Action Plan are developed and implemented with a targeted focus on providing high quality, developmentally appropriate play based, creative and innovative learning opportunities	<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>	June 2021	Middle Leadership Team
BGE 20 06	The Outdoor Learning Strategy and 3 Year Action Plan are developed and implemented with a targeted focus on providing high quality outdoor learning experiences which are fully integrated into refreshed curriculum design and wider community	<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>	June 2021	Middle Leadership Team
SPH 20 07	Clackmannanshire's Digital Strategy continues to be implemented to improve skills, access, curriculum and leadership with regards to digital technology	<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 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>	June 2021	Middle Leadership Team
BGE 20 08	Performance data is used to create a new model of support and professional learning to inform and drive improvement	<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> </ul>	June 2021	Improving Outcomes Team

		<ul style="list-style-type: none"> <li>• Effective practice is shared and positively impacting on attainment of young people</li> </ul>		
BGE 20 09	Expertise and capacity of educators continues to be built 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>	June 2021	<p>Improving Outcomes Team</p> <p>Data Coach</p>
SPH 20 10	A strategic approach is developed to raise attainment in literacy in partnership with the Improving Outcomes Team, local partners, and families/communities	<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>	June 2021	<p>Improving Outcomes Team</p> <p>Library Services</p> <p>Education Community Learning and Development</p>

## Priority 2

Closing the attainment gap between the most and least disadvantaged children

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

Code	KPI	2017-18	2018-19	2019-20	2020-21	Lead
		Value	Value	Value	Target	
EDU BGE 03	Attendance figures	92.8%	92.8%	92.2%	-	Lorraine Sanda
EDU BGE 04	No of Exclusion incidents	19	8	4	-	Lorraine Sanda

Code	Action	Impact	By When	Lead
SPH 20 11	Systems are developed to record, monitor and analyse attainment and achievement data for children with ASN to identify strengths and areas for improvement.	<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>	June 2021	ASN Team
SPH 20 12	The Readiness for Learning approach is fully incorporated 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>	June 2021	Educational Psychology Service Team
SPH 20 13	The Transformation Project to improve Mental Health for Children and Families is adapted 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>	June 2021	Educational Psychology Service Team ASN Team
BGE 20 14	An Education Service Poverty Plan is developed 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>	June 2021	Middle Leadership Team
SPH 20 15	Key strands of the ASL Strategy are implemented to establish a whole systems approach to supporting chil-	<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> </ul>	June 2021	ASN Team Education Community

	dren/young people and their families across education settings, home and the community	<ul style="list-style-type: none"><li>• Children, young people and their families with ASN will be better supported</li></ul>		Learning and Development  Educational Psychology Service Team
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### Priority 3

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

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

Code	KPI	2017-18	2018-19	2019-20	2020-21	Lead
		Value	Value	Value	Target	
EDU BGE 07	No. of children taking part in sport / physical activity out of school			–		Lorraine Sanda
EDU SPH 08	Teenage Pregnancy levels (women aged under 20 years)			–	32.4 (Scottish average)	Lorraine Sanda
EDU SPH 09	Rates of weekly drinking			–	11.6	Lorraine Sanda
EDU BGE 10	% of children and young people who report 'enjoying being in school today'	71% (primary & secondary)				Lorraine Sanda
EDU BGE 11	% of children and young people who agree with the statement 'I enjoy my life'	79% (primary & secondary)				Lorraine Sanda
EDU SPH 13	C&YP with conduct causing serious concern	23			20	Lorraine Sanda

Code	Action	Impact	By When	Lead
ELC 20 16	Capacity is built for understanding and sharing the positive impact on mental health from participation in physical activity and sport	<ul style="list-style-type: none"> <li>• Staff identified to build capacity</li> <li>• Professional development will increase staff knowledge and understanding</li> </ul>	June 2021	Sports Development Team
BGE 20 17	A directory of Health and Wellbeing supports is created 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>	June 2021	Middle Leadership Team

ELC 20 18	A motor/movement skills programme in the Early Years is developed and implemented	<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>	June 2021	Sports Development Team  Early Learning and Child-care Team
ELC 20 19	Clackmannanshire's Active Travel Strategy is reviewed and further developed	<ul style="list-style-type: none"> <li>● Increase in the percentage of children and young people actively travelling to school</li> <li>● Targeted interventions are impacting positively on the wider achievement of children and young people</li> </ul>	June 2021	Sports Development Team

## Priority 4

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

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

Code	KPI	2017-18	2018-19	2019-20	2020-21	Lead
		Value	Value	Value	Target	
EDU SPH 12	No. of Awards achieved by young people by end of Senior Phase	-	-	-		Lorraine Sanda
EDU SPH 14	No. of C&YP volunteering at school and in the community	-	-	-		Lorraine Sanda
EDU SPH 15	Positive Destinations	93.0%	94.2%	-	93.7%	Lorraine Sanda

Code	Action	Impact	By When	Lead
SPH 20 20	Enhanced employability programmes are developed and implemented for young people leaving school in light of COVID-19: <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>	June 2021	Education Community Learning and Development
SPH 20 21	Youth Engagement policy/framework is implemented 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>	June 2021	Education Community Learning and Development
BGE 20 22	Increased opportunities are provided for parental engagement through 'Connected Learning' approaches	<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>	June 2021	Improving Outcomes Team
BGE 20 23	The Clackmannanshire Parental Involvement and Engagement Strategy is refreshed to ensure that every parent and family are supported to be involved and engaged in their child's education and 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>	June 2021	Improving Outcomes Team

SPH 20 24	Family Learning programmes are implemented, 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>	June 2021	<p>Education Community Learning and Development</p> <p>Libraries &amp; Leisure</p> <p>Improving Outcomes</p>
BGE 20 25	The MCR Mentoring Programme is embedded 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>	June 2021	Middle Leadership Team



## Social Service and Criminal Justice Business Plan 2020-21

**Priority 1: Review internal staffing capacity, progress and implement structure to ensure the safe delivery of services.**

Code	Action	Impact	By When	Lead
SSCJ 002	Redesign the functions of strategic commissioning, policy and planning, risk, and performance reporting across the department.	Stabilise leadership, ensure clear accountabilities and routes for escalation are in place. Reduce risk, enable early intervention, and ensure statutory compliance.	30/09/2021	Strategic Director/ CSWO
SSCJ 003	Review resource requirements in accordance with service restructuring and the workforce plan (link to risk and priorities)	Safe delivery of statutory services; aligned resource to corporate priorities; perceived financial savings.	31/03/21	Strategic Director/ CSWO
SSCJ 004	Devise and implement Commissioning framework for Children's and Justice Services	Ensure statutory compliance and better quality/ outcomes.	30/09/2021	Strategic Director/ CSWO

**Priority 2: Improve quality of assessments, our use of data and the quality/sharing of case records to ensure better services and outcomes are delivered.**


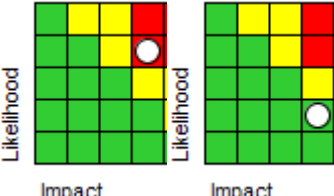
Code	Action	Impact	By When	Lead
SSCJ 005	Develop and progress proposals to replace social work IT system.	Short term investment for longer term saving; more efficient practices; more opportunity for collaboration and integration; streamlined processes.	31/12/2021	Children's services project manager
SSCJ 006	Support and improve approaches and planning to assessment and case management.	Workforce will be more skilled in leading assessments leading to better quality data and application of best practice.	31/03/2021	CSWO/
SSCJ 007	Embed consistent approaches to case recording, case load levels and quality assurance.	More consistent application of robust social work practice; enhanced quality of case reviews.	31/03/2021	CSWO



**Priority 3: Strengthen internal approaches to learning, development and improvement.**


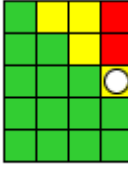

Code	Action	Impact	By When	Lead
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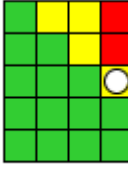

SSCJ 008	Invest in workforce development, engaging with external consultants to facilitate learning sessions and embed strong approaches to social work practice.	Higher levels of skill and consistency at team leader level; more effective governance and scrutiny of practice; better skilled workforce.	31/03/2021	CSWO
SSCJ 009	Implement recommendations arising from Internal Case Review and Significant Case Reviews in the areas of child protection and the care system;	Higher quality processes; built in opportunities for improvement; enhanced reputation from stakeholders; more effective governance and scrutiny of practice; better skilled workforce.	30/06/2021	CSWO
SSCJ 010	Plan for shorter sentence assumptions by reviewing community services to address offending behaviour.	Change to service provision; enhanced community services; community engagement.	31/03/2021	Criminal Justice Manager
SSCJ 011	Set regular series of staff engagement sessions as a result of staff survey outcomes.	Improved staff engagement; strong leadership.	30/10/2021	CSWO


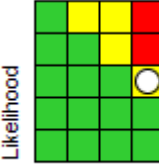

## Service Risk Register – Appendix 1

<b>ID &amp; Title</b>	COU CRR 011	A lack of capacity or stability in key roles reduces the Council's ability to fulfil statutory requirements and intervene to prevent the serious harm to a child/children.	<b>Status</b>	 <b>Managed By</b>	Strategic Director - People	<b>Current Rating</b>	1 6	<b>Target Rating</b>	8
<b>Potential Effect</b>	Effects of injury or death on individual, family, friends & staff members, reputational & legal implications, with associated costs, as well as impact of reputational damage & negative publicity on morale, workforce development and sustainability.								
<b>Related Actions</b>	LOI LP1 102	Develop and Implement a new Corporate Parenting Strategy for 2018/2021	<b>Internal Controls</b>	Child Protection Procedures		Likelihood	Impact	Likelihood	Impact
	SOS BP 17-22	Social Services Business Plan 2017-22		Public Protection Forum					
	SOS CHC CSP	Children's Services Plan 2017-2020		Child Protection Committee					
<b>Latest Note</b>	Children's Social Work services have embarked on a significant improvement journey, as outlined in the Corporate Parenting Strategy and related plans. A substantial level of service review has been undertaken across a wide range of areas, particularly focussing on workforce development. While these activities will reduce this risk in the future, the score is being increased at the moment to more accurately reflect the scale of the issues and the gaps in capacity currently being managed.								

<b>ID &amp; Title</b>	COU CRR 048	The Council fails to reduce the educational attainment gap between pupils from more and less deprived areas due to financial pressures, workforce issues, or wider economic, demographic and poverty-related issues.	<b>Status</b>	 <b>Managed By</b>	Chief Education Officer	<b>Current Rating</b>	1 2	<b>Target Rating</b>	8
<b>Potential Effect</b>	Reputational damage, implications for audit/inspection findings and funding, and continued poor results in relation to school leaver destinations, participation and young people reaching their potential, with longer-term impacts in relation to social mobility, poverty, life chances and the economic growth of the area.								
<b>Related Actions</b>	EDU SAC	Scottish Attainment Challenge Action Plan 2018/19	<b>Internal Controls</b>	Education Senior Management Team		Likelihood	Impact	Likelihood	Impact
	EDU SBP 189	Education Business Plan 2018-19		Scottish Attainment Challenge					
	LOI LP1 201	Deliver actions linked to the Attainment Challenge and ensure that barriers to learning are identified early and addressed		National Improvement Framework					
<b>Latest Note</b>	The Attainment Team has reviewed programmes, ceasing some and redesigning others. Improving Outcomes Principal Teachers are in post, and the Pupil Equity Fund plan has been aligned to Attainment Challenge outcomes. A Collaborative Research & Evaluation Strategy is in place, including work with 3 Universities. The Tapestry Partnership is delivering a bespoke programme and the Early Intervention Team has been redesigned.								

<b>ID &amp; Title</b>	EDU SRR 001	Clackmannanshire Council's block grant from central government has reduced every year since 2010/11 and will continue to do so for the foreseeable future.	<b>Status</b>		<b>Managed By</b>	Improving Outcomes Business Manager	<b>Current Rating</b>	1 2	<b>Target Rating</b>	8
<b>Potential Effect</b>	This will continue to impact on resources and the ability of Services to meet service demands.									
<b>Related Actions</b>			<b>Internal Controls</b>	Budget Strategy & Monitoring Audit Committee			Likelihood		Likelihood	
<b>Latest Note</b>										



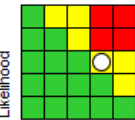









<b>ID &amp; Title</b>	EDU SRR 002	With the expansion of entitlement to Early Years provision to 1140 hours, partners' capacity to deliver may be stretched.	<b>Status</b>		<b>Managed By</b>	Improving Outcomes Manager - Senior Phase	<b>Current Rating</b>	1 2	<b>Target Rating</b>	8
<b>Potential Effect</b>	This has the potential to adversely impact on their ability to provide and deliver effective services in partnership with Education.									
<b>Related Actions</b>	EDU 17 08	An Early Learning and Childcare Academy is set up to deliver SVQ Programme for Assessors	<b>Internal Controls</b>	Service Level Agreements & Contracts			Likelihood		Likelihood	
	EDU 17 55	Impact of Early Learning and Childcare providers delivering extra hours is evaluated		Early Years Partnership			Likelihood		Likelihood	
	EDU 17 72	Early Learning and Childcare 1140 hours expansion plan is developed								
<b>Latest Note</b>										

<b>ID &amp; Title</b>	EDU SRR 003	The Service may struggle to recruit and retain senior leaders within schools due to the national shortage of people willing to undertake such roles	<b>Status</b>		<b>Managed By</b>	Improving Outcomes Manager - Broad General Education	<b>Current Rating</b>	1 2	<b>Target Rating</b>	8
<b>Potential Effect</b>	Lack of leaders in promoted posts, and pressure on other staff members									
<b>Related Actions</b>	EDU 17 01	Leadership and CLPL Programmes are implemented, supporting probationers, teacher, early Learning and Childcare staff, Principal Teachers, Depute Head Teachers, Head Teachers and Classroom Assistants	<b>Internal Controls</b>	Recruitment & Retention Policy		 Likelihood	 Likelihood	Impact	Impact	
	EDU 17 02	Mentoring and support mechanisms are set up for existing and new Head Teachers and SMTs								
	EDU 17 05	Leadership of Learning is delivered in partnership with University of Stirling (SAC) & SCEL								
	EDU SCH 009	Improve the co-ordination of work experience placements for children and young people								
<b>Latest Note</b>										


Please see appendix 2 for further performance information




Key to symbols used in this report


PIs		ACTIONS		RISKS	
Short Trend Compares this period performance with last period		Expected Outcome Lead assessment		Score Likelihood x Impact (1 - 5)	Status
	Performance has improved		Already complete		 Rating 16 and above
	Performance has remained the same		Meet target/complete within target dates		 Rating 10 to 15
	Performance has declined		Will complete, but outwith target		 Rating 9 and below
	No comparison available - May be new indicator or data not yet available		Fail to complete	<p>The likelihood of a risk occurring, and the impact if it does occur are each scored on a scale of 1 to 5, with 1 being the least likely or the least significant impact. Detailed guidance on scoring is provided in the Risk Management Policy and guidance. <b>Current risk score</b> takes into account internal controls already in place. <b>Target risk score</b> shows the level at which the risk will stop being “treated” and then be “tolerated”.</p>	


<b>Priority 1: Improvement in attainment etc.</b>	<p><b>Priority 1: Improvement in attainment, particularly in literacy and numeracy</b></p> <ul style="list-style-type: none"> <li>- Support children to be ready for learning</li> <li>- Increase opportunities for teachers to collaborate and increase their professional capacity</li> <li>- Empower and support school leaders</li> <li>- Increase innovative and nurturing approaches to improve behaviour, attendance and achievement</li> </ul>
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Code	Action	Owner	Due	Progress	Status	Latest Note
EDU BGE 19 09	The Numeracy Plan is further developed and implemented in close liaison with RIC numeracy officers to enhance Clackmannanshire CLPL and direct school support (covering BGE and Senior Phase). A targeted approach to 2nd Level attainment in Numeracy is implemented	Improving Outcomes Manager - Broad General Education	30-Jun-2020	50%		<p><b>Pre COVID Lockdown:</b> 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.</p> <p>Sessions held prior to lockdown identified improvements in teacher's 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.</p> <p><b>During/Post COVID Lockdown:</b> 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.</p>






Code	Action	Owner	Due	Progress	Status	Latest Note
EDU BGE 19 11	CLPL (Career-long Professional Learning) is delivered on Assessment and Moderation to all practitioners in line with Assessment and Moderation Strategy	IO Officer	30- Jun- 2020	<div style="width: 100%; background-color: #4F81BD; color: white; text-align: center; padding: 2px;">100%</div>		<p><b>Pre COVID Lockdown:</b> 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.</p> <p>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.</p> <p>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.</p>


Code	Action	Owner	Due	Progress	Status	Latest Note
EDU BGE 19 44	An Exit Strategy for the Scottish Attainment Challenge is developed, reflecting research from University of Strathclyde and internal evaluation	Improving Outcomes Manager - Broad General Education	30-Jun-2020	50%		<p><b>Pre COVID Lockdown:</b> The University of Strathclyde Research &amp; Development for Clackmannanshire Education “Understanding the Challenges” Phase 1 (2018-19) was published in Oct 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.</p> <p>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.</p> <p>Targeted planning with Education Community Learning and Development (ECLD) and Columba 1400 took place in Jan/Feb 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.</p> <p><b>During/Post COVID Lockdown:</b> 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.</p> <p>While family engagement via virtual platforms and socially distanced home visits continued, planned local community development and educational innovation has not progressed.</p> <p>Strathclyde University, as part of Phase 2 of the Research Programme are continuing to:</p> <ul style="list-style-type: none"> <li>• collate examples of processes of community engagement and evidenced interventions</li> <li>• 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</li> <li>• consult over the direction for new initiatives/projects at community level</li> <li>• Additional phases of research will be implemented as restrictions of COVID 19 are lifted</li> </ul> <p>A final report is due in February 2021.</p>


Code	Action	Owner	Due	Progress	Status	Latest Note
EDU ELC 19 10	Additional graduates and nursery teachers will continue to develop literacy and numeracy in their establishments	Establishment Manager	30-Jun-2020	50%		<p><b>Pre COVID Lockdown: Numeracy:</b> 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. <b>Literacy:</b> 15 core books were introduced within 4 ELC establishments as a “<i>small test of change</i>”. 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.</p> <p>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.</p> <p><b>During/Post COVID Lockdown: Numeracy:</b> No further implementation of FoNS took place in any of the establishments, hence no evaluation of impact has taken place. <b>Literacy:</b> There had been plans to create and implement blank reading assessments to assess impact of this intervention however this was put on hold.</p> <p>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.</p>

Code	Action	Owner	Due	Progress	Status	Latest Note
EDU ELC 19 24	All early learning and childcare establishments are effectively using e-learning journals to track and monitor children's learning	IO Manager	30- Jun- 2020	<div style="width: 100%; background-color: #4f81bd; color: white; text-align: center; padding: 2px;">100%</div>		<p><b>Pre COVID Lockdown:</b> 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.</p> <p>A mobilisation group was established in relation to quality assurance however no meetings took place prior to lockdown.</p> <p>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.</p> <p><b>During/Post COVID Lockdown:</b> ELC establishments used e-learning journals as a way to communicate with parents/carers and for sharing any learning at home.</p> <p>Follow up actions will be progressed in 2020/21.</p>



Code	Action	Owner	Due	Progress	Status	Latest Note
EDU SPH 19 12	The wider programme of CLPL opportunities for education staff in R4L is integrated with other SAC interventions	Senior Psychologist	30-Jun-2020	<div style="width: 100%;"><div style="width: 100%; background-color: #4f81bd; color: white; text-align: center;">100%</div></div>		<p><b>Pre COVID Lockdown</b> 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.</p> <p><b>During/Post COVID Lockdown:</b> 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.</p>
EDU SPH 19 13	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	Senior Psychologist	30-Jun-2020	<div style="width: 50%;"><div style="width: 50%; background-color: #4f81bd; color: white; text-align: center;">50%</div></div>		<p><b>Pre COVID Lockdown:</b> 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.</p> <p><b>During/Post COVID Lockdown:</b> 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 be continue to be available in the academic year 2020/21.</p>

Code	Action	Owner	Due	Progress	Status	Latest Note
EDU SPH 19 38	FLIP (Flexible Learning, Individual Pathways) programmes are developed and promoted to address barriers to learning	Improving Outcomes Manager - Senior Phase	30-Jun-2020	<div style="background-color: #4f81bd; width: 100%; text-align: center; color: white;">100%</div>		<p><b>Pre COVID Lockdown:</b> 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.</p> <p>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.</p> <p><b>During/Post COVID Lockdown:</b> Contact was maintained with the families and young people either by phone, through (socially distanced) home visits and weekly walks.</p> <p>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.</p>



Code	Action	Owner	Due	Progress	Status	Latest Note
EDU SPH 19 40	Community Learning and Development digital resources for learners in school and the wider community are developed and implemented	Improving Outcomes Manager - Senior Phase	30-Jun-2020	<div style="width: 100%; background-color: #4f81bd; color: white; text-align: center; padding: 2px;">100%</div>		<p><b>Pre COVID Lockdown:</b> 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.</p> <p>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".</p> <p>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.</p> <p>During lockdown the team successfully:</p> <ul style="list-style-type: none"> <li>• utilised digital platforms</li> <li>• ensured learners had access to a digital device</li> <li>• worked closely with education &amp; digital teams to make 'badged activities' online</li> </ul> <p>Due to the competencies of the team, digital was a <b>key element</b> 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.</p> <p>Evidence in engagement levels with Google classrooms demonstrated that digital resources 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.</p>


Code	Action	Owner	Due	Progress	Status	Latest Note
EDU SPH 19 41	A Digital Learning Strategy is developed and implemented to increase the offer of flexible and individualised online pathways for children and young people	Improving Outcomes Manager - Senior Phase	30-Jun-2020	<div style="width: 100%; background-color: #4f81bd; color: white; text-align: center; padding: 2px;">100%</div>		<p><b>Pre COVID Lockdown:</b> The Digital Clacks Strategy was successfully passed by Council in Nov 2019. Progress has been made under the following four headings of the strategy:</p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> pupils, parents / carers &amp; staff</li> <li>• <b>Access:</b> devices, engagement &amp; equity</li> <li>• <b>Curriculum:</b> FLIP, BGE and Senior Phase pathways</li> <li>• <b>Leadership:</b> Education Services, HTs and IO teams</li> </ul> <p>Stakeholder engagement has been a core focus throughout delivery of this strategy.</p> <p>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.</p> <p><b>Throughout the year:</b></p> <p><b>Skills:</b> 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.</p> <p>A 'digimeet' was held for digital leads in the authority to share good practice.</p> <p>Going forward, Applied Digital Skills training is being offered in BGE in secondary schools to upgrade the skills of our young people.</p> <p>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.</p> <p>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</p> <p><b>Access:</b> 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.</p>





Code	Action	Owner	Due	Progress	Status	Latest Note
EDU SPH 19 41	A Digital Learning Strategy is developed and implemented to increase the offer of flexible and individualised online pathways for children and young people (cont'd)	Improving Outcomes Manager - Senior Phase	30-Jun-2020	<div style="width: 100%;"><div style="width: 100%; background-color: #4f81bd; color: white; text-align: center;">100%</div></div>		<p><b>Curriculum:</b> 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.</p> <p><b>Leadership:</b> 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.</p> <p>Prior to lockdown senior management meetings were held across all three secondary schools to promote the use of Google and other digital platforms.</p> <p>During lockdown a 'Headteachers Hub' (shared drive) was developed to ensure effective communication was in place across all educational establishments during lockdown.</p>
EDU SPH 19 49	All establishments are supported to use data tools to effectively identify and target pupils with the appropriate intervention, particularly to address the poverty related attainment gap.	Improving Outcomes Manager - Senior Phase	30-Jun-2020	<div style="width: 100%;"><div style="width: 100%; background-color: #4f81bd; color: white; text-align: center;">100%</div></div>		<p><b>Pre COVID Lockdown:</b> 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.</p> <p>All Primary schools in Clackmannanshire received a school data pack containing their CfE Levels &amp; 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.</p>


<b>Priority 2: Closing the attainment gap</b>	<b>Priority 2: Closing the attainment gap between the most and least disadvantaged children</b> <ul style="list-style-type: none"> <li>- Ensure barriers to learning are identified and addressed</li> <li>- Help families and children who most need it</li> <li>- Increase partnership working and support for most vulnerable/at risk children</li> <li>- Improve planning and interventions for those with specific additional support needs</li> </ul>
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Code	Action	Owner	Due	Progress	Status	Latest Note
EDU ELC 19 15	The plan for increase to 1140 hours by 2020 will be communicated robustly with staff and parents / carers	Improving Outcomes Manager – ELC	30-Jun-2020	<div style="width: 100%;"><div style="width: 100%; background-color: #4f81bd; color: white; text-align: center;">100%</div></div>		<p><b>Pre COVID Lockdown:</b> 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.</p> <p>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.</p> <p><b>During/Post COVID Lockdown:</b> Information on 1140 hours entitlement during lockdown continued to be shared either via ELC staff on by posts on the Clacks Council website. After the publication of the Scottish Government Guidance on the Safe Reopening of ELC settings was received, it was confirmed that children would receive 1140 hours of funded ELC and communicated via social media and the Clacks Council website.</p> <p><i>All children in Council settings, private nurseries and partner childminders are to receive 1140 hours of funded ELC during session 2020/21.</i></p>
EDU SPH 19 05	Practice in Restraint and Seclusion across all schools is reviewed	Improving Outcomes Manager - Senior Phase	30-Jun-2020	<div style="width: 100%;"><div style="width: 100%; background-color: #4f81bd; color: white; text-align: center;">100%</div></div>		<p><b>Pre COVID Lockdown:</b> 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.</p>


Code	Action	Owner	Due	Progress	Status	Latest Note
EDU SPH 19 08	Poverty Plan / Strategy for all schools is in place which reflects outcomes of Poverty Summit	Improving Outcomes Manager - ELC	30-Jun-2020	50%		<p><b>Pre COVID Lockdown:</b> 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.</p> <p><b>Clax Youth 100</b> 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:</p> <ul style="list-style-type: none"> <li>• Change and challenge attitudes towards Poverty</li> <li>• A deposit scheme for iPads and Netbooks to support Home Learning</li> </ul> <p><b>Pre COVID Lockdown:</b> A "Cost of the School Day" (COTSD) session was held at Alloa Academy in November 2019 with the following aims:</p> <ul style="list-style-type: none"> <li>• to increase understanding of child poverty and its impact on children and families;</li> <li>• to reflect on school costs and financial barriers to learning and participation in their own setting; and</li> <li>• to identify current good practice in addressing financial barriers and practical actions to take forward following the session</li> </ul> <p>Key themes emerged:</p> <ul style="list-style-type: none"> <li>• Raising awareness among school communities</li> <li>• Consider COTSD into Health &amp; Wellbeing planning</li> <li>• Partnership working with the Parent Council</li> <li>• Implementation of a uniform exchange scheme</li> </ul> <p>Action plans will be included in 2020/21 session.</p>

Code	Action	Owner	Due	Progress	Status	Latest Note
EDU BGE 19 16	Food, Families and Futures is rolled out at Sunnyside Primary School 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	Improving Outcomes Manager - ELC	30-Jun-2020	50%		<p><b>Pre COVID Lockdown:</b> Working closely with their Parent Council, Sunnyside Primary School, in partnership with Children in Scotland, developed a programme around the Food, Families, Futures initiative.</p> <p>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.</p> <p>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.</p> <p><b>During/Post COVID Lockdown:</b> 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.</p>



Code	Action	Owner	Due	Progress	Status	Latest Note
EDU SPH 19 17	In partnership with Columba 1400, schools' and learners' Family Learning programmes are implemented that will identify and address the needs of parents / carers, children and young people	Team Leader (Community Learning & Development)	30-Jun-2020	<div style="width: 100%; background-color: #4f81bd; color: white; text-align: center; padding: 2px;">100%</div>		<p><b>Pre COVID Lockdown:</b> During the period Aug 2019 to Mar 2020 there was engagement with <b>57 families</b>. Family learning programmes were developed in response to needs with literacy, numeracy, health and wellbeing underpinning all programmes. Families were initially identified through schools, Education CLD, Attendance &amp; Welfare Officers and Educational Psychologists. Reasons for referrals included low self-esteem; child's attendance at school; child's learning needs; isolation, etc. The offer is open to all families.. Over the reporting period, activities ranged from:</p> <ul style="list-style-type: none"> <li>• A leadership programme developed in partnership with Columba 1400 (16 families);</li> <li>• Cooking programmes (6 families);</li> <li>• Family learning drop in (15 families); included the development of Fun Day Friday during holiday periods; and</li> <li>• Transition programmes from primary to secondary schools.</li> </ul> <p>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).</p> <p><b>THRIVE Programme:</b> Working in partnership with NHS, Education and Social Work the 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 enabled them to support their child's learning.</p> <p><b>Clacks 1400:</b> a community group of 10 parents/carers developed a community cafe which has seen 6224 visits. Partners are invited to attend the café and provide information to parents/carers. There have been volunteering opportunities for young people in the cafe and it has also supported wider family learning programmes. Outcomes include improvement in parent/carer's confidence enabling them to support their child's learning, families spending more time together learning through cooking, crafts, games and STEM activities. Some parents / carers have gained accreditation and awards, and are taking on voluntary roles and/or gaining employment.</p> <p><b>During / Post COVID Lockdown:</b> Education CLD's learning offer during the emergency targeted support for children, young people, families and communities identified at risk of having the greatest negative impact e.g. loss of income, employment, food &amp; fuel poverty, health and wellbeing, education and attainment. Engagement was maintained with the 57 families already registered. Working in partnership, an <b>additional 516 families</b> were supported during lock down - this included the provision of fresh produce &amp; 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.</p>



Code	Action	Owner	Due	Progress	Status	Latest Note
EDU SPH 19 18	Plans are in place to support Syrian Refugee Families and children when funding ceases, and a plan for newly arrived families is in place	Head Teacher	30-Jun-2020	<div style="width: 100%; background-color: #4f81bd; color: white; text-align: center;">100%</div>		<p><b>Pre COVID Lockdown:</b> The Education Refugee Team provides an innovative service delivery model to improve wellbeing and learning outcomes for Syrian refugees resettled into Clackmannanshire. Supports include:</p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• English Language</li> <li>• Employability</li> <li>• Mother &amp; baby groups</li> <li>• Targeted youth work/holiday programmes</li> <li>• Clackmannanshire currently has 24 resettled Syrian refugee families.</li> </ul> <p><b>During/Post COVID Lockdown:</b> 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 &amp; 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.</p> <p>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.</p> <p>All families were contacted during this period with 69% of adult learners successfully engaging with the online learning platform since the start of lockdown.</p> <p>Looking forward; a new EAL strategy has been drafted and will now be circulated to all educational establishments. An online micro learning tool is being developed which will be accessible to all education staff. Trauma screeners, and service user evaluations are being translated into Arabic.</p> <p>The Team will explore co-creation of employability and post-school pathways with ClacksWorks and third sector partners. Finally, planning has begun to integrate learning and practice into the Additional Support Needs Strategy and Action Plan and Scottish Attainment Challenge Exit Strategy.</p>

Code	Action	Owner	Due	Progress	Status	Latest Note
EDU SPH 19 23	Reporting to parents is reviewed to ensure that parents are given information on their child's progress which allows them to support learning at home.	IO Officer	30-Jun-2020	<div style="width: 100%;"><div style="width: 100%; background-color: #4f81bd; color: white; text-align: center;">100%</div></div>		<p><b>Pre COVID Lockdown:</b> 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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
EDU SPH 19 26	The ASN Strategy is implemented to achieve Excellence and Equity for all	Improving Outcomes Manager - Senior Phase	30-Jun-2020	<div style="width: 100%;"><div style="width: 100%; background-color: #4f81bd; color: white; text-align: center;">100%</div></div>		<p><b>Pre COVID Lockdown:</b> 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.</p> <p><b>Throughout the academic year:</b> Key areas where progress has been made include:</p> <ul style="list-style-type: none"> <li>• ASN CLPL delivered through Google CLPL classroom</li> <li>• Equity and Inclusion CLPL identified for all staff through Education Scotland 'Introduction to Inclusive Education',</li> <li>• 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</li> <li>• Recruitment of ASD specialist staff to support connectivity across education, home and the community</li> </ul> <p>Policy and guidance updates were initiated but were ceased due to the COVID-19 pandemic. These will be revisited in 2020/21.</p>



Code	Action	Owner	Due	Progress	Status	Latest Note
EDU SPH 19 36	Updated Autism / ASD Strategy is developed with Children's Services and Adult Services	Improving Outcomes Manager - Senior Phase	30-Jun-2020	50%		<p><b>Pre COVID Lockdown:</b> The Health &amp; 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.</p> <p>An education action plan has been developed to address some of the key areas within the current strategy.</p> <p><b>Throughout the academic year:</b> Key areas where progress has been made include:</p> <ul style="list-style-type: none"> <li>• Development of a draft CLPL tiered approach to training for staff</li> <li>• Development of a directory of services for families</li> <li>• Establishment of a parent network</li> <li>• ASN annual event</li> <li>• Delivery of training sessions for parents with Makaton</li> </ul>





Code	Action	Owner	Due	Progress	Status	Latest Note
EDU SPH 19 37	Speech and Language Therapy is reviewed across Forth Valley	Improving Outcomes Manager - Senior Phase	30-Jun-2020	50%		<p><b>Pre COVID Lockdown:</b> Forth Valley Speech and Language Therapy completed a <i>transformational review</i> in partnership with the three local authorities in January 2020; it was co-produced in partnership with Families, Health and Education.</p> <p>As a result of the review, a new vision was created.</p> <p><i>'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.'</i></p> <p>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.</p> <p><b>During/Post COVID Lockdown:</b> 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.</p>
EDU BGE 19 45	Actions from Staged Intervention reviews are taken forward to ensure Equality and Inclusion	Improving Outcomes Manager - Senior Phase	30-Jun-2020	50%		<p><b>Pre COVID Lockdown:</b> 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).</p> <p>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.</p>


Code	Action	Owner	Due	Progress	Status	Latest Note
EDU SPH 19 46	ASN Reviews are carried out in all secondary schools and action plans developed	Improving Outcomes Manager - Senior Phase	30-Jun-2020	<div style="width: 33%;"><div style="background-color: #4f81bd; height: 10px;"></div></div> 33%		<b>Pre COVID Lockdown:</b> 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.
EDU SPH 19 55	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. Equitable Literacy is further developed in reading to support transition from P1 to S1	Improving Outcomes Manager - Broad General Education	30-Jun-2020	<div style="width: 100%;"><div style="background-color: #4f81bd; height: 10px;"></div></div> 100%		<p><b>Pre COVID Lockdown:</b> Clackmannanshire developed and used a <b>Model of Fundamentals</b> to support staff members to use evidence from all three domains (Reading, Writing and Listening &amp; 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.</p> <p>Five Clackmannanshire Schools engaged in a Reading Schools Accreditation pilot in partnership with Scottish Book Trust.</p> <p><b>During/Post COVID Lockdown:</b> During lockdown we were able to promote certain elements of the Model of Fundamentals such as <i>promoting reading for enjoyment at home</i> and using a shared text as a hook to explore literacy opportunities.</p> <p>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)</p> <p>During lockdown three schools successfully applied for SLIF funding to develop their school libraries.</p> <p>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.</p>


<b>Priority 3: Improvement in health and wellbeing</b>	<p><b>Priority 3: Improvement in children's and young people's health and wellbeing</b></p> <ul style="list-style-type: none"> <li>- Provide access to wellbeing support and advice in schools for those at risk and who most need it</li> <li>- Provide easy access to sport and leisure activities, addressing any barriers to participation related to poverty or family circumstances</li> <li>- Promote sexual health</li> <li>- Minimise the misuse of drugs, alcohol &amp; tobacco</li> </ul>
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Code	Action	Owner	Due	Progress	Status	Latest Note
EDU SPH 19 04	The quality of Child Protection systems in educational establishments are reviewed and evaluated by planning and implementing a timetable of quality assurance visits	Improving Outcomes Manager - Senior Phase	30-Jun-2020	<div style="border: 1px solid black; width: 100px; height: 15px; background-color: #4a86e8; display: flex; align-items: center; justify-content: center;"><span style="margin-left: 5px;">25%</span></div>		<b>Pre COVID Lockdown:</b> 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.
EDU FIN 19 07	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	Sports Development Manager	30-Jun-2020	<div style="border: 1px solid black; width: 100px; height: 15px; background-color: #4a86e8; display: flex; align-items: center; justify-content: center;"><span style="margin-left: 5px;">50%</span></div>		<p>Schools &amp; Education Implementation Plan is in place aligning with the priorities and actions within the Sport &amp; Active Living Strategic Framework with a focus on developing key areas outlined in the action.</p> <p>New part-time Women &amp; Girls Officer in place to support and develop female engagement in sport and physical activity funded by sportscotland.</p> <p>Introduction of new online booking system for schools competitions which captures engagement for pupils with Additional Support Needs.</p> <p>Increased the level and numbers of opportunities for people with Additional Support Needs through the introduction of classes such as Adaptive Skiing, Tubing and an Adaptive Inclusive Movement class for adults in the community.</p> <p>71% of extra curricular activities in primary schools were offered free of charge during Term 1 2019/20 as opposed to 59% in 2018/19 leading to more targeted work with non participants, women &amp; girls, ASN and the refugee community.</p> <p>Focus on supporting secondary pupils into additional leadership training and qualifications through a new recruitment and information campaign to be launched.</p>

Code	Action	Owner	Due	Progress	Status	Latest Note
EDU SPH 19 33	MCR Pathways are introduced in all Secondary Schools for care experiences and vulnerable young people	Improving Outcomes Manager - Senior Phase	30-Jun-2020	<div style="width: 100%;"><div style="width: 100%; background-color: #4f81bd; color: white; text-align: center;">100%</div></div>		<p>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 <i>help disadvantaged young people, in or on the edges of the care system, fulfil their potential.</i></p> <p><b>Pre COVID Lockdown:</b> Clackmannanshire Education Service and MCR Pathways officially launched the Mentoring Project across Clackmannanshire in October 2019.</p> <p><u>Key Milestones</u></p> <ul style="list-style-type: none"> <li>• Recruitment of MCR staff (Pathway Coordinators) within 3 academies</li> <li>• Recruitment training sessions taken place</li> <li>• One to one mentor sessions ongoing</li> <li>• The Young Clackmannanshire Talent programmes commenced in August 2019</li> <li>• S1 &amp; S2 group work has commenced</li> <li>• Young people's referrals and profiles now completed</li> <li>• Prioritised eligible young people in S3-S6 now completed</li> </ul> <p>There are <b>75 mentors</b>; 50 from out with the council with the remaining 25 being council employees.</p> <p><b>During/Post COVID Lockdown:</b> 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.</p> <p>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.</p> <p>Clackmannanshire had the highest number of young people using home learning materials at 50%; the lowest figure was 28%.</p> <p>Pathway Coordinators will also be engaging with our school leavers to ensure they remain supported in their positive destination.</p>

Code	Action	Owner	Due	Progress	Status	Latest Note
EDU SPH 19 47	The Health and Wellbeing Strategy is implemented across ELC and schools with priority actions identified during HWB audit	Improving Outcomes Manager - Senior Phase	30-Jun-2020	50%		<p><b>Pre COVID Lockdown:</b> 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>During/Post COVID Lockdown:</b> Due to the restrictions of COVID-19, none of the planned collaborative sessions of 2020 took place. The action plans were therefore refocussed to support feedback from the Viewpoint Survey (a survey for school, pupils and parents/carers to capture the impact of COVID-19).</p> <p>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.</p>


Code	Action	Owner	Due	Progress	Status	Latest Note
EDU SPH 19 52	A Business Case for Transformation Project to improve Mental Health for Children and Families is developed	Improving Outcomes Manager - Senior Phase	30-Jun-2020	<div style="width: 100%; background-color: #4f81bd; height: 10px; display: inline-block;"></div> 100%		<p><b>Pre COVID Lockdown:</b> 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:</p> <ul style="list-style-type: none"> <li>• Counselling in Schools</li> <li>• Diagnostic (ASD) Assessment</li> <li>• ‘Tell Us Once’ Forum</li> <li>• Assessment and Intervention Hub</li> </ul> <p>A fifth work strand: Staff Wellbeing was also agreed.</p> <p>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.</p> <p><b>During/Post COVID Lockdown:</b> 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.</p> <p><b>‘Tell Us Once’ Forum:</b> 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.</p> <p><b>Staff Wellbeing:</b> a staff wellbeing event for support for learning assistants was held in June 2020. Draft Staff Wellbeing Guidance was thereafter produced.</p> <p><b>Counselling in Schools:</b> 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.</p>


Code	Action	Owner	Due	Progress	Status	Latest Note
EDU SPH 19 53	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	Improving Outcomes Manager - Senior Phase	30-Jun-2020	50%		<p><b>During/Post COVID Lockdown:</b></p> <p><b>STRIVE/STRIVE+:</b> 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+).</p> <p>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.</p>


Code	Action	Owner	Due	Progress	Status	Latest Note
EDU SPH 19 54	A Transformation Project is carried out on the approach to reshaping services on Alcohol and Drugs for children and young people	Improving Outcomes Manager - Senior Phase	30-Jun-2020	<div style="width: 100%; background-color: #4F81BD; color: white; text-align: center; padding: 2px;">100%</div>		<p><b>Pre COVID Lockdown:</b> 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:</p> <p style="text-align: center;"><b>1. Partnership Engagement [Alcohol &amp; Drugs Partnership]</b></p> <p>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]</p> <p>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.</p> <p>Discussions took place in February 2020 to pilot a 'Drug Awareness' e-learning module supported by Health Promotion and the ADP.</p> <p style="text-align: center;"><b>2. Curriculum Review</b></p> <p>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.</p> <p style="text-align: center;"><b>3. PSE Review</b></p> <p>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 &amp; 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.</p>








<b>Priority 4: Improvement in employability skills etc.</b>	<b>Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people</b> - 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
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Code	Action	Owner	Due	Progress	Status	Latest Note
EDU BGE 19 34	1 + 2 Languages are available in line with Scottish Government policy	IO Officer	30- Jun- 2020	<div style="width: 100%; background-color: #4f81bd; color: white; text-align: center; padding: 2px;">100%</div>		<p><b>Pre COVID Lockdown:</b> 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.</p> <p>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.</p> <p><b>Pre COVID Lockdown:</b> 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.</p>


Code	Action	Owner	Due	Progress	Status	Latest Note
EDU SPH 19 20	The Children and Youth Engagement Plan is developed, building on the CYP Standards for Participation and Engagement	Team Leader (Community Learning & Development)	30-Jun-2020	<div style="width: 100%; background-color: #4f81bd; color: white; text-align: center; padding: 2px;">100%</div>		<p>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.</p> <p>A recent review 'Being Heard - One Year On' by J Ross &amp; K Leask recognised that Clackmannanshire has increased its participation and "we are <i>punching above our weight</i>".</p> <p>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.</p> <p><b>Pre COVID Lockdown:</b> Youth Council members are developing the <b>Clacks 100 Youth Voices</b>, 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.</p> <p>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.</p> <p>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.</p> <p><b>During/Post COVID Lockdown:</b> 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.</p>

Code	Action	Owner	Due	Progress	Status	Latest Note
EDU SPH 19 21	The 2018-21 Community Learning and Development Plan is implemented	Improving Outcomes Manager - Senior Phase	30-Jun-2020	<div style="width: 100%; background-color: #4f81bd; color: white; text-align: center; padding: 2px;">100%</div>		<p><b>Pre COVID Lockdown:</b> 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.</p> <p>Partnership working with a number of primary schools, one of our nurseies, Sauchie Active 8 and Education CLD team enabled the development of 'Family'. Sauchie Active 8 successfully secured Lottery and Scottish Government Empowering Communities funding for a three year period to build on family, children and young people in the area.</p> <p>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 &amp; East). The 'Bowmar Centre' was recognised as a key centre for bringing the community together in particular the success of their 'Friday café'.</p> <p><b>Wimpy Park Community Group:</b> 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.</p> <p><b>During/Post COVID Lockdown:</b> 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.</p>


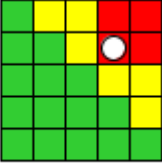
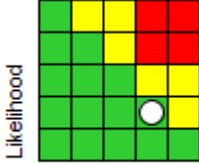
Code	Action	Owner	Due	Progress	Status	Latest Note
EDU SPH 19 22	Schools and Early learning settings are supported and challenged to implement improvement actions from the Learning Together National Action Plan for Parental Involvement and Engagement		30- Jun- 2020	<div style="width: 100%; background-color: #4f81bd; color: white; text-align: center; padding: 2px;">100%</div>		<p><b>Pre COVID Lockdown:</b> 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.</p> <p>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.</p> <p>Improvement and support activities for session 2019/20 included:</p> <ul style="list-style-type: none"> <li>• Further visits by centre staff to schools &amp; ELC settings, with a focus on secondary schools, to support them with planning and implementing improvement activities</li> <li>• Establishment of a secondary school PIE Leads Group</li> <li>• Development of a new Parent Volunteering Strategy, launched with the support of CTSi (local third sector interface)</li> <li>• Information e-mails sent to school PIE leads &amp; Parent Council members</li> <li>• 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</li> <li>• Provision of individual support for Parent Councils and schools</li> <li>• New Head Teacher PIE Champion</li> </ul> <p>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.</p> <p><b>During/Post COVID Lockdown:</b> 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.</p> <p>A PIE Recovery Plan has been compiled with actions being taken forward into 2020/21.</p>

Code	Action	Owner	Due	Progress	Status	Latest Note
EDU SPH 19 27	The Foundation Apprenticeship programme is supported to improve employability skills of young people	Improving Outcomes Manager - Senior Phase	30-Jun-2020	 100%		<p><b>During/Post COVID Lockdown:</b> 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.</p> <p>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.</p>
EDU SPH 19 28	The transition period for Activity Agreements through 'No one Left Behind' employability framework is managed	Team Leader (Community Learning & Development)	30-Jun-2020	 100%		<p>CLD team is working with Clacks Works to implement new systems for reporting on the desired outcomes with minimum disruption for the learners. CLD team continue to work with staff from Clacks Works to carry out phased transition to new structure, young people are able to progress to positive destinations and through the pipeline within the Council services.</p>


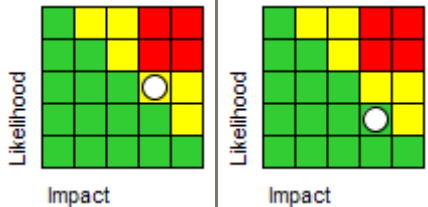
Code	Action	Owner	Due	Progress	Status	Latest Note
EDU SPH 19 29	The Developing the Young Workforce and 'No one Left Behind' Plans are developed to improve employability skills	Improving Outcomes Manager - Senior Phase	30-Jun-2020	<div style="width: 100%;"><div style="width: 100%; background-color: #4f81bd; color: white; text-align: center;">100%</div></div>		<p><b>During/Post COVID Lockdown:</b> 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).</p> <p>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.</p> <p><b>Activity Agreements:</b> 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.</p> <p>In 2019/20, there were 56 referrals to Activity Agreements.</p> <p>Twenty (20) participants completed the Activity Agreement programme and moved on to a positive destination with the highest percentage gaining employment.</p> <p><b>During/Post COVID Lockdown:</b> 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.</p>
EDU SPH 19 30	A programme for senior phase experience of work and volunteer opportunities is developed across the Community Learning and Development sector	Team Leader (Community Learning & Development)	30-Jun-2020	<div style="width: 100%;"><div style="width: 100%; background-color: #4f81bd; color: white; text-align: center;">100%</div></div>		<p>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.</p> <p>The Clacks Youth Volunteering Programme has been developed in partnership with the Clackmannanshire Third Sector Interface (CTSi). A number of young people (8) 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).</p>


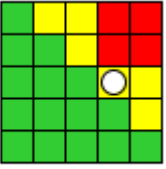
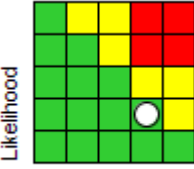
Code	Action	Owner	Due	Progress	Status	Latest Note
EDU SPH 19 32	A long term STEM Plan is developed to meet the needs of the City Deal and improve employability in Clackmannanshire	Improving Outcomes Manager - Senior Phase	30-Jun-2020	<div style="width: 100%; background-color: #4f81bd; color: white; text-align: center; padding: 2px;">100%</div>		<p>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.</p> <p><b>Pre COVID Lockdown:</b> The Raise Programme started in September 2019 with the appointment of a Primary Science Development Officer.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>During/Post COVID Lockdown:</b> The Raise Officer continued to provide specific support to individual teachers in relation to STEM lead developments tasks during lockdown.</p> <p>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.</p> <p>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.</p>


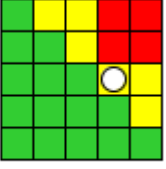
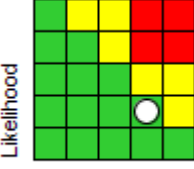
## People Risk Register


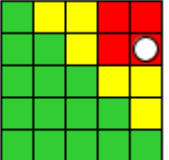
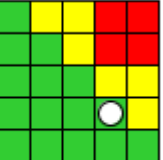
Risk	COU CRR 011 Harm to Child(ren)	Ap- proach	Treat	Sta- tus		Managed By	Strategic Direc- tor - People	Current Score	16	Target Score	8
Description	A lack of capacity or stability in key roles reduces the Council's ability to fulfil statutory requirements and intervene to prevent the serious harm of a child/children.										
Potential Effect	Effects of injury or death on individual, family, friends & staff members, reputational & legal implications, with associated costs, as well as impact of reputational damage & negative publicity on morale, workforce development and sustainability.										
Latest Note	Children's Social Work services have embarked on a significant improvement journey, as outlined in the Corporate Parenting Strategy and related plans. A substantial level of service review has been undertaken across a wide range of areas, particularly focussing on workforce development. While these activities will reduce this risk in the future, the score is being increased at the moment to more accurately reflect the scale of the issues and the gaps in capacity currently being managed.										
Related Actions	Develop and Implement a new Corporate Parenting Strategy for 2018/2021					Internal Con- trols	Child Protection Committee				
	Social Services Business Plan 2017-22										
	Children's Services Plan 2017-2020										



Risk	<b>COU CRR 048 Increasing Attainment Gap</b>	Ap- proach	Treat	Sta- tus		Managed By	Chief Education Officer	Current Score	12	Target Score	8
Description	The Council fails to reduce the educational attainment gap between pupils from more and less deprived areas due to financial pressures, workforce issues, or wider economic, demographic and poverty-related issues.										
Potential Effect	Reputational damage, implications for audit/inspection findings and funding, and continued poor results in relation to school leaver destinations, participation and young people reaching their potential, with longer-term impacts in relation to social mobility, poverty, life chances and the economic growth of the area.										
Latest Note	The educational impact of the Covid-19 pandemic, subsequent closure of schools, and reliance on home learning is being assessed now the children have returned to school. Any remedial, catch-up education to improve attainment will be planned and provided, with each school having a Covid-19 recovery plan approved by Education Scotland. Schools will be supported by the IO Principal Teachers, specific government funding for additional staff, provision of digital learning resources and equipment and a greater focus on outdoor learning across all sectors. Health and wellbeing impacts are being addressed and supported by Educational Psychology and partner agencies.										
Related Actions	Scottish Attainment Challenge Action Plan 2018/19					Internal Con- trols	Education Senior Management Team				
	People Directorate Business Plan						Scottish Attainment Challenge				
	Deliver actions linked to the Attainment Challenge and ensure that barriers to learning are identified early and addressed										

Risk	<b>EDU SRR 001 Impact of Budgetary/Financial Pressures</b>	Approach	Tolerate	Status		Managed By	Improving Outcomes Business Manager	Current Score	12	Target Score	8
Description	Clackmannanshire Council's block grant from central government has reduced every year since 2010/11 and will continue to do so for the foreseeable future.										
Potential Effect	This will continue to impact on resources and the ability of Services to meet service demands.										
Latest Note											
Related Actions						Internal Controls	Audit Committee				

Risk	<b>EDU SRR 002 Partnership Working</b>	Approach	Tolerate	Status		Managed By	Improving Outcomes Manager - Senior Phase	Current Score	12	Target Score	8	
Description	With the expansion of entitlement to Early Years provision to 1140 hours, partners' capacity to deliver may be stretched.											
Potential Effect	This has the potential to adversely impact on their ability to provide and deliver effective services in partnership with Education.											
Latest Note												
Related Actions	An Early Learning and Childcare Academy is set up to deliver SVQ Programme for Assessors					Internal Controls	Early Years Partnership					
	Impact of Early Learning and Childcare providers delivering extra hours is evaluated											
	Early Learning and Childcare 1140 hours expansion plan is developed											

Risk	<b>EDU SRR 003 Leadership Recruitment &amp; Retention</b>	Ap- proach	Tolerate	Sta- tus		Managed By	Improving Out-comes Manag-er - Broad General Educa-tion	Current Score	20	Target Score	8
Description	The Service may struggle to recruit and retain senior leaders within schools due to the national shortage of people willing to undertake such roles										
Potential Effect	Lack of leaders in promoted posts, and pressure on other staff members										
Latest Note											
Related Actions	Leadership and CLPL Programmes are implemented, supporting probationers, teacher, early Learning and Childcare staff, Principal Teachers, Depute Head Teachers, Head Teachers and Classroom Assis-tants					Internal Con-trols					
	Mentoring and support mechanisms are set up for existing and new Head Teachers and SMTs										
	Leadership of Learning is delivered in partnership with University of Stirling (SAC) & SCEL										
	Improve the co-ordination of work experience placements for children and young people										

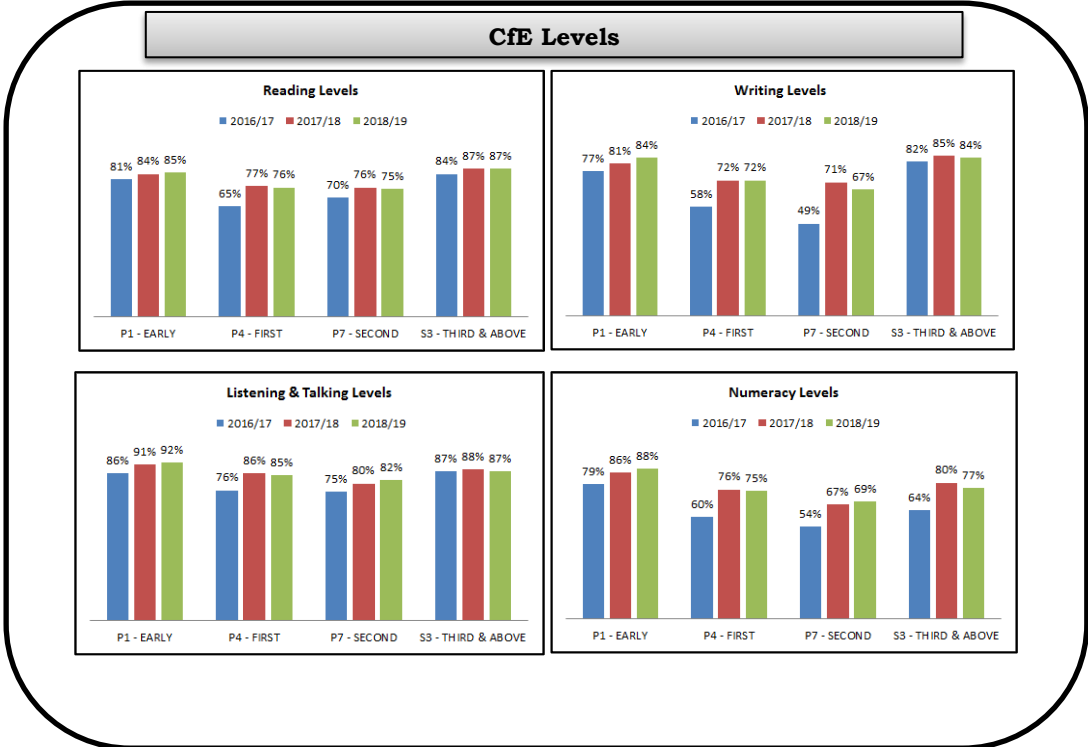


**NIF PROGRESS REPORT  
AUG/SEPT 2020**

**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 pupil's achievement levels with predictions submitted in December proving to be unreliable due to the assessment and moderation process.

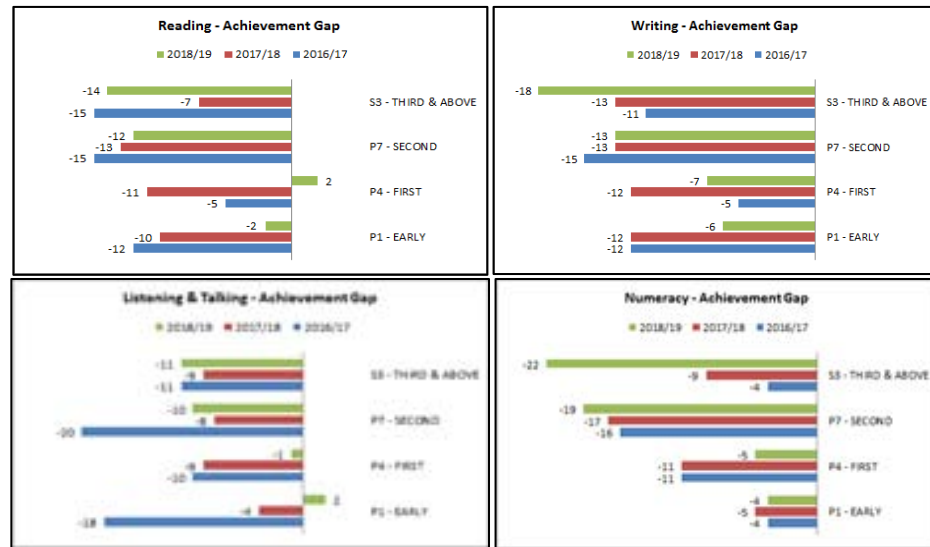


### Closing the attainment gap between the most and least disadvantaged children

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

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

#### CfE Levels



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



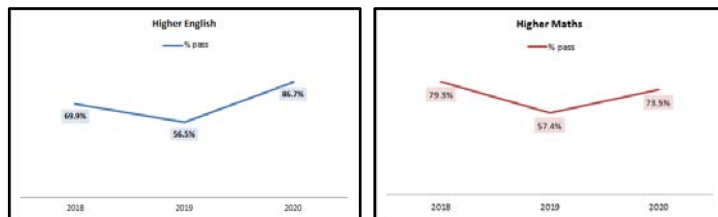
**Improvement in attainment, particularly in literacy & numeracy**

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

**Improvement in employability skills and sustained, positive school leaver destinations**

Increase the percentage of young people achieving at SCQF Levels in English & Maths

Previously, figures were obtained from INSIGHT for literacy and numeracy levels. Given the unexpected lock-down of schools as a result of COVID-19 this has not been updated in time for this report. Therefore, reference to SCQF levels from SQA are included here (Results in 2019/20 based on Teacher Estimates).



- **SCQF LEVEL 4:** The percentage of school leavers who achieved 3 or more awards @ Level 4 improved in 2019/20 to 84%, compared to the previous year.
- The percentage of school leavers who achieved 5 or more awards @ Level 4 (72%) also improved.
- **SCQF LEVEL 5:** The percentage of school leavers who achieved 3 or more awards @ Level 5 improved in 2019/20 to 63%, continuing a three year improving trend
- The percentage of school leavers who achieved 5 or more awards @ Level 5 continues a three year improving trend at 47%.
- **SCQF LEVEL 6:** The percentage of school leavers who achieved 3 or more awards @ Level 6 improved in 2019/20 to 22%, again continuing a three year improving trend
- The percentage of school leavers who achieved 5 or more awards @ Level 6 remains constant over the last three years at 11%.

- 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%	56.9%
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**

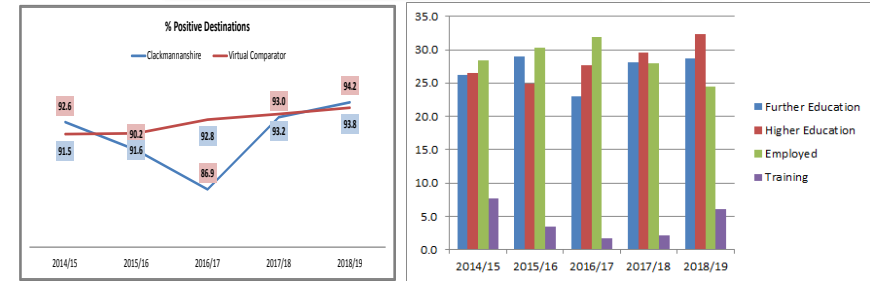
Increase initial positive destination rate

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	82.6
2015/16	75.0
2016/17	66.7
2017/18	92.9
2018/19	84.2

**Destinations**



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

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





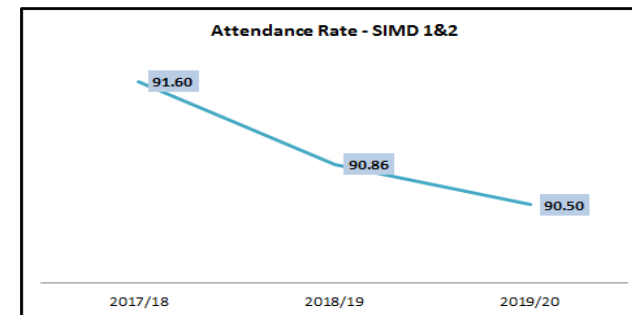
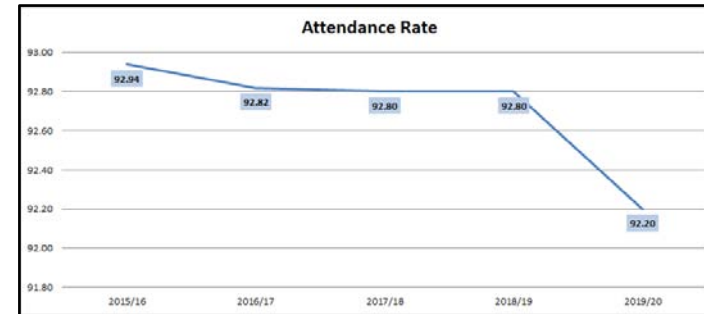
**Improvement in attainment, particularly in literacy & numeracy**

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

Increase the Attendance Rate

**Measurement:** Attendance rate:

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



- 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

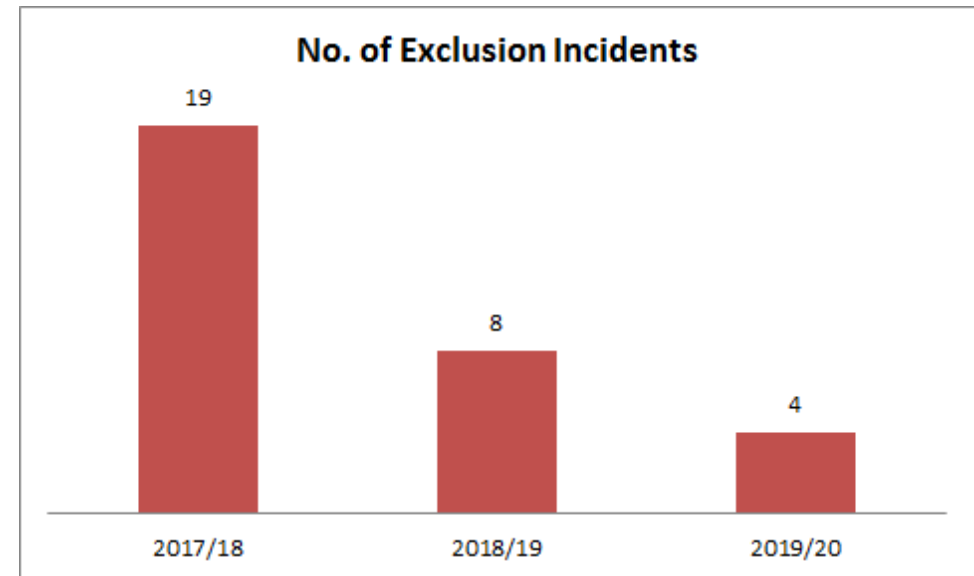


**Improvement in attainment, particularly in literacy & numeracy**

**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)

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**Report to: People Committee**

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**Date of Meeting: 26 November 2020**

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**Subject: Financial Performance 2020/21 August Outturn**

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**Report by: Chief Finance Officer**

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## **1.0 Purpose**

1.1. This paper provides an update on the financial performance for the People Directorate of the Council in respect of revenue spend for the current financial year, 2020/21. This is based on forecast information as at August 2020.

## **1.2. Recommendation**

- 1.2.1 The Committee is asked to note, challenge and comment as appropriate on:
- the forecast General Fund revenue overspend relating to the People Directorate for the year of £2.787m, and
  - delivery of planned savings in the year forecasted to achieve 97.7%

## **2.0 Background**

2.1. The following portfolios are within the remit of the People Directorate

Table 1

<b>PEOPLE</b>
<b>CARE &amp; PROTECTION</b>
<b>EDUCATION &amp; LEARNING</b>
<b>SUPPORT &amp; WELL-BEING</b>

*Source: General Services Revenue & Capital Budget 2018-19 (amended June 2018)*

## **3.0 General Fund Revenue**

3.1 Overall the Directorate's net service expenditure is forecasting an overspend of £2.787m for the year ended 31<sup>st</sup> March 2021. This forecast is broadly in line with the overspend reported to committee in September 2020 however there

has been a favourable movement within Education which is offset by an adverse movement in Social Services.

- 3.1. The impact of COVID has had a significant impact on the areas within the People Directorate and work is ongoing to identify the impact of COVID included within the forecasts. Where this is known this is noted within the variances in Appendix 2.
- 3.2 **Appendix 1** provides an overview of the financial outturn position within each Service Expenditure area.
- 3.3 **Appendix 2** sets out the main variances and movement since the last report to Council on 24<sup>th</sup> September 2020.

Within the narrative historic service areas are mentioned that do not reflect the current structure. Accountancy are supporting the service to realign budgets to reflect the current management structure and to make reporting more meaningful. A full review of spend is still ongoing to ensure correct coding and therefore correct reporting going forward.

#### **4.0 2020/21 Savings Progress**

- 4.1 The 2020/21 budget incorporated approved savings of £3.343m. Of this total £1.345m is attributable to the People Directorate.
- 4.2 Based on analysis to date, savings of £1.314m (97.7% previously 60.9%) are forecast to be achieved, with the remaining £0.031m (2.3% previously 39.1%) forecast at risk or unachievable in 2020/21. This is a favourable movement of £0.494m.
- 4.3 Savings movements totalling £0.494m;  
PEED8- £0.350m favourable movement. Cash saving achieved through DSM budget realignment.  
PESW8- £0.084m favourable movement. Budget realignment with Criminal Justice.  
SSPD01- £0.060m favourable movement. Investment in internal Foster Care Service.
- 4.4 **Appendix 3** provides details of budgeted 2020/21 savings progress and shows further detail of the savings that have been identified as either Amber or Red. At August 2020 there are no savings forecast as unachievable. Services supported by the accountancy team continue to work to achieve the approved savings or identify compensatory savings by the end of the financial year.
- 4.5 In addition to the savings above, within Corporate Services in the Performance & Partnership Directorate there is an unachievable Corporate saving which relates to a deferred saving for People Directorate restructure. This restructure is in progress with the appointment of the Strategic Director of People, As this is part of the overall Council restructure it is being held corporately.

## 5.0 Conclusions

- 5.1 The Directorate's net service expenditure is forecasting an overspend of £2.787m for the year.
- 5.2 Of the associated approved savings of £1.345m, £1.314m is forecast to be achieved with the remaining £0.031m being forecast as at risk in 2020/21.

## 6.0 Sustainability Implications

6.1 None

### 7.0 Resource Implications

#### 7.1 *Financial Details*

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

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

#### 7.4 *Staffing*

## 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

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

## 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

## 12.0 Appendices

12.1 Appendix 1- Financial outturn position at August 2020

Appendix 2- Variance's and variance movement at August 2020

Appendix 3- 2020/21 Savings progress at August 2020

## 13.0 Background Papers


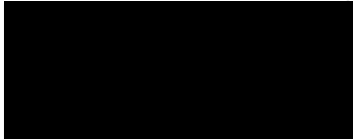
13.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

Yes  (please list the documents below) No

### Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Elizabeth Hutcheon	Management Accountancy Team Leader	6214

### Approved by

NAME	DESIGNATION	SIGNATURE
Lindsay Sim	Chief Finance Officer	
Lorraine Sanda	Strategic Director People	

## People Summary 2020/21

	<i>Annual Budget 2020/21 £'000</i>	<i>Actual to August £'000</i>	<i>Forecast to March 2021 £'000</i>	<i>Variance Forecast to Budget £'000</i>
Strategy & Customer Services	1,554	715	1,793	239
Executive Team	130	(31)	129	(0)
Development & Environmental	503	318	577	73
Education Service	58,641	24,197	58,770	129
Social Services	13,853	5,523	16,199	2,346
<b>Division Expenditure</b>	<b>74,681</b>	<b>30,722</b>	<b>77,468</b>	<b>2,787</b>

Report run by EHUTCHEON on 02-Nov-2020 at 11:34:06

People	Annual Budget 2020/21	Forecast to March 2021	Variance Forecast to Budget at August	Variance due to Covid	Variance due to Non Covid	Variance Forecast to Budget at June	Variance movement June to August	Narrative
	£'000	£'000	£'000	£'000	£'000	£'000	£'000	
Strategy & Customer Services	1,554	1,793	239	191	48	210	29	Strategy and Customer Services, ( <b>Libraries &amp; Leisure</b> ) is forecast to overspend by £0.239m. <b>Leisure Services</b> is forecast to overspend by £0.259m which is offset by the <b>Libraries</b> forecast underspend of £(0.020)m particularly in relief staff. In Leisure an overspend of £0.067m is expected on payments for Alloa Leisure Bowl, while the closure of facilities is expected to reduce income by £0.235m. This has increased by £0.043m from June with continued uncertainty around opening and user numbers. This shortfall in income is offset by an underspend of (£0.044m) on employee expenditure due to the reduced requirement for casual and sickness cover.
Executive Team	130	130	0	0	0	(11)	11	Strategic Director now appointed and budget adjusted to reflect this.
Development & Environmental	503	577	73	109	(36)	109	(36)	<b>Economic Development:</b> Overspend £0.073m, movement of £(0.036). Overspend of £0.109 due to lower throughput of clients due to Covid. Partially offset by a underspend and movement in funding from Fair Start and SDS.
Education Devolved Schools	29,385	29,385	0	0	0	0	0	<b>Devolved Schools</b> are forecast on budget as any under or overspends are carried forward. The current estimated overspend of £0.319m is reflected within Primary Non devolved flexibility this includes additional teaching resources of 11 FTE from August 20 estimated cost £0.330m. The SG funding for this is also held within Primary Non Devolved
Early Years	9,061	8,995	(66)	184	(250)	(101)	35	<b>Early Years</b> are forecast to underspend by (£0.066m) The underspend is due to Nursery Teacher vacancies and transfers to primary schools (£0.105m), staff turnover in core nurseries as staff move to new facilities (£0.092m) and reduction in income due to COVID 19 and ABC closure £0.072m (Covid), ABC closure £0.059m. The 1140hrs funding of £4.523m is forecast on budget as any underspend can be carried forward however it is likely to be fully utilised this financial year. The movement of £0.035m is further Income reduction due to ABC Nursery not re-opening
Additional Support Needs (ASN)	5,223	5,303	80	(9)	89	151	(71)	<b>Additional support needs (ASN)</b> is forecast to overspend by £0.080m. Overspends of £0.019m for travel escorts and £0.025m pupil transport due to increased demand, Accessibility Strategy is £0.015m overspent, the NHS OT & physio contract is forecasting an underspend of (£0.096m) due to COVID 19 non delivery of contract and there is a underspend of (£0.065m) on the Additional support for Additional Learning SG funding as staffing in place from August 20 only, Learning Assistants NHS Income is under recovered by £0.087m due to COVID 19 non delivery and staffing costs are projecting a £0.160m overspend due to increasing demand, Inclusion Support is (£0.065m) underspent due to reduction in Teachers from Aug 20. The movement of (£0.071m) is mainly in relation to the Inclusion Support Teachers transferring to Primary for the new academic year (£0.065m).
Primary Non Devolved	1,294	1,298	4	0	4	328	(324)	<b>Primary non devolved</b> is forecast to overspend by £0.004m. Within the core Primary Non devolved areas a £0.020m overspend is made up from Clothing Grants (£0.023m), staffing £0.004m and £0.039m in non staffing expenditure (Parent pay charges, cleaning, Seemis). Within "Flexibility" an underspend of (£0.016m) reflects the current Devolved schools overspend including 11 FTE additional resource teachers less estimated SG funding for this. The movement of (£0.324m) reflects additional SG funding, changes in Devolved forecasts and DSM 19-20 carryforward draw down
Secondary Non Devolved	1,556	1,589	33	28	5	27	6	<b>Secondary non devolved</b> is forecast to overspend by £0.033m. Underspends within SQA Fees (£0.010m), EMA admin fees (£0.013m) and School Transport (£0.029m) are offset by a projected shortfall in Music income due to reduction in uptake following a previous year increase in fees, further compounded by COVID 19 non delivery of lessons totalling £0.078m and non staffing expenditure in central areas £0.007m.
PPP Schools	8,404	8,371	(33)	0	(33)	(33)	(0)	<b>PPP</b> is forecasting an underspend of (£0.033m), higher than expected payments to the contractor of £0.013m are offset by estimated agreed deductions, surplus budget (£0.033m)
Pupil Equity Funding (PEF)	2,081	2,081	(0)	0	(0)	(0)	0	<b>Pupil Equity Funding (PEF)</b> is forecast on budget. Funding is allocated on an Academic Year basis and any underspend is carried forward to next year



People	Annual Budget 2020/21	Forecast to March 2021	Variance Forecast to Budget at August	Variance due to Covid	Variance due to Non Covid	Variance Forecast to Budget at June	Variance movement June to August	Narrative
	£'000	£'000	£'000	£'000	£'000	£'000	£'000	
Business Management	692	710	17	114	(97)	(14)	31	<b>Business management</b> is forecasting an overspend of £0.017m. Chief Officers part year vacancy (£0.053m) part offset by additional staffing resource digital learning £0.014m, Business Support vacancy (£0.030m) and £0.100m digital learning costs (Covid recovery) and various minor (£0.014m). The movement of £0.031m consists of Digital Learning Contract £0.100m less Digital Learning co-ordinator staffing costs transferred to SAC.
Sports Development	162	314	152	152	0	136	16	<b>Sports Development</b> is forecasting an overspend of £0.152m due to a reduction in Income in various programs due to COVID 19 totalling £0.176m less associated savings of (£0.024m) in casual sports coaches and equipment . The movement of £0.016m relates to further Income reduction around uncertainty of when facilities can operate normally.
Other Areas	781	722	(59)	0	(59)	(50)	(9)	<b>In other areas</b> , Psychology Service (£0.020m), School Crossing Patrols (£0.014m), and Youth and Adult Services (£0.025)m combines to an underspend of (£0.059m) which is mainly staff turnover
<b>Total Education</b>	<b>58,639</b>	<b>58,768</b>	<b>129</b>	<b>469</b>	<b>(340)</b>	<b>444</b>	<b>(315)</b>	
<b>Social Services</b>								
Childrens Commissioned Services	228	414	186	24	162	94	92	<b>Children's Commissioned Services</b> are forecast to overspend by £0.186m. The overspend relates to payments to third sector service providers. The movement since June does not reflect increased expenditure but is the result of the re-alignment of costs to reflect revised reporting groupings
Corporate Parenting	5,934	6,599	665	424	241	947	(282)	<b>Corporate Parenting</b> is forecast to overspend by £0.665m. The main pressure points are: External Fostering payments £0.556m; Internal Fostering £0.026m; Residence Orders £0.049m and Direct Payments £0.050m . The number of External Foster placements has increased by 12 since the start of the year, many of these being related to Covid19. External foster care is high cost and an area that is being actively addressed through the use of Family Group Decision Making, Restorative Practice and the more bespoke and targeting of commissioned services. Transport (including family contact) and Premises costs are forecast to underspend by (£0.016m). There has been a favourable movement of £0.282m since June as result of two young people taking up their own tenancies (£0.117m) and a revised forecast for professional fees (£0.024m.and residence orders (£0.014m). In addition the staffing forecast has been scaled back to reflect updated recruitment plans £0.127m)
Fieldwork Children And Families	2,823	3,217	394	7	387	365	29	<b>Fieldwork Children and Families</b> are forecast to overspend by £0.394m. This service is experiencing pressures across Kinship Payments, £0.480m There are offsetting underspends across Employees (£0.079m) and Transport (£0.007m). There has been an adverse movement of £0.029m since June as a result of additional pressure within Kinship payments.
Other Residential	2,044	3,000	956	1,079	(122)	536	420	<b>Other Residential Placements</b> is forecast to overspend by £0.956m. There are currently 21 children in residential placements (7 Education only, 9 Social Work Care only and 5 Joint Education and Care)with a forecast to overspend by £0.806m.Numbers have risen by 4 since the start of the year and there are currently six placements related to Covid 19 at a cost of £1.079m. Out of area education expenses are forecast to overspend by £0.150m.This budget relates to 23 children receiving educational support from other local authorities. The has been an adverse movement in the forecast since June as a result of two new residential placements, both related to Covid 19. This budget heading is extremely dynamic and the forecast makes no provision for any future new placements.
Management Support	891	855	(36)	0	(36)	(28)	(8)	<b>Management Support</b> are forecast to under spend by (£0.036m). This relates to staffing vacancies (£0.018m) together with small underspends across Transport and Supplies and Services. The movement since June relates to updated recruitment plans for staff.

<b>People</b>	<b>Annual Budget 2020/21</b>	<b>Forecast to March 2021</b>	<b>Variance Forecast to Budget at August</b>	<b>Variance due to Covid</b>	<b>Variance due to Non Covid</b>	<b>Variance Forecast to Budget at June</b>	<b>Variance movement June to August</b>	<b>Narrative</b>
	<b>£'000</b>	<b>£'000</b>	<b>£'000</b>	<b>£'000</b>	<b>£'000</b>	<b>£'000</b>	<b>£'000</b>	
Strategy and Planning	450	543	93	0	93	38	55	<b>Strategy and Planning</b> are forecast to overspend by £0.093m. The main pressures in this area are a shortfall in income from other local authorities of £0.061 and employees £0.032m. There has been an adverse movement since June as a result of re-aligning the forecast for third sector providers.
Criminal Justice Service	1,483	1,571	88	17	71	87	1	<b>Criminal Justice Services</b> are forecast to overspend by £0.088m. There is a forecast overspend of £0.125m within payments to third sector providers and other local authorities. Supplies and Services are forecast to overspend by £0.042m in relation to IT equipment £0.017m and an unachievable saving of £0.025m. In addition there are small overspends forecast across Property, £0.003m and Transport £0.008m. Staffing is forecast to underspend by (£0.132m), with £0.042m of this relating to Glenochil Prison which is matched by a reduction in income received from the Scottish Prison Service.
<b>Social Services</b>	<b>13,853</b>	<b>16,198</b>	<b>2,346</b>	<b>1,550</b>	<b>795</b>	<b>2,039</b>	<b>307</b>	
	<b>74,679</b>	<b>77,466</b>	<b>2,787</b>	<b>2,319</b>	<b>467</b>	<b>2,790</b>	<b>(4)</b>	

Management Efficiencies

Service Reference	Division	Responsible officer	Description of Saving	General ledger code	2020/21 £	Achieved/Likely to be achieved £	Amber £	Red £	Service Updates
	People		PPP Rebate		75,000	75,000			Saving is achieved
PEED5	People		Transforming Early Years Curriculum		53,600	53,600			Saving is achieved
PESW7	People		Criminal Justice alignment with Grant Offer		31,000		31,000		Will be partly achieved spending pressure remains in CJ, despite additional funding.
PESW8	People		Budget realignment within Criminal Justice		84,453	84,453			Saving is achieved
PESW6	People		Redesign Independent Reviewing Officer role		35,000	35,000			Saving is achieved
PEED8	People		Budget realignment DSM (permanent)		350,000	350,000			Saving is achieved
PEED8	People		Budget realignment DSM (CASH)		350,000	350,000			Dependant on additional cost of Education recovery
PEED7	People		Budget Reduction in photocopying charges due to contract changes		20,000	20,000			Saving is achieved
PES&P1	People		People Services Efficiencies		20,000	20,000			Saving is achieved
<b>Total</b>			<b>Management Efficiencies</b>		<b>1,019,053</b>	<b>988,053</b>	<b>31,000</b>	<b>0</b>	

Prior Years

Service Reference	Division	Responsible officer	Description of Saving	General ledger code	2020/21 £	Achieved/Likely to be achieved £	Amber £	Red £	Service Updates
SSPD01	People		Investment in Internal Foster Care Service		60,000	60,000.00			Additional Foster carers have been recruited and will shortly be approved, resulting in savings. However, given increasing need for foster carers as a result of Covid this saving is hidden with overall financial pressures facing the Service.
EDME03	People		Primary school class configuration		153,750	153,750			Saving is achieved
EDME02	People		Management time reduction (Snr) Early Years		57,520	57,520			Saving is achieved
EDME04	People		PPP Rebate - Cash Saving		55,000	55,000			Saving is achieved
<b>Total</b>			<b>Prior Years</b>		<b>326,270</b>	<b>326,270</b>	<b>-</b>	<b>0</b>	

Summary By Type	2020/21 £	Achieved/Likely to be achieved £	Amber £	Red £
Management Efficiencies	1,019,053	988,053	31,000	0
Policy	0	0	-	0
Prior Years	326,270	326,270	-	0
<b>Total Division</b>	<b>1,345,323</b>	<b>1,314,323</b>	<b>31,000</b>	<b>0</b>

check



**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: Be the Future: People Directorate - Respond, Redesign and Transformation**

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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 on the progress and planning for the People Directorate following the appointment of the Strategic Director People in September 2020. The paper focuses on the activity undertaken so far and the planning underway for response, recovery and redesign within the People Directorate. It compliments the update provided by the Chief Executive on 22 October 2020 to Council and the work underway as part of the Be the Future Programme.

## **2.0 Recommendations**

2.1 It is recommended that the People Committee provide comment on and notes:

- a) The background information in relation to the current requirements for Response activity
- b) The changes to the Interim Structure as a result of recent changes and appointments
- c) The proposed redesign phases at para 3 (2)

It is recommended that the People Committee agree to:

- d) An update on progress with Redesign to come forward by March 2021.
- e) Seek Council approval for delegated authority to the Strategic Director to appoint an acting Chief Education Officer for a period of three years from the existing pool of Education Service Managers at para 3.4.6. The ongoing need for this post will be reviewed on an annual basis in discussion between the Strategic Director and the Convenor and Vice Convenor of People Committee
- f) Seek Council approval for delegated authority to the Strategic Director to appoint an acting Chief Social Work Officer pending the wider service redesign

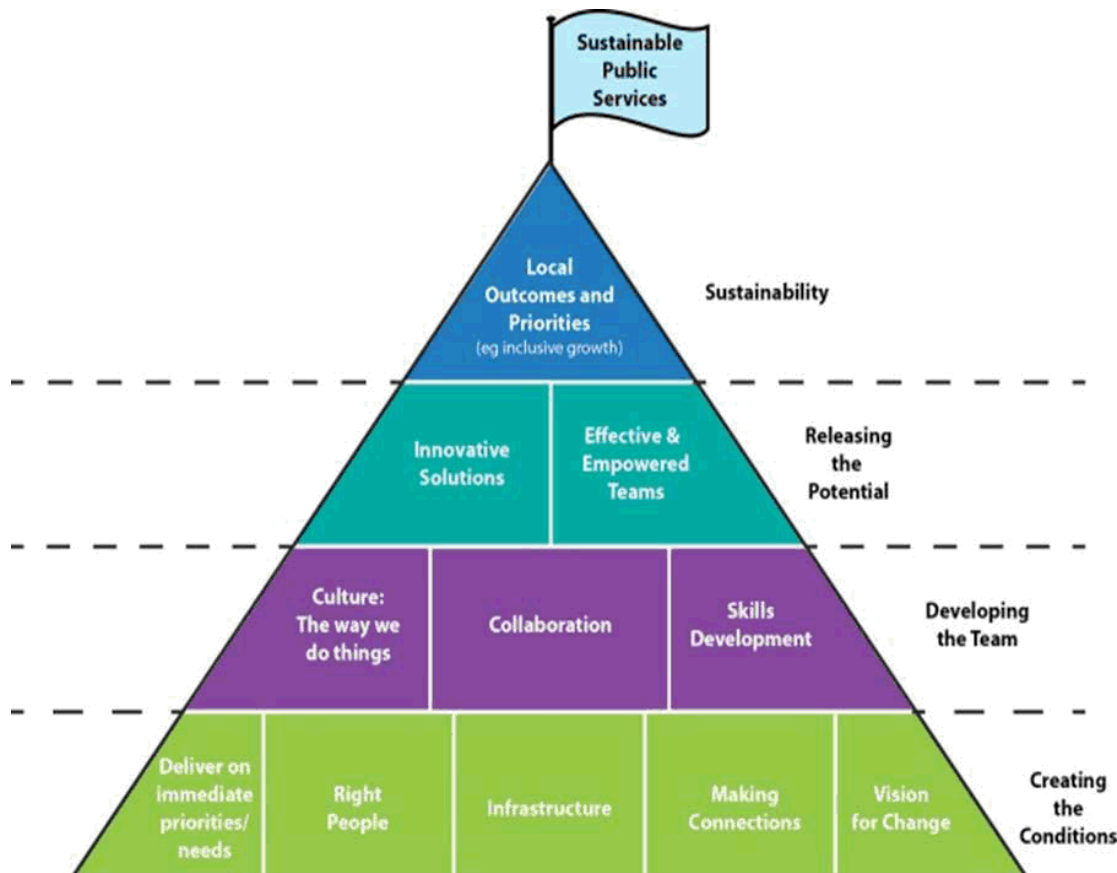
### 3.0 Background

3.1 The immediate priorities for People Directorate are set out in the Business Plan, also being presented to People Committee today under Agenda item 9.

They include:

- 1) Continuing to **respond** to the immediate and changing demands of COVID-19
- 2) **Redesign** of the People Directorate in accordance with the requirements agreed by Council in March 2018
- 3) Driving forward with priority projects within the **Transformation** programme
- 4) Financial management plan and budget realignment, addressing demand pressures as a result of COVID and other policies including The Promise.

3.2 These priorities are inter-connected and cannot be seen in isolation. In addition, in responding to COVID, the Directorate is simultaneously working through the four phases of organisational redesign (below) : Creating the Conditions; Developing the Team; Releasing the Potential; Sustainability.



### **3.3 Respond**

#### **3.3.1 (a) Education**

Much of the current activity of the Education Service is directed to supporting schools/ELC's and Heads to provide a continued safe and supportive environment for learning and teaching, in line with Scottish Government Guidance on reducing the risks from COVID-19. The response activity includes services from across the Council and a Project Plan with clear lines of accountability (RACI).

There also continues to be significant activity supporting our most vulnerable and challenged children, young people and families, with integrated approaches across Children's Services and with partners.

Another key area of activity will be to ensure the smooth and equitable running of the SQA Exam Diet in 2021, as well as sustaining the improving trend in Positive Destinations against a backdrop of growing youth unemployment and economic uncertainty. Sustaining recent improvements in Clackmannanshire Positive Destinations will be a priority with figures for 2019/20 indicating a further improvement, which gives us a 4 year improving trend.

A number of staff across the Education Service have been redeployed within the Service to support priority areas, with one of the challenges, the ever-changing and evolving situation. All of the Scottish Attainment Challenge projects have been realigned to support our pandemic Response. This includes addressing Learning Loss, supporting Health and Wellbeing of both our pupils and staff, and supporting continuity of learning and progress for all learners as set out in the National Improvement Framework Plan for 2020-21.

#### **3.3.2 b) Social Services**

At the moment, statutory measures which result in moving children out of family care into placements (particularly external placements) come with significant financial cost as well as emotional ones to the child.

Within Children's Services, significant developmental work has taken place during the past 3 years. Teams have been designed and developed to help build restorative practice with the aim being to shift the balance of care from less child protection to earlier intervention/prevention. Further, having the correct commissioned services to ensure that targeted wrap around services can work with us to keep the child at home, is an immediate priority.

Whilst progress is being made, it will be several years before this has a noticeable and sustained, positive impact on budgets as we will need to continue with the two dual systems – child protection and early intervention/prevention. Shifting the balance of care is key to 'The Promise' and is a journey we have been on for a few years and one that we will continue.

Taking all of the above into account, it remains essential that we put in place an action plan to address the current projected overspend on the Social Work budget .

### 3.4 Redesign

(See **Appendix 1** for further detail on Phasing of Redesign and Transformation Activity.)

In March 2018 Council agreed, as part of the budget setting process, an overall organisational redesign. Some progress has been made by the People Directorate in working towards a revised structure. A transitional structure was put in place, but a number of changes in senior staff have resulted in a further delay to development and implementation of the full redesign, including the recruitment, in February 2019 of an Interim Strategic Director, appointment of a new Chief Education Officer in November 2019 and the appointment of a new Strategic director following the resignation of the interim Director in September 2020.

Committee will also be aware that the existing Chief Social Work Officer has announced they will leave the Council and take up a new post in January 2021..

3.4.1 The current structure (**Appendix 2**) shows the progress already made towards the full redesign. Namely:

- Appointment of a permanent Strategic Director to the People Directorate in September 2020. It should be noted that the role of Chief Education Officer is also, as an interim position, being undertaken by the post holder.
- As of December 2020, there will be 6 Service Managers across People plus the Criminal Justice funded Service Manager post
- A Middle Leadership Team has been established in Education which includes Libraries/Leisure; CLD and Sports. Increasingly these Leaders are working in an integrated and thematic way e.g. on Health and Wellbeing, Community Support, Mental Health, Employability, Digital Learning.

3.4.2 It is now a priority to revisit the structure and to redesign the Service to meet current and future need, and reflect our Transformation Programme.

Given the current demands across the services and the Council as a whole, along with the need to manage increasing demand and risk, particularly in Children's Social Work, it is proposed that a phased approach to this Redesign is taken as outlined below. A suggested future working structure is provided at **Appendix 3** which gives an indication of how potential service redesign could be implemented. HR policies will continue to guide and direct the approach to redesign including any reduction in the overall structure numbers and vacancy management. Engagement with our union colleagues will also be undertaken to shape and inform the redesign process. This will need to be considered alongside professional roles and professional bodies as there are a number of statutory posts that will need to remain.



3.4.3 As the new structure evolves, it is clear that there is a particular need for additional resource to support the Strategic Director with Education, particularly as a result of current and ongoing demands and risk on education as a result of COVID. These risk and demands are likely to continue for some time. In addition, although Education Services have made good progress in recent years, this still needs focused attention to ensure recent education improvements are sustained and ongoing. Working towards a self-improving, empowered system for Education remains an overarching goal for Clackmannanshire and nationally.

3.4.5 In order to respond to the immediate service needs, plan recovery and redesign and progress much needed transformation, it is proposed that an acting Chief Education Officer 3 year post, is recruited from within the existing Service Manager pool. The Postholder would require GTCS Registration. As this is an acting post, the post would not require backfill and once the redesign is complete this would be reconsidered as part of the overall evaluation of the new structure and any subsequent staff changes. The ongoing need for this post will be reviewed on an annual basis in discussion between the Strategic Director and the Convenor and Vice Convenor of People Committee

3.4.6 People Committee is asked to support the:

Short term appointment of an acting Chief Education Officer until December 2023. Note that Council approval to a change in the Scheme of Delegation will be required given the previous Council decision to require this appointment to be made by the Appointments Committee.

Agree that Council approval is sought to delegate authority to the Strategic Director to appoint this resource from within existing Service Manager pool. Funding from any cash savings within the Education Service budget can be used to fund the appointment. The additional costs of the acting post of £21,730 per annum.

Agree that Council approval is sought to delegate authority to the Strategic Director to appoint an interim Chief Social Work Officer pending the wider service redesign and a permanent appointment being made by an Appointments Committee

3.4.7 The service will undertake work to redesign its budget to ensure that it can manage the budget pressures that it is currently experiencing, and starts to prepare the ground for The Promise.

### **3.5 Transformation**

3.5.1 The People Directorate is already leading or involved in a number of priority projects within the Transformation Programme. The following areas will be key priorities and will be taken forward alongside the Response and Redesign work above. This reflects the overall priorities as agreed at Council at its meeting on:

- a. STRIVE
- b. Digital Strategy (including Digital Learning and the Social Work Replacement System)
- c. People and Place Hub Pilot (linking with the Learning Estate)
- d. City Region Deal (Skills Development)

3.5.2 In addition the work to transform Family Support Services, Mental Health and Wellbeing for Children and Families, and the Secondary Curriculum will continue.

3.5.3 Increasingly, Transformational Approaches in People Directorate will include exploring Regional models and partnerships with community and external organisations. The Redesign work at 2) above will be crucial in ensuring the People Workforce has the knowledge, skills, behaviours, and leadership to meet these future ways of working.

#### **4.0 Financial / Budget**

Given continued ongoing budgeting constraints, with the added impact of Covid-19 on overall Social Work Children's Services spend, it is crucial that current forecasted overspends are addressed immediately with a plan put in place to bring the budget back in line and / or demand pressures addressed. The additional costs of the acting post of £21,730 per annum will be met from within the existing Education Budget.

#### **5.0 Implications**

#### **6.0 Risk**

#### **7.0 Equalities**

#### **8.0 Financial Implications**

8.1 The future structure will enable the service to contribute to the savings that the Council agreed as part of the management redesign agreed in March 2018

#### **9.0 Sustainability Implications**

N/A

#### **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

**Appendix I Phasing of Redesign and Transformation Activity**

**Appendix 2 People Service Structure December 2020**

**Appendix 3 People Service Future Structure**

## 15.0 Background Papers


National Improvement Plan 2020/2021.

General Service Revenue and Capital Budget 2018/19 Clackmannanshire Council 8 March 2018

**Author(s)**

<b>NAME</b>	<b>DESIGNATION</b>	<b>TEL NO / EXTENSION</b>
Lorraine Sanda	Strategic Director (People) /Chief Education Officer	

**Approved by**

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

## Appendix 1 – Phasing of Redesign and Transformation Activity

Suggested Phases and activity	Outcomes
<b>Phase One – Now – March 2021</b>	
<p><b>Phase One – Now – March 2021</b></p> <ul style="list-style-type: none"> <li>• All Service Manager roles, remits and accountabilities are reviewed and redesigned to support an Integrated Children’s Service and increased alignment with the Health and Social Care Partnership (within current permanent staffing levels) whilst ensuring that statutory roles and requirements are met</li> <li>• Coaching and Leadership Development - Support for managers and teams</li> <li>• Further integration of Team Leaders</li> <li>• Evaluation of internal systems and processes and identification of efficiencies (with support from iESE)</li> <li>• Benchmarking exercise across other Local Authorities</li> <li>• Review of Commissioned Services within People, Council, other public and third sector</li> </ul>	<ul style="list-style-type: none"> <li>• Risks Managed/mitigated</li> <li>• Priority areas of work agreed and implemented</li> <li>• Integrated management structure</li> <li>• Shared vision and agreed priorities</li> <li>• Clear focus on improvement, outcomes and governance</li> <li>• Increased collaboration across Education, Social Work, Third Sector, HCSP</li> <li>• Shared Financial Accountability</li> </ul>



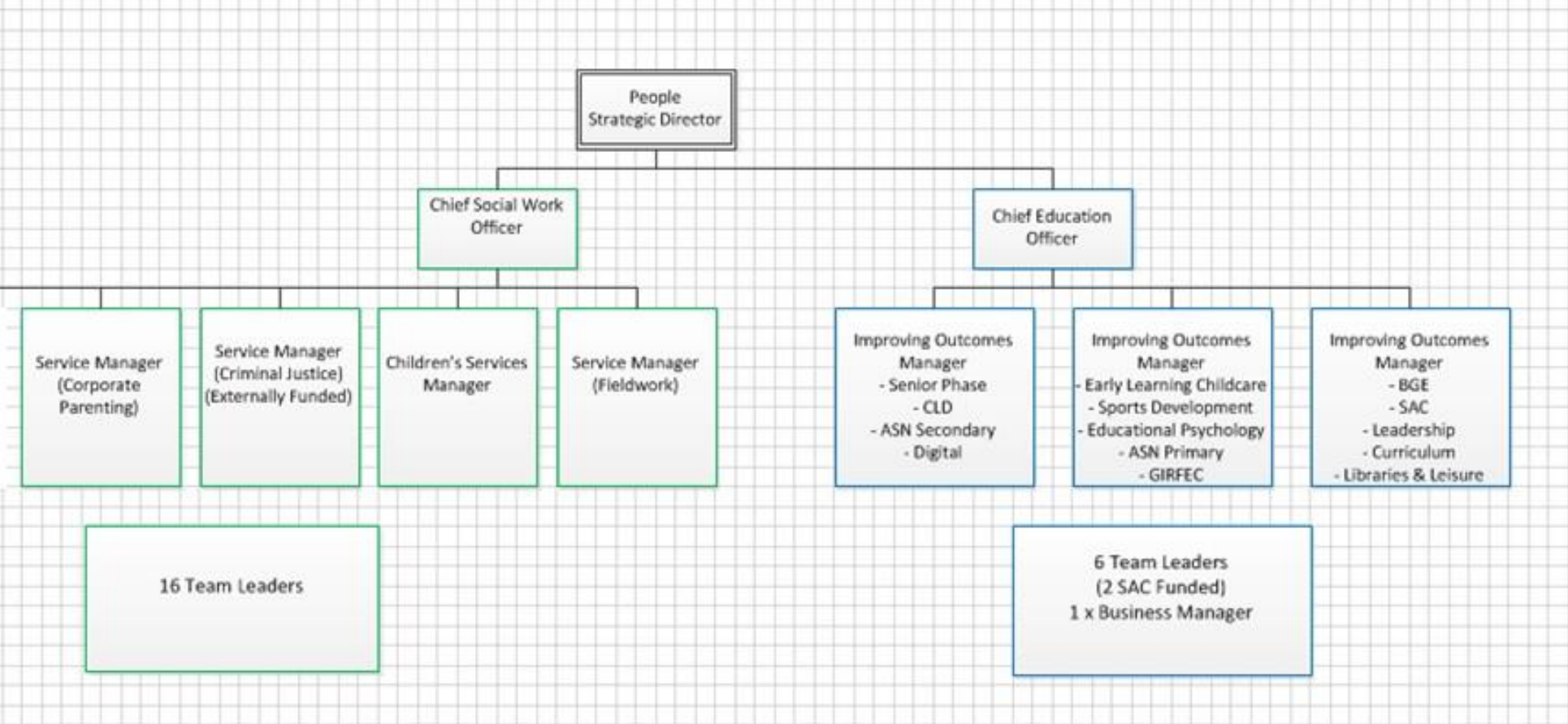
Suggested Phases and activity	Outcomes
<b>Phase Two - April 2021-2022</b>	
<ul style="list-style-type: none"><li>• Organisation of thematic projects, led by Team Leaders across People Directorate</li><li>• Leadership Development.</li> <li>• Review of Business Support across all areas.</li> <li>• Piloting of locality teams across People and at school/cluster level to support children and families</li> <li>• Empowerment of Head teachers</li> <li>• Redesign to reflect The Promise – follow the money</li> <li>• Closer alignment of SW Teams</li></ul>	<ul style="list-style-type: none"><li>• Thematic project teams</li> <li>• Staff leading and driving change</li> <li>• Performance management understood and reflected across all projects/staff teams</li> <li>• Collaboration with partners and services</li> <li>• Increased Financial Accountability and budget realignment</li></ul>



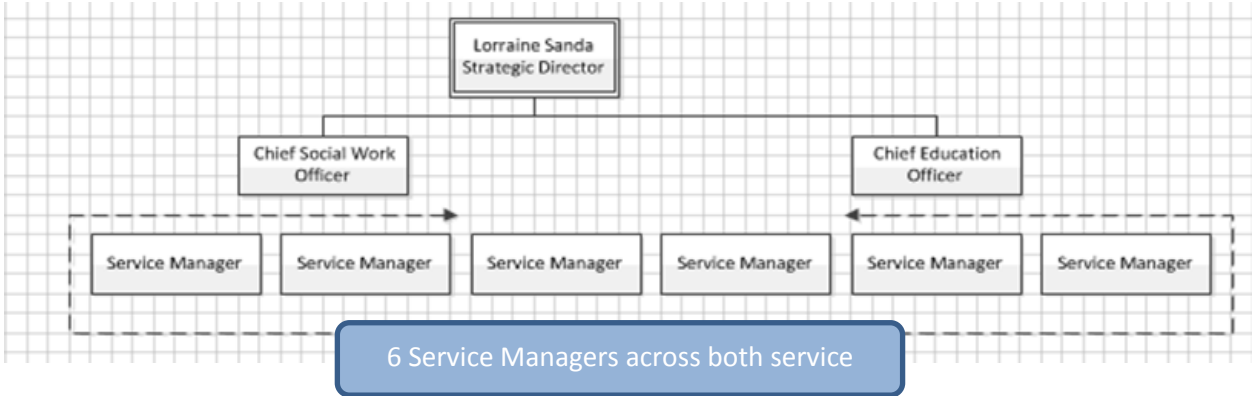
<b>Suggested Phases and activity</b>	<b>Outcomes</b>
<b>Phase Three 2022-2023</b>	
<ul style="list-style-type: none"><li>• Ongoing Workforce</li><li>• Leadership Development at all levels</li></ul>	<ul style="list-style-type: none"><li>• Stability across the Directorate</li><li>• Empowered and motivated staff</li><li>• Culture of Innovation and transformation</li><li>• People-centred delivery</li><li>• On-going, self-improving system</li><li>• Financial sustainability</li></ul>







### Future Structure



- ED Service Manager (Blue square)
- SW Service manager (Green circle)
- ED Project Lead (Blue triangle)
- SW Project Lead (Green diamond)

Diagram represents a network of self-organising teams who collaborate through internal systems.

