



**Clackmannanshire
Council**

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Comhairle Siorrachd
Chlach Mhanann

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

People Committee

Thursday 18 November 2021 at 9.30 am

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



People Committee

The remit of the People Committee is:

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

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

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

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

Details of all of our Council and Committee dates and agenda items are published on our website at www.clacks.gov.uk

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

10 November 2021

A MEETING of the PEOPLE COMMITTEE will be held VIA MS TEAMS, on THURSDAY 18 NOVEMBER 2021 at 9.30 am.



**LORRAINE SANDA
Strategic Director (People)**

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2. Declaration of Interests Members should declare any financial or non-financial interests they have in any item on this agenda, identifying the relevant agenda item and the nature of their interest in accordance with the Councillors' Code of Conduct. A Declaration of Interest form should be completed and passed to the Committee Officer.	--
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People Committee – Committee Members (Membership 8 - Quorum 4)

Councillors

Wards

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

Appointed Members (3)

Rev Sang Y Cha	Church of Scotland
George Marcinkiewicz	Roman Catholic Church
Pastor David Fraser	Scottish Baptist Church

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



MINUTES OF MEETING of the PEOPLE COMMITTEE held via Video Conference (MS Teams), on THURSDAY 16 SEPTEMBER 2021 at 9.30 AM

PRESENT

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

Pastor David Fraser, Religious Representative, Scottish Baptist Church
Mr George Marcinkeiwicz, Religious Representative, Catholic Church

IN ATTENDANCE

Lorraine Sanda, Strategic Director (People)
Lindsay Sim, Chief Finance Officer
Catherine Quinn, Chief Education Officer
Lynda McDonald, Improving Outcomes Officer
Michael Boyle, Improving Outcomes Business Manager
Kaye Hills, Improving Outcomes Team Leader
Whitney Barrett, Principal Educational Psychologist
Lesley Taylor, Educational Psychologist
Sean Laird, Coalfields Regeneration Trust (Game on Scotland)
Catriona Scott, Improving Outcomes Manager
Stuart Landels, Team Leader, Criminal Justice
Margaret McIntyre, Children's Service Manager
Emily Aitken, Project Officer
Elizabeth Hutcheon, Management Accountancy Team Leader
Sharon Robertson, Interim Chief Social Work Officer
Lynne McBain, Attainment Leader
Colin Bruce, Headteacher, Alloa Academy
Heather Buchanan, Solicitor (Clerk to the Committee)
Melanie Moore, Committee Services

PC(21)14 APOLOGIES

Apologies were received from Rev Sang Y Cha.

PC(21)15 DECLARATIONS OF INTEREST

None.

PC(21)16 CONFIRM MINUTES OF MEETING HELD ON 27 MAY 2021

The minutes of the Meeting of the People Committee held on 27 May 2021 were submitted for approval.

Decision

The minutes of the Meeting of the People Committee held 27 May 2021 were agreed as a correct record and signed by the Convenor.

PC(21)17 PROGRAMME: TULLIBODY YOUTH PROJECT

The report, submitted by Catriona Scott, Improving Outcomes Manager, presented the proposed plans to launch the Game On programme in the Tullibody area.

Sean Laird from Coalfields Regeneration Trust (Game on Scotland) was also in attendance.

Motion

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

Moved by Councillor Graham Lindsay. Seconded by Councillor Darren Lee.

Decision

Having commented on the development of the partnership and contents of the report, the Committee agreed to note the report.

PC(21)18 THE PROMISE UPDATE

The report, submitted by Sharon Robertson, Interim Chief Social Work Officer, provided an update on The Promise and the latest actions underway in Clackmannanshire to ensure that the Council and its partner “Keep the Promise” to the care experienced community.

Motion

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

Moved by Councillor Les Sharp. Seconded by Councillor Kathleen Martin.

Decision

The committee agreed to:

1. Note the latest information;
2. Provide comment on the latest plans and developments;
3. Commit its ongoing support to The Promise.

**PC(21)19 DRIVING CHANGE IN MENTAL HEALTH FOR CHILDREN AND FAMILIES
TRANSFORMATION PROJECT**

The report, submitted by Whitney Barrett, Principal Educational Psychologist and Lesley Taylor, Educational Psychologist, provided Committee with an overview of the Driving Change in Mental Health for Children and Families Transformation Project within Education.

Motion

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

Moved by Councillor Graham Lindsay. Seconded by Councillor Les Sharp.

Decision

Having commented on the report, the Committee agreed to note the report.

Councillor Matchett left during the next item of business. (10.47 am) 7 members were still present.

PC(21)20 THE ICELANDIC PREVENTION MODEL (IPM) ACROSS CLACKMANNANSHIRE

The report, submitted by Catriona Scott, Improving Outcomes Manager, informed Committee on the Icelandic Prevention Model for children and young people in Clackmannanshire and shared the plans for implementation of the programme and the expected impact on the health and wellbeing of our communities.

Motion

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

Moved by Councillor Graham Lindsay. Seconded by Councillor Donald Balsillie.

Decision

Having commented on the report, the Committee agreed to note the report.

PC(21)21 COMMUNITY PAYBACK ORDER – RESPONSE AND RECOVERY TO COVID 19

The report, submitted by Stuart Landels, Service Manager, advised Committee of the statutory functions of Community Justice Social Work. Committee were also advised of the impact of COVID 19 for the sixteenth month period of April 2020 until July 2021 on the delivery of community payback statutory functions and to outline the plans the service has put in place as part of the services response to COVID 19 recovery.

Motion

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

Moved by Councillor Les Sharp. Seconded by Councillor Darren Lee.

Decision

The Committee agreed to note the contents of the report.

PC(21)22 PEOPLE DIRECTORATE BUSINESS PLANS AND ASSOCIATED STATUTORY PLANS

The report, submitted by Lorraine Sanda, Strategic Director, presented to Committee the People Business Plan 2021-22, along with associated statutory plans as follows – National Improvement Framework Report and Plan 2021-22, Children's Service Plan 2021-24, Scottish Attainment Report and Plan 2021-22 and 2021-24 Community Learning and Development Partnership Plan.

Motion

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

Moved by Councillor Graham Lindsay. Seconded by Councillor Les Sharp.

Decision

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

PC(21)23 FINANCIAL PERFORMANCE 2020/21 JUNE OUTTURN

The report, submitted by Lindsay Sim, Chief Finance Officer, provided 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 was based on forecast information as at June 2021.

Motion

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

Moved by Councillor Graham Lindsay. Seconded by Councillor Donald Balsillie.

Decision

Having challenged and commented on the report, the Committee agreed to note the forecast General Fund revenue overspend relating to the People Directorate for the year of £2.149m, and delivery of planned savings in the year forecasted to achieve 85.3%.

Ends 12:20 hours

CLACKMANNANSHIRE COUNCIL

Report to: People Committee

Date of Meeting: 18 November 2021

Subject: Family Wellbeing Partnership and The Summer of Wellbeing

**Report by: Lynda McDonald, Improving Outcomes Manager and
Veronica Cully, Seconded Teacher, Improving Outcomes Team**

1.0 Purpose

- 1.1 This paper provides background and an update on the Family Wellbeing Partnership and by way of example, learning from the Summer of Wellbeing Programme.

2.0 Recommendations

It is recommended that People Committee note:

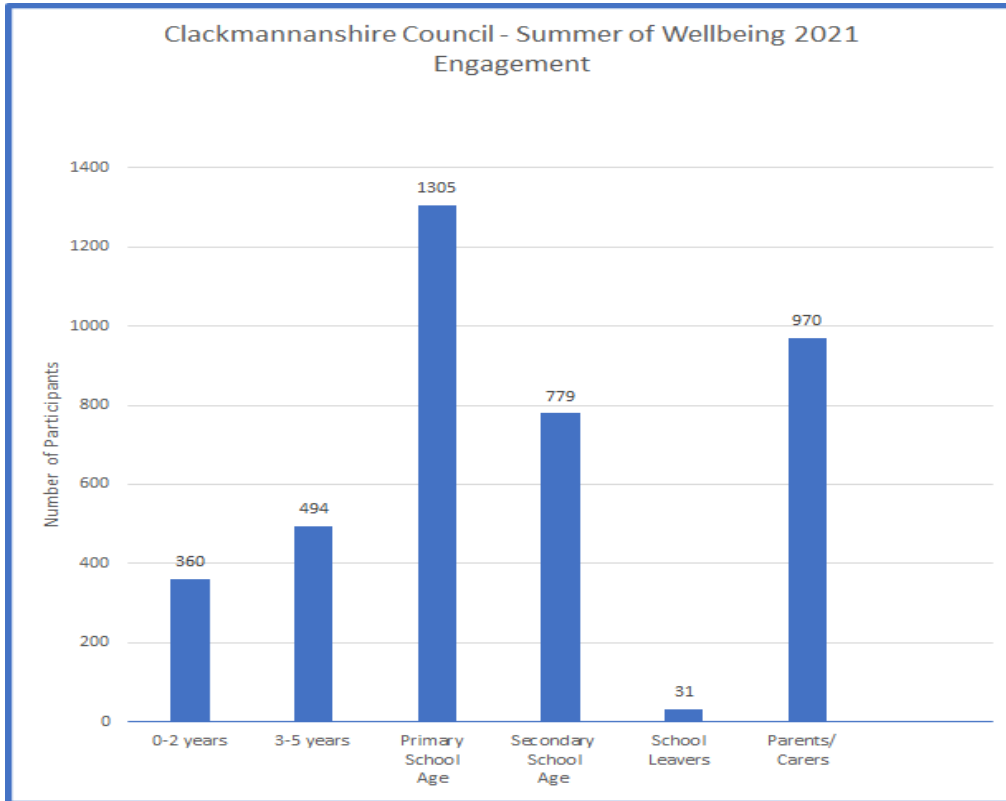
- 2.1 The aim of the Family Wellbeing Partnership; to improve the wellbeing and capabilities of families and young people in Clackmannanshire in partnership with Columba 1400, Heriot-Watt University and funded by the Scottish Government's Social Innovation Partnership.
- 2.2 The learning from the implementation of the Scottish Government funded Summer of Wellbeing programmes, in particular the 'Families First' approach and the impact this had for the children and families.

3.0 Background and Progress

- 3.1 The Social Innovation Partnership is a collaboration between the Scottish Government and The Hunter Foundation (THF). The Hunter Foundation seeks to invest in solutions, in partnership with others, to eradicate poverty and improve educational attainment. The Clackmannanshire Family Wellbeing Partnership Programme is funded by the Social Innovation Partnership and Columba 1400 have received confirmation of two years of funding for the Clackmannanshire Family Wellbeing Partnership Programme.
- 3.2 This is a unique opportunity for the Scottish Government to work with Clackmannanshire Council to empower young people, their families and staff, giving them voice and agency. This includes a focus on what needs to change within the existing system, shifting values and behaviours of the people designing, delivering, and receiving support, and the impact this has on children and families.

- 3.3 Scotland has committed to #KeepThePromise to care experienced infants, children, young people, adults and their families - that every child grows up loved, safe and respected, able to realise their full potential. This will be embedded within the Family Wellbeing Partnership planning, as will the United Nations Convention on the Rights of the Child (UNCRC) (Incorporation) (Scotland) Bill.
- 3.4 Columba 1400 have worked with Clackmannanshire families since 2018 and, as such, are our delivery partner for the values based leadership element within the Family Wellbeing Partnership framework (See appendices 1A and 1B and 2). As the Partnership progresses, Columba 1400 will work with senior leaders, frontline staff, partners as well as young people and families.
- 3.5 The Columba 1400 approach is strengths based, offering opportunities for parents/carers to realise their own leadership qualities and abilities, focus on what matters to them, their children and their community. It also gives the opportunity to connect with other parents/carers, share learning and take collective action. It is recognised that to significantly improve outcomes for children and young people most in need, early help and strengths based support enables families to flourish. This work allows parents/carers the time and space to develop a growing awareness of self and the choices they have made and can make as the primary carer in their child's life.
- 3.6 Summer of Wellbeing Programmes (June - September 2021)**
- 3.6.1 Clackmannanshire's 'Summer of Wellbeing' Programme was part of the Scottish Government's 'Summer of Play' initiative, allocating £162,000 to Clackmannanshire Council to work in partnership with local community groups, to deliver enhanced summer holiday provision (appendix 3). In addition, £27,000 was provided to Active Schools from Sport Scotland to develop a Sport and Physical Activity programme (appendix 4). The aim of these programmes was to improve the wellbeing of children and young people and families across Clackmannanshire, particularly those adversely affected by the impacts of the COVID pandemic.
- 3.6.2 The Summer of Wellbeing programmes were facilitated by 12 council education services, 17 community based partners and 16 local sports clubs, some of which are new partnerships. Activities were offered as universal and targeted and included art, music and craft, over 20 sports, camp craft, therapeutic sessions, visits, day trips and all included a free lunch. The programmes reached a total of 3168 children and young people and 970 parents/carers.

3.6.3 Based on enrolment data for 21/22, this equates to participation of approximately 50% of 3 to 5 year olds, 36% of primary aged children and 29% of secondary aged young people.



3.6.4 Part of the Summer of Wellbeing programme was used to explore elements of a wellbeing and capabilities approach to providing enhanced services in Clackmannanshire over the summer. The success metric used was that families who participate feel an improved sense of wellbeing within their family and improved relationships with services involved. This 'Families First' approach adopted the principles of Value Based Leadership, allowing for families to connect with each other and voice what mattered to them. This approach was led by families and young people to explore the barriers to participation and provide families with the budget to make decisions based on their individual needs. Payments were given directly to a small group of families working with CLD, all kinship carers and families of children who attend ASN specialist provisions.

3.6.5 The Summer of Wellbeing programmes have given children, young people and families more opportunities to socialise and connect with others which has reduced social isolation. Targeted support with known adults enabled children and families to participate in a safe environment and participants reported improved physical and mental health, increased confidence, self esteem, independence and resilience.

3.6.6 Families participating in the Families First approach grew in confidence and built trust when given the opportunity to discuss what mattered to them in a welcoming, safe environment. They were empowered to think beyond what was possible over this period and started envisaging how they could scale the support and activities set up over the summer. They reported a sense of achievement and pride over what they had achieved for themselves and the community over the summer. The approach built on pre-existing relationships with families who were already being supported by CLD and they were empowered to participate in what mattered to them and involve others in the community.

3.7 Alloa Academy (September - October 2021)

3.7.1 To support people in the community who are experiencing challenges with the changes to universal credit and other demands, Alloa Academy trialled an advice session within the school. Staff from Clackmannanshire Council and the Citizens Advice Bureau were on hand to give advice to the families on: benefits, school uniform support, Free School Meal Entitlement, study support / extra curricular Information, clothes/food bank information. Staff were available to help families complete paperwork, online forms or use the printing facilities. This was attended by 28 families, over two sessions. The learning from this wellbeing and capabilities approach will be evaluated and reported on by our learning partner, Heriot-Watt University to inform future actions.

3.8 Next Phase

3.8.1 Throughout November and December 2021, approximately 80 places across Council and its partners will be offered the opportunity to attend residential values based leadership opportunity at Columba 1400, funded by the Social Innovation Partnership. The opportunity will be offered to senior leaders, frontline staff and key partners.

3.8.2 It is proposed that a cohort of partners from Scottish Fire and Rescue Service, National Health Service and Police Scotland attend Columba 1400 in early 2022, following the success of the Safeguarding through Rapid Intervention (STRIVE).

3.8.3 Each element of the Values Based Leadership delivery schedule will be decided in Partnership with Columba 1400 and Clackmannanshire Council. There will be a learning and evaluation briefing opportunity after each delivery run to understand real time learning and this information will influence each phase of the partnership schedule. The learnings extrapolated from each cohort will ascertain the opportunities and the barriers to enabling systemic change in the aspiration to improve the wellbeing and capabilities for families

within the area. These findings will determine future cohorts for Values Based Leadership to accelerate the change.

4.0 Implications

It is anticipated that once all groups share expectations and ideas of what needs to happen to make service provision in Clackmannanshire more wellbeing and capabilities driven that we will unify to do things differently and co-design and learn from testing new models of service provision.

5.0 Risk

The key risks associated with this project are:

- Staff attending residential experiences will only do so when core service can be maintained within teams.
- A full risk assessment will be submitted to Health and Safety regarding the residential experience.

6.0 Equalities

As a trial area, Alloa South has been identified as a priority due to the multiple deprivations existing and as such seeks to improve equity.

7.0 Financial Implications

The Family Wellbeing Partnership is externally funded by The Social Innovation Partnership.

8.0 Sustainability Implications

The Values Based Relational skills set and approach within Clackmannanshire Council and community will afford a legacy capacity within the community.

9.0 Resource Implications

As above in 7.0.

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)

N/A

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 1A- The Clackmannanshire Family Wellbeing Partnership Change Programme

Appendix 1B- A framework for improving the wellbeing and capabilities of families and young people in Clackmannanshire

Appendix 2 - Family Wellbeing Partnership and Values Based Leadership within Clackmannanshire, Columba 1400 document

Appendix 3 - Summer of Wellbeing Report for the Scottish Government

Appendix 4 - Active Clacks Summer of Wellbeing Report for SportScotland


15.0 Background Papers

None

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Lynda McDonald	Improving Outcomes Manager	2423
Veronica Cully	Seconded Headteacher, Improving Outcomes Team	2404

Approved by

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Strategic Director People	

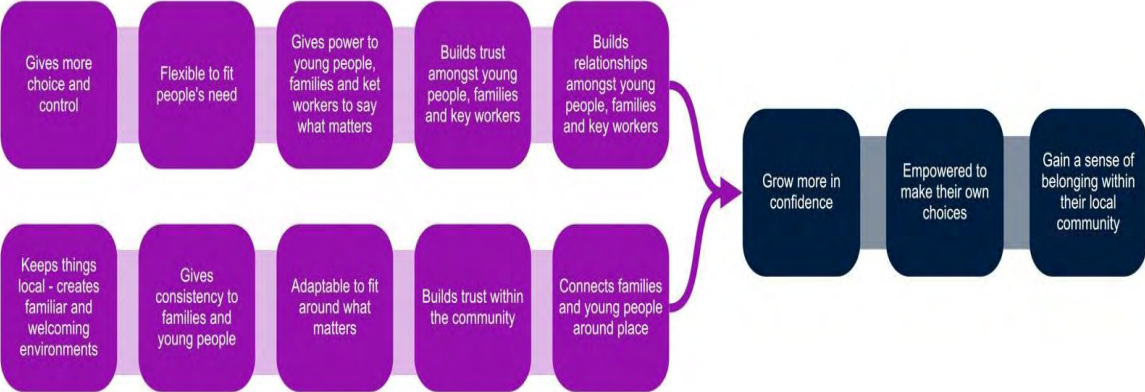
Appendix 1A: The Clackmannanshire Family Wellbeing Partnership Change Programme

Improving the wellbeing and capabilities of families and young people in Clackmannanshire

This programme aims to enhance the wellbeing and develop the capabilities of people living in multiple deprivations in Clackmannanshire, transferring power and voice to those who often don't get heard by prioritising what young people and their families value and what matters to them.

Our approach is not only focused on what needs to change within the existing system to be able to achieve this, but on how this change will be implemented and sustained. It is about shifting values and behaviours of the people designing, delivering, and receiving support, and the impact this has on poorer communities in Scotland.

How will a Wellbeing and Capabilities approach empower young people, their families and frontline staff, and give them voice and agency?



We have created a framework which sets out the direction of travel for the Family Wellbeing Partnership's (FWP) change programme in Clackmannanshire. Detail of this can be found on the following pages

Driving change in 3 stages

The information below and the accompanying diagram (p6.) illustrates the 3 broad stages of the framework and its alignment with our wellbeing and capabilities approach.

1 Finding permission to do things differently

This stage is about finding or creating spaces for reflection to understanding the current barriers in the system and how to move towards providing services which have wellbeing and capabilities at the heart. We recognise that our way of being with people is important and that this will take us a long way in the journey of change, but without a clear understanding of what gets in the way – internal and external capabilities, true transformation will be limited.

3 core groups: **families and young people** who use the services; **frontline workers** who work engage with families to deliver the services; **senior leaders** who manage the provision of the services will work to understand what matters to them and how they can use a wellbeing and capabilities lens to be empowered to accept responsibility and prioritise the changes they want to see. They will do this by participating in a value-based leadership experience (see below).

During this stage it is expected that we will **identify Change Makers**. These are key leaders and influencers from each of the 3 groups who show real passion and drive for shifting how services are delivered in Clackmannanshire.

2 Unifying to do things differently

This is where individuals from the 3 core groups come together to share expectations and ideas of what needs to happen to make service provision in Clackmannanshire more wellbeing and capabilities driven. Providing opportunities for families and key workers to engage with public sector employees will help to bridge the knowledge gap and create an understanding of what is really needed to make real change happen.

By creating the right environments, building trust and relationships, and identifying shared values this stage will begin to **identify possibilities and challenges** within the current system and where new ways of delivering services can be tested. They will do this by participating in a collaborative value-based leadership experience which will help them to **identify the tests of change**.

3 Planning to do things differently

This stage is where these identified tests of change can be explored. Maximising on ideas which develop during stage 2, this will give senior leaders, key workers, and families opportunities to work together to co-design and learn from testing new models of service provision. This work will be set within the principles of the Scottish Approach to Service Design.

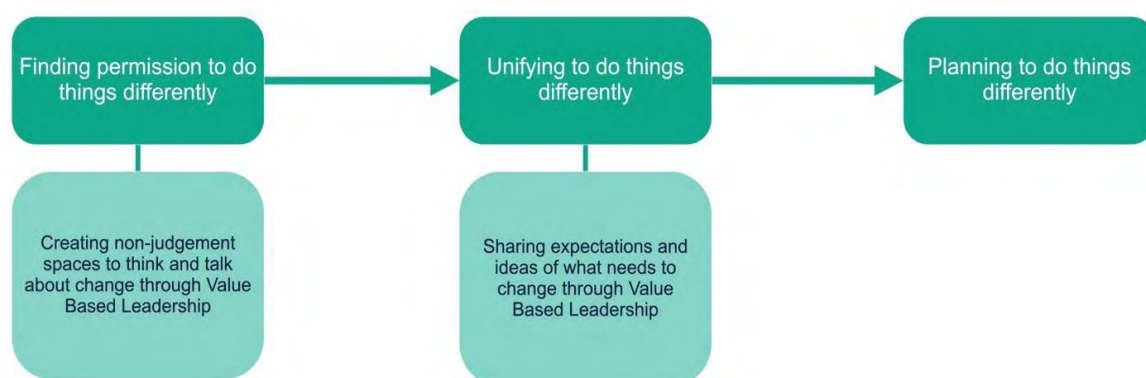
There are 4 important elements threaded throughout this programme which are essential for ensuring we create the right conditions for change to support the wellbeing and capabilities approach.

These are: underpinned by Value Based Leadership; driven by people; guided by learning; and which maximise on opportunities. These are explained below:

A framework underpinned by Value Based Leadership

Value Based Leadership (VBL) is one element of our framework which will help us to understand how a person-led approach can accelerate systemic change by putting people's voices and experience, at the centre of structural change.

A Values Based Leadership approach will underpin stage 1 and 2 of the framework by providing a platform for cohorts to participate in self-reflective leadership experiences.



In stage 1, by facilitating impartial and non – judgemental conversations in a psychologically safe, creative environment, participants from all levels of the system (young people and their families, frontline workers, senior leaders) will be encouraged to explore their values, leadership potential, personal motivations, relational behaviours and what really matters to them.

The VBL approach should be seen as a vehicle for creating the conditions for individual and collective change within a learning context in exploring and understanding the Family Wellbeing Partnership's strategic objectives.

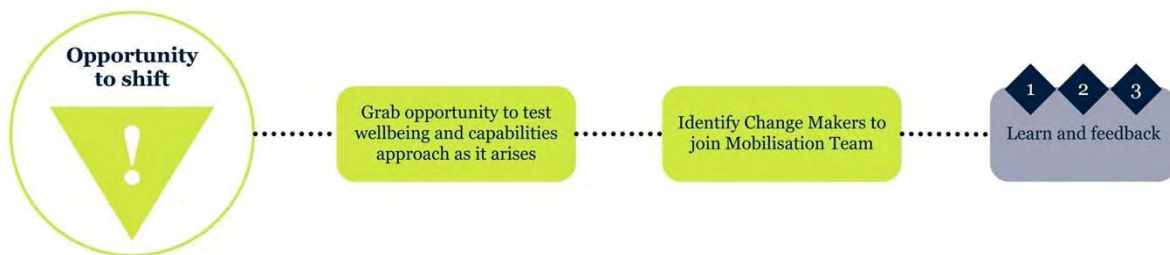
In stage 2, collaborative sessions will provide an opportunity for all participants engaging in VBL to come together in one place and share experiences through voice and agency. This collective dialogue will allow all partners and stakeholders timely learning zones towards understanding the barriers and opportunities to systemic change and provide a live feedback loop from recent delivery activity.

These sessions will also, through co-design, influence and determine future delivery requirements, cohorts and schedules in the programme. We hope that this iterative learning process will be inbuilt throughout all delivery.

The purpose of this model is to ascertain the components of developing family wellbeing and encourage active participation in community sustainability and renewal as well as allowing Local Authority leadership the permission to realise new ways of operating and amend traditional procedures when delivering services.

A framework maximising on opportunities

We expect that opportunities to test a wellbeing and capabilities approach in providing services to young people and families will arise throughout this programme of work. These are our *opportunities to shift* and it will be important to grab these opportunities in real time, when it is appropriate to do so.



Viewing these as an offshoot from the core framework we will need to approach each *opportunity to shift* uniquely, using them as tests to accelerating through the 3 stages of the framework. It will be important to reflect and learn from these opportunities and feed this back into the development of the programme.

A framework driven by people

We have identified that for this change programme to be successful it will need to be driven by the people managing and delivering services – our change makers. The change makers will be identified through value-based leadership experiences and our opportunities to shift.

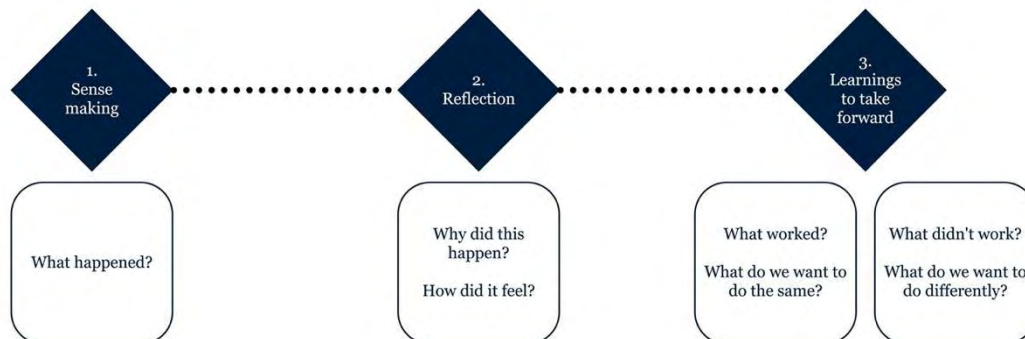
A **Mobilisation Team** will develop from an induction workshop between members of the Senior Leadership Team (SLT) at Clackmannanshire council. This group have identified that more space and time needs to be dedicated to think and talk about making change. With an emphasis on putting themselves in the driving seat, their ‘I’m that guy’ attitude promotes reflection of current structures and attitudes to help identify where shifts can be made, recognising that they are part of the system, rather than seeing themselves on the outside looking in, and therefore have the ability to affect change.

How will this programme empower senior leaders to design and manage services which improve the wellbeing and capabilities of young people, families and the people who support them?



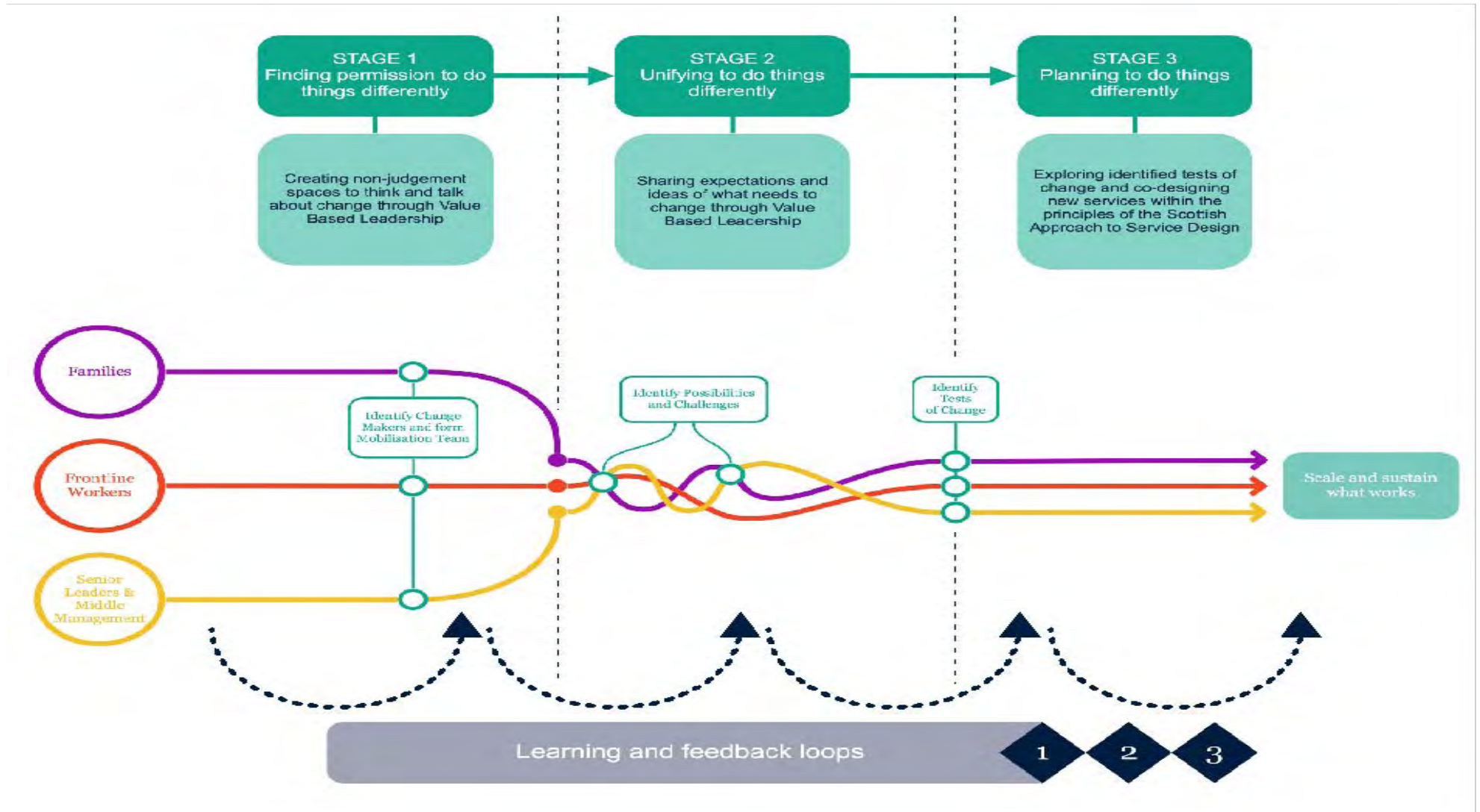
A framework guided by learning

To ensure we are capturing and learning from this programme we are working with an independent Learning Partner and have integrated Learning and feedback loops to this framework. The structure for this learning can be broken down into 3 parts seen below.



Learning will play an important role at Stage 3 of the framework as well as at our opportunities to shift, where it will be important to understand how each test of change develops and whether the shift has had any impact on families and young people. The learning and feedback loop will ensure that successes are captured and repeated and failures are embraced, understood. This will allow for approaches are modified accordingly.

Appendix 1B: A framework for improving the wellbeing and capabilities of families and young people in Clackmannanshire



Appendix 2: Family Wellbeing Partnership and Values Based Leadership within Clackmannanshire

“Our task is not to put the greatness back into humanity but to elicit it, for the greatness is there already.”

John Buchan



**Columba
1400**

Family Wellbeing Partnership and Values Based Leadership within Clackmannanshire

Background

Columba 1400 help young people and the adults around them to be the change they want to see in the world. We want every young person to find the greatness that is inside them and since 2000 we've helped over 10,000 young people and adults transform their lives. We work shoulder-to-shoulder with young people and the adults around them helping them explore their core values and unlock their inner strength so they can make a difference to their community and transform their sense of identity, their confidence and their ambition. Our work is based on three founding principles: warmth of welcome, warmth of hospitality and the sense of being on a shared journey. We bring people together in their local community, online and at our two inspirational Leadership Centres, as they transform their lives and the lives of those around them.

Our Approach

Across Scotland there is a recognition that we need collective leadership anchored by a strong moral purpose. Columba 1400 has designed a bespoke values based leadership experience to enable strategic leaders and frontline teams working with children, young people and families within Clackmannanshire. We understand that in order to truly deliver The Promise it will take all of us across the public sector to “Be the Change” for and with children, young people and families. This will require cultural change, such as identifying and measuring what matters, creating scaffolding around families and creating permissions for those who serve families. This requires a new way of being, a radical shift for our public services and for social leadership.

We have developed our values based leadership experience to be a catalyst for deep collaboration across agencies, centred around families, not departments, people and relationships, not process and systems driven. The values based leadership experience entails reflection, discussion, collaboration and creates space for personal, professional and strategic thinking. Individual leaders are able to recognise it is their leadership that will create different outcomes for children, young people and families through collective decision making, services designed around families and the implementation of restorative and strengths-based initiatives.

Outline

Initial Engagement: 1 online session, to prepare for the leadership experience. Participants begin developing trust within the group and set their hopes and goals for the residential element.

Residential Element: A 3 day' experience, involving a two night' residential stay at one of Columba 1400's Leadership Centres.

Development and Action – An online session which allows the group to come together to co-design next steps and actions, and reconnect with others, as participants prepare to lead change through values based leadership.

Outcomes

- Provide a learning environment for individuals to self reflect upon their own and others' leadership style, preferences and qualities.
- Develop a shared sense of common purpose through exploring the role of values in leadership within public service
- Create a collective understanding of leadership responsibility allowing leaders to manage risk effectively and with efficacy.
- Empower leaders to manage change and empower permissions for alternative behaviours and processes.

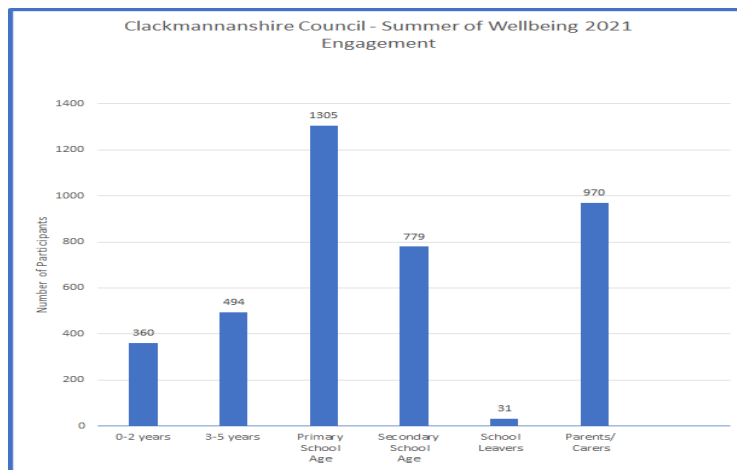
Appendix 3

Clackmannanshire Council 'Summer of Wellbeing' Evaluation

Clackmannanshire's '**Summer of Wellbeing**' was part of the Scottish Government's 'Summer of Play' initiative. **£162,000** was allocated to Clackmannanshire Council to work in partnership with local community groups, to deliver enhanced summer holiday provision. The aim was to improve the wellbeing of children and young people and families across Clackmannanshire, particularly those adversely affected by the impacts of the Covid pandemic.

Executive Summary

- The Summer of Wellbeing programme was facilitated by **12 council education services** and **17 community based partners**, some of which are new partnerships.
- Activities were offered as **universal and targeted**.
- The Summer of Wellbeing programme was used to explore elements of a Wellbeing and Capabilities approach to providing enhanced services in Clackmannanshire over the summer. The success metric used was that families who participate feel an improved sense of wellbeing within their family and improved relationships with services involved.
- The Cash First approach adopted the principles of Value Based Leadership, allowing for families to connect with each other and voice what mattered to them. It allowed money from the Summer of Wellbeing budget to go directly to families, empowering them to decide what it was best spent on. Payments were given directly to a small group of families working with CLD, all kinship carers and families of children who attend ASN specialist provisions.
- Universal and targeted activities on offer included art & craft, cycling, cookery, skiing, water sports, photography, campcraft, music, yoga, geocaching, storytelling, farm visits and day trips.
- The programme reached **2969 children & young people** and **970 parents/carers**. Based on enrolment data, this equates to **50% of 3 to 5 year olds**, **33.5% of primary aged children** and **27.8% of secondary aged young people**.



- Families from all target category groups were involved in the programme.
- Most organisations offered free lunches and snacks. The cost of this was factored into organisations funding applications.
- Positive feedback from those involved highlighted improved **social connections, confidence, wellbeing, sense of achievement and resilience** for participants.
- Cash First was led by families and young people. There was camaraderie built amongst the families with a focus on how they could support each other and the wider community.
- Main barriers to delivery were **limited lead in time** and **Coved restrictions**.

Further detail of evaluations

1. Organisations who delivered activity programmes: (*New partner for summer delivery)

Council Services	Community Based Partners
Alloa Academy*	Action for Children*
ASD Outreach Team*	Connect Alloa*
Education Community Learning Development	Christine Mckinsley Childminding Service*
Creative Therapies*	Dollar Nursery*
Clackmannanshire Schools' Support Service (CSSS)	Falkirk and Clackmannanshire Carers Centre*
Early Intervention Team*	NHS Forth Valley Public Health Nutrition*
Extended Additional Support Needs (EASN)*	Home Start*
Libraries & Leisure	Hawkhill Community Association*
Menstrie Early Learning Centre*	Little Stars Nursery*
Sauchie Early Learning Centre*	Ochil Youth Community Improvement*
Tulach Early Learning Centre*	Our Dumyat Centre operated by Menstrie Community Action Group*
Sports Development (additional funding was received from SportScotland)	Play Alloa
	Resilience Learning Partnership - Crafty Kids*
	Sauchie Active8*
	The Playpen Cafe CIC*
	Wellbeing Scotland*
	Who Cares Scotland/Oor Clacks Voices*

Cash First for Families

8 Families supported by Community Learning and Development
167 Kinship 160 Care Experienced Children
128 Children attending ASN specialist provision

2. Range of activities facilitated:

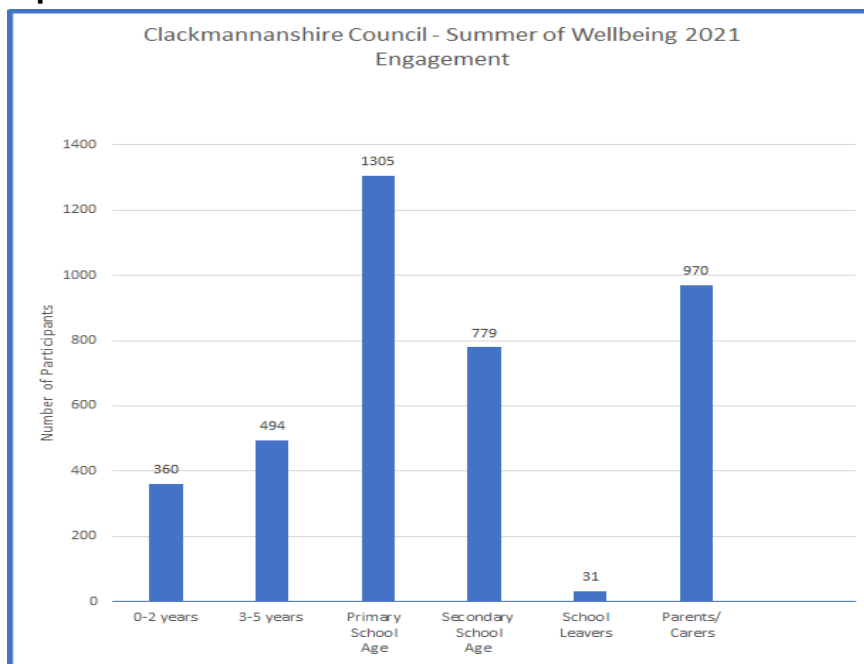
Cycling	Water sports	Camp craft	Arts & craft
Music	Farm visits	Skiing	Tennis
Park activities	Photography	Yoga	Football
Tennis	Archery	Dance	Cookery
Zoo trips	Story telling	Soft play	Geocaching
Pokemon Lure Party	Book Bug sessions	Special effects make-up sessions	Movie nights
Pamper days	Kelpies trip	Camping	Hiking
Ropes courses	Trail biking	Treasure hunts	Rugby
Roller Skating	Zumba	Athletics	Swimming

3. Ways in which funding enhanced summer provision:

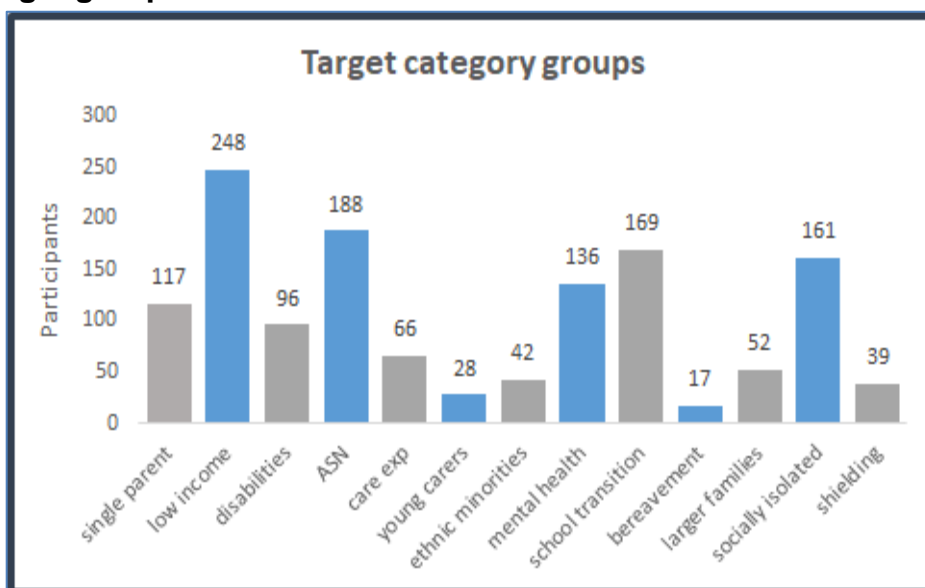
- Appointment of a Summer of Wellbeing coordinator to support consultation, planning and delivery.
- Enabled the use of innovative approaches to consultation, collaboration and empowering families to address the barriers to wellbeing and participation through the Cash First approach and wider programme.
- Families who participated in the Cash First approach were empowered to think beyond what was possible over this period and started envisaging how they could scale the support and activities set up over the summer.
- Programme of free activity and supported sessions across Clackmannanshire throughout the whole summer break.
- Commissioning of community partners was based on whether their proposal for enhanced service provision over the summer adopted a wellbeing and capabilities approach. Selection was based on how partners planned to provide services rather just on what they were providing
- Enabled all participants to access free activities and services.
- Increased the number and duration of indoor and outdoor activities on offer.

- Increased attendance at activities and supported sessions organised by community organisations and Clackmannanshire Council Education Services.
- Funded valuable resources for activity programmes.
- Provided participants with healthy lunches and snacks.
- Enabled specialists to be brought in to deliver a range of new learning experiences.
- Developed programmes for future school holidays.
- Enabled family access to transport which would have been otherwise unaffordable.

4. Participation:



5. Target groups reached:



* Please note only 17 organisations out of a possible 29 submitted data for this question.

6. Information on any target groups who did not participate, and any reflections on why that was the case:

- Those who were shielding were unable to participate in person; however, some organisations were able to offer online activities and delivery of resources as alternatives.
- Some organisations continued to support and engage with participants who did not attend activities by visiting families weekly at home.
- Overall more participants would have been reached had more planning time been available.

7. How did views of children, young people and families inform the planning of programmes:

- Council Education Services gathered the views of children, young people and parents/carers by online survey to establish the 'Summer of Wellbeing' requests.
- The Cash First approach was led by families and young people to explore the barriers to participation and provide families with the budget to make decisions based on their individual needs.
- Community organisations facilitated consultations with families as part of their planning for the programme.
- Some organisations gathered views via social media platforms to inform the planning of programmes.
- Evaluations from previous summer programmes were used.
- One community organisation had a youth mentor scheme where the young people planned their own activities.
- Another community group's programme was informed by a youth voice 'Have Your Say' event we held in May.
- An Early Learning and Childcare establishment gathered children's views via their e-learning journals. These reflections informed educators' next steps and allowed them to provide responsive learning opportunities to meet children's interests and needs.

8. What difference has the delivered activities made for the wellbeing of children and young people?

- Children, young people and families have had more opportunities to socialise and connect with others which has reduced social isolation.
- Families participating in the Cash First approach grew in confidence and built trust when given the opportunity to discuss what mattered to them in a welcoming, safe environment. They were empowered to think beyond what was possible over this period and started envisaging how they could scale the support and activities set up over the summer. They reported a sense of

achievement and pride over what they had achieved for themselves and the community over the summer.

- Families reported that they felt supported, included and connected, and that they had fun over the summer.
- Targeted support with known adults has enabled children and families to participate in a safe environment.
- Improved physical and mental health.
- Increased confidence, self esteem, independence and resilience.

9. Positive feedback from participants:

- “Built capacity amongst staff and encouraged innovative and creative thinking for future programmes”.
- “The impact that funding has made has been incredible and it has also spread word of all the good things our project strives to do which has led to an increased attendance since summer finished”.
- “It’s also great to hear that A and M have become friends. Hopefully this will make starting school a lot easier for them. Thanks again”.
- “Some of them had never been to the zoo before and they said they had the best summer of their lifetime”.
- “A huge difference as my son has additional needs, including needing time outside and activities to keep him regulated. Having this free opportunity has been so helpful to our family and for my son to have access to accessible sport activities where one to one support is offered”.
- “It has been great for his mental health to be able to get back to clubs after school and through the holidays. We have had a family bereavement in the summer holidays and having activities to go to independently have truly helped keep him going and kept his mind off things. So lovely to see all the kids' faces looking so happy at pick up time after a very weird couple of years for them all”.
- “It’s the best summer programme ever”.
- “Absolutely amazing people. Good team work, well organised, everything on time, good communication. Well done”.
- “I think you helped him feel welcome, settled in and treated him with respect. He did not feel singled out but very much included”.
- “These extra sessions have been amazing. R doesn’t even say nursery anymore she says school so she already feels like she’s started. Personally these sessions have helped with transition a lot for my little girl”.
- “K was so proud to show me the trophy he won for coming first in the bowls. He was super proud showing it off to us all”.
- “These clubs have to continue for all our children's mental health for the future. They have been kept home for far too long, I just hope this does not affect them in the coming years, so these clubs have been a godsend and an activity to look forward to. The organisation and covid protocols have been exceptional and so well organised so thank you”.

- “I thought the bags were a great idea. Sometimes we want to get (son) things to keep him busy in the summer holidays or take him on trips but everything is just so expensive and we can’t always make the money stretch. It was so nice to know that he was getting some wee treats just like his friends despite money being tight and especially after the year of ups and downs he and the other kids have had”.

10. What worked well:

- Cash First approach built on pre-existing relationships with families who were already being supported by CLD and they were empowered to participate in what mattered to them and involve others in the community.
- Consultation with children and young people across Clackmannanshire allowed for activities to be built around what mattered to them leading to feedback showing high levels of engagement.
- The wide range of activities on offer from Clackmannanshire Council and community partners.
- The targeted approach allowed identification and support for the most vulnerable.
- Use of established staff who already had positive working relationships with participants and were mindful of their needs.
- Staff flexibility to respond to emerging needs (and weather) meant that all the identified families took part in a cohesive, organised and bespoke programme, matched to their needs.
- Incorporating free lunches increased participation.
- Purchase of new resources to support the activities.
- Allowed parents/carers to have some respite.
- Easy online booking process
- Previous COVID funding allowed for the provision of mobile phones to support workers. This allowed for relationships to build between families and the people who support them and helped to grow confidence amongst families to engage in services.
- Participation of whole families to join in with activities when required, meaning that not only did they young people benefit but their families did too.
- The use of community delivery partners running the activities allowed for Clackmannanshire Council staff to focus on the wellbeing of families.

11. What could be improved:

- Greater lead in time for consultation, planning, coordinating engagement with identified families, establishing bookings systems to ensure that the programme is reaching all participants.
- Employing more term time support workers (supporting children with additional needs) who were unable to work this summer due to having worked through previous holidays in lockdowns.

- Covid restrictions limited the number of participants and transport options to support families to access activities. This was the biggest barrier to delivering the trips requested by families.

12. Other comments/reflections:

- “The restrictions were a challenge at times but the weather was kind most of the time. Thanks to the funding we had a chance to meet new families and pay particular attention to the individual needs and will continue going forward”.
- “We also facilitated a camping trip for 4 young girls which was an amazing experience for all involved. This again wouldn't have been possible without the Summer of Wellbeing Funding”.
- “These families are most grateful for the support and although we can point to improvements in health and wellbeing for our children, the most important memory for the parents and our staff and volunteers is the sound of children laughing”.
- “Throughout a tough academic year of lock down and restrictions the health and well-being of individual staff, children and families was a priority within our improvement plan and this funding has enabled us to not only implement our identified well-being improvements but has also helped to enhance this further”.
- “Having 3rd sector partners involved in the Summer of Wellbeing has been very positive, making a wide range of activities available to children, young people and their families across Clackmannanshire. If this model is intended for next year then more planning time is needed and transport considered to ensure equity”.
- “Funding from the Scottish Government to provide free summer holiday sports is a great way forward and much needed. In view of children's physical and mental health needs this is a great way to support children and provide positive experiences for the future”.

Appendix 4: Clackmannanshire Summer of Wellbeing 2021 Sport & Physical Activity Programme Report

See separate PDF file.

Clackmannanshire Summer of Wellbeing 2021

Sport & Physical Activity Programme Report



Clackmannanshire
Council

www.clacks.gov.uk

Comhairle Siorrachd
Chlach Mhanann



sportscotland
the national agency for sport

spòrsalba
am prìomh bhuidheann
nàiseanta airson spòrs



Context

in the summer of 2021, £5 million was allocated to national bodies to offer free or low-cost access to activities for children and young people within their communities should they wish to take part. Sportscotland has received £1.4 million and has invested through existing local authority partnerships.

This investment is part of the Scottish Government's 'Get into Summer' campaign and is in addition to the £15m provided direct to local authorities, this national partner resource allows the opportunity to create additional activity, lengthen the period during which activity runs throughout the summer, and extend the duration of activity provided each day.

This report will detail how this funding has been utilised in Clackmannanshire to increase opportunities to be active, particularly for our most vulnerable young people.



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Firpark Ski Centre

Various dates

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& Funding Grants

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Statistics



'Cycle To...' Programme

In week 2 of the summer of wellbeing programme, 5th – 9th July, we delivered our first ever 'Cycle To..' Programme. The objective of the programme was to both promote active travel and also allow the participants to try a variety of sports and activities in the local area.

Participants in the programme met at Alloa Academy every morning and from there were led on their bikes to local clubs by trained cycle leaders and qualified staff. The participants then received a 90 minute sports session before cycling back to the base at Alloa academy.

The clubs who partnered with us for the programme were: Judo Club Esprit, Clackmannan Bowling Club, Clackmannan County Cricket Club and Braehead Golf Club.

Over the course of the week 12 individual participants attended, resulting in 135 participants sessions. A total of 11 deliverers from the community clubs supported the sessions.

The week was hugely successful, the quality of sessions delivered by the local club coaches was excellent and both participants and parents loved the introduction of cycling to the venues. The highlight of the week was meeting and training with Olympic Judo Athlete Gabbi Wood just before she left for Tokyo!

"A fantastic programme was on offer to children in Clackmannanshire. Resources were well used and we would definitely sign up in any future programme offered." - Parent



Tennis & Athletics



This summer we partnered with the Adam Brown Tennis Academy for the first time. As part of week 3 of the summer of well being, young people in Clackmannanshire were offered 2 hour tennis sessions at Lornshill Academy, delivered by a combination of the Academy coaches and Sports development staff.

The sessions were extremely well attended and received. Over the week a total of 61 individuals took part in the programme resulting in 404 participant sessions.

"Wonderful coaches and super fun!" - Parent



Our Athletics Sessions delivered in partnership with Central Athletics and Wee County harriers were a great success. The 2 hour sessions took place in the afternoons from the 12th-16th of July, also at Lornshill Academy.

A total of 82 participants aged p1-7 took part in the sessions across the week, taking part in fun activities to practice running, jumping and throwing. This resulted in an amazing 478 hours of participant activity.

"This programme has got children moving again in physical activities, but it's the mental health benefits that I have noticed most from my child and her friends attending." - Parent



ASN Tennis & Athletics



In partnership with Scottish Disability Sport and Forth Valley Disability Sport we were delighted to offer high quality sessions for our young people with additional support needs.

During week 3 of our programme, 12 young people took part in both tennis and athletics sessions at Lornshill academy.

Both the coaches and participants had a fantastic time, having fun and showing off their skills in the amazing weather.

"Wonderful opportunity for ASN children which makes the difference between a summer holiday being difficult and unpredictable to structured, fun and engaging." - Parent





From the 26th – 30th July our Cycle Skills week took place at Alva Academy. During the week young people in Clackmannanshire could attend one of two Bikeability Level 2 courses or one of two Bikeability Level 3 courses. In addition to this, participants who attended one of these training days were then able to sign up for a 'cycle to' tubing session at Firpark Ski Centre and an afternoon of Cycle Race Training.



The programme was delivered in partnership with Recyke-a-bike who's staff delivered the Bikeability Level 3 and Race Training elements of the week.



Over the course of the week a total of 28 pupils attended, 15 of whom achieved Bikeability level 2 and 13 achieving level 3. On the last day of the week 12 of these participants attended the 'cycle to' tubing session and 6 took part in the Race Training. A total of 29 hours of cycling was delivered over the course of the week.



"it was an excellent programme, thank you.."
- Parent



Cycle Skills Week





Tokyo Olympics Camp



In order to celebrate the Olympics this year and inspire our young people, we held our own Tokyo Olympics camp from the 2nd to the 6th of August. During the week participants were offered the opportunity to try out 10 different Olympic and Paralympic sports, delivered by our sports development coaches and local sports clubs.

The sports on offer were: football, badminton, golf, boccia, tennis, fencing, judo, athletics, basketball and archery.

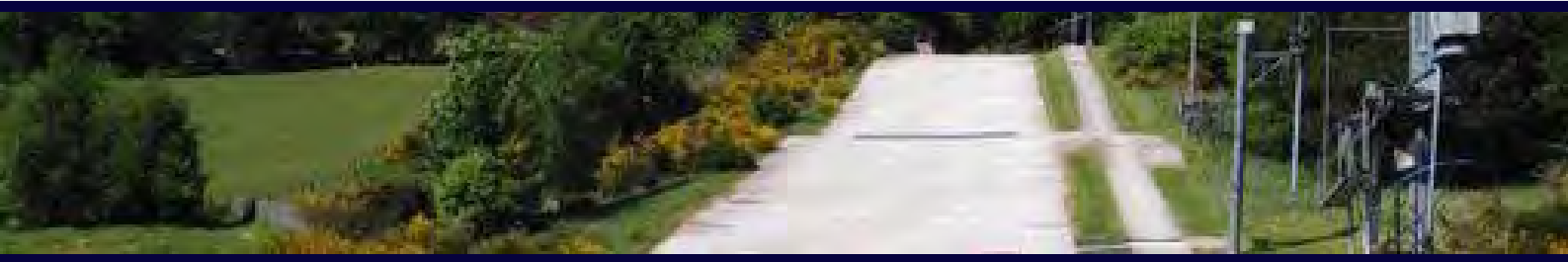
The camp was extremely well attended, over the week 82 individuals participated in the camp, leading to an incredible 2504 hours of participant activity. The sports development staff, coaches, volunteers and club coaches also delivered a combined 705 hours of activity.

The feedback from our families was fantastic and we were delighted so many young people were able to experience the high quality sessions at the camp.

Having free programmes this year has helped greatly after a terrible year giving my son a chance to be out and enjoy things without the added money pressure on us has been a god send. - Parent



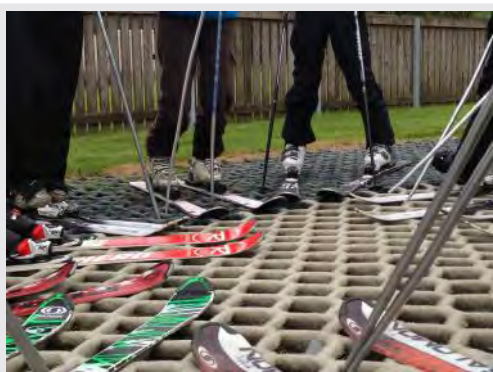
Firpark Ski Centre



It's been a very busy and successful summer at Firpark Ski Centre this year. The staff and ski instructors have delivered several programmes across the summer including: Ski Schools, Introduction to Skiing sessions and Tubing sessions.

All of the programmes have been extremely well attended. In the introduction to Skiing sessions, a total of 17 young people attended over two dates. The course allowed young people with no previous skiing experience to try the sport with the intention of inspiring them to come back to the Centre to take part in more advanced classes.

During the Ski School programme, spaces were created for identified vulnerable young people who would otherwise have faced various barriers accessing the sport. With the support of Sports Development and Firpark staff, 11 young people were able to take part in the Ski School programme, having fun on the slope while learning to ski.



Also at Firpark this summer:

- 2 National Ski Race Competitions
- 3 Race Training Camps
- 4 separate Ski Schools
- 128 skiers taking part in Ski Schools
- 60 individuals taking part in tubing.



Partner Programmes



This summer we were able to use the Get Into Summer Funding to support identified vulnerable young people to attend programmes provided by local community sports clubs. The camps and activities provided by local clubs incurred a cost in many cases, the funding allowed us to remove this barrier for young people to allow them to attend.

In total 14 young people were financially supported to attend programmes provided by: Wasps CFC, Hillfoots RFC, CR Cats (Kayaking) and Braehead Golf Club.

Furthermore, as part of the Clackmannanshire Summer of Wellbeing, £10,000 of funding has been distributed across 20 clubs/groups and organisations to enhance, support and subsidise summer activity. Funding applications have ranged from paying for places, buying equipment, training coaches amongst others. Reports and feedback from groups are due by September 10th.

Swimming



As part of the Summer of Wellbeing this year, we partnered with Dollar Academy to create opportunities for swimming for residents in Clackmannanshire.

Both lane swimming and Aqua Aerobic sessions were offered over 8 weeks from the 26th June to the 14th of August. The sessions took place on Saturdays with lane swimming sessions available at 9:00am and 10:00am and Aqua Aerobics classes taking place at 11:00am and 12:00pm.



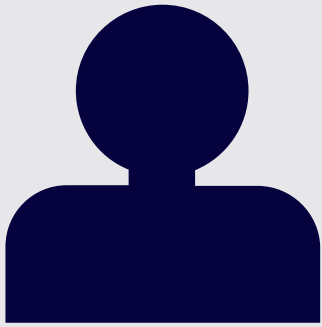
The classes and sessions were limited numbers due to restrictions, however they were very well attended. The lane swimming sessions ranged from 10-17 participants per and the Aqua Aerobics ranged from 10-20 participants per day.

In preparation for the summer members of the Sports Development and Primary PE team also took part in Pool Safety Training provided by the Swimming Teachers Association.

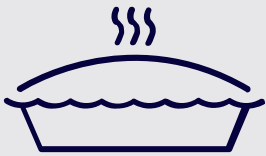


Summer 2021 Stats

Over 20 sports over 16 programmes on offer



199 participants over all programmes. Of these pupils **30** were identified vulnerable young people supported to attend
54 Sports Development Staff, Coaches, Sports Leaders, Volunteers and Community Club Coaches have delivered the programme.



325 free lunches provided for our participants



3960 hours of participant activity

533 hours of activity from targeted vulnerable young people

2460 hours of delivery from staff

Evaluation Data

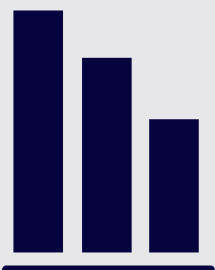


When asked to rate from 1 = lowest and 5 = highest

83% rated the quality of activity as 5/5

87% rated the coaches as 5/5

86% rated their child's enjoyment as 5/5



No responses rated any of the aspect of the programme as lower than 3/5

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Thank you summer 2021



Report to People Committee

Date of Meeting: 18 November 2021

Subject: Performance in the Senior Phase (Insight)

Report by: Catriona Scott, Improving Outcomes Manager

1.0 Purpose

- 1.1. The purpose of this report is to provide People Committee with an update on progress in relation to secondary performance in the Senior Phase (S4-S6)

2.0 Recommendations

- 2.1. It is recommended that People Committee note and comment on the data and progress outlined in this report.

3.0 Considerations

- 3.1. This report has been written using data from the Insight Benchmarking Tool, which is managed by the Scottish Government and enables schools and local authorities to benchmark achievement in the Senior Phase against a Virtual Comparator (young people with similar characteristics to those in Clackmannanshire) and the national average.
- 3.2. Insight is updated twice annually; in September for attainment data and February for school leavers' data. This report is based on the September 2021 update.
- 3.3. The Secondary Headteachers will attend the meeting to answer any specific questions in relation to performance in their establishments.
- 3.4. The evidence contained in this report will contribute to the Clackmannanshire Delivery Plan for the National Improvement Framework, along with other data sources which can be used to demonstrate progress e.g. external scrutiny (inspection) results, health and well being data and positive destinations data. Additionally, it will also contribute to reporting for the Local Outcomes Improvement Plan and the Children's Services Plan.

3.5. Appendix 1 provides a summary of progress in Literacy and Numeracy, Improving Attainment for All and Attainment versus Deprivation. The main points to note are:

- S4 learners in Clackmannanshire in SIMD 4 and 10 have performed better than the national average and in SIMD 7 significantly so.
- Young people in S4 in SIMD 3, 6, 8 and 9 performed broadly in line with the national average. Those in SIMD 1, 2 and 5 have performed lower than the national average and Virtual Comparator.
- S5 learners in Clackmannanshire in SIMD 4 and 6 have performed better than our Virtual Comparator and the national average.
- Those in S5 in SIMD 3 and 5 performed broadly in line with both the national figure and the Virtual Comparator. The performance of young people in SIMD 2, 7, 9 and 10 is lower than the national figure and Virtual Comparator, whilst those in SIMD 8 are in line with the Virtual Comparator, but lower than the national average.
- S6 learners in SIMD 1, 4, 5, 6, 7, 8 and 10 have performed better than our Virtual Comparator and those in SIMD 1, 7 and 10 performed significantly better than the national average. Of note is the performance in SIMD 1 where young people in Clackmannanshire are outperforming the Virtual Comparator.
- The performance of young people in S6 in SIMD 3 and 5 is in line with the Virtual Comparator, whilst those in SIMD 6 performed higher than the Virtual Comparator and in line with the national average. The performance of young people in SIMD 2 and 9 is lower than the national average and the Virtual Comparator.
- The percentage of S4 learners achieving SCQF Level 5 Numeracy and % of S5 learners achieving SCQF Level 4 Numeracy shows a three year improving trend.
- The percentage of S6 learners achieving SCQF Levels 4 and 5 Numeracy is the highest it has been for the last three years.
- The percentage of S4 ASN learners achieving SCQF Level 5 Numeracy has been above the Virtual Comparator for three years in succession.
- In S4 there has been an increase in the percentage of learners gaining SCQF Level 4 Literacy in 2021 compared to 2019 and 2020 respectively.
- In S5 the percentage of learners achieving SCQF Level 4 Literacy in 2021 improved from 2020.
- The percentage of those in S5 gaining SCQF Level 5 Literacy in 2021 is higher than the Virtual Comparator, the national figure and an improvement on the 2020 figure.

- The percentage of S6 learners achieving Level 5 Literacy in 2021 is higher than the national figure and an improvement on the 2020 figure.
- 100% of learners achieved SCQF Level 3 Literacy, higher than the Virtual Comparator.
- The gap in S5 between Clackmannanshire and our Virtual Comparator has reduced in 2021 for the highest 20% attainment cohort.
- Learners in S4 in the 'highest 20% attainment cohort' performed in line with our Virtual Comparator in 2021
- S6 learners in the 'middle 60% attainment cohort' in Clackmannanshire are gaining more attainment value, which also shows a three year improving trend.

4.0 Sustainability Implications

4.1. There are no sustainability implications.

5.0 Resource Implications

5.1. There are no resource implications.

5.2. Staffing

There are no implications for staffing arising from this report.

6.0 Exempt Reports

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

7.0 Declarations

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

- (1) **Our Priorities** (Please double click on the check box)
- | | |
|--|-------------------------------------|
| Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all | <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)

Children's Services Plan

National Improvement Framework Plan

8.0 Equalities Impact

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

Yes No

9.0 Legality

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

10.0 Appendices

Appendix 1 - Senior Phase Attainment Data Report from Insight

- Literacy and Numeracy
- Improving Attainment for All
- Attainment versus Deprivation

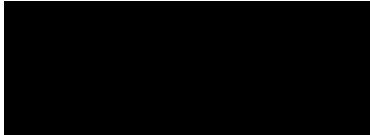
11.0 Background Papers

None

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Catriona Scott	Improving Outcomes Manager	

Approved by

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Strategic Director (People)	

Appendix 1 - Senior Phase Insight Update Report September 2021

Glossary

Insight - an online tool for benchmarking the Senior Phase, which allows local authorities and schools to look at specific cohorts of learners and identify areas of success and where improvements can be made.

SCQF - Scottish Credit and Qualifications Framework consists of 12 levels. For the purpose of this report, focus is on achieving Levels 3-6 in the Senior Phase.

Virtual Comparator - The Virtual Comparator is made up of learners from schools in other local authorities who have similar characteristics to learners in Clackmannanshire. This enables the performance of Clackmannanshire learners to be compared with a similar group of learners from across Scotland.

The Tariff Scale - The Insight tariff scale places a notional point value to attainment so that schools and local authorities can compare attainment between the Virtual Comparator, schools, local authorities or other breakdowns of cohorts in the Senior Phase. Tariff measures are designed to evaluate the average performance of cohorts and in this report are used to determine:

- Improving Attainment for All
- Attainment vs Deprivation

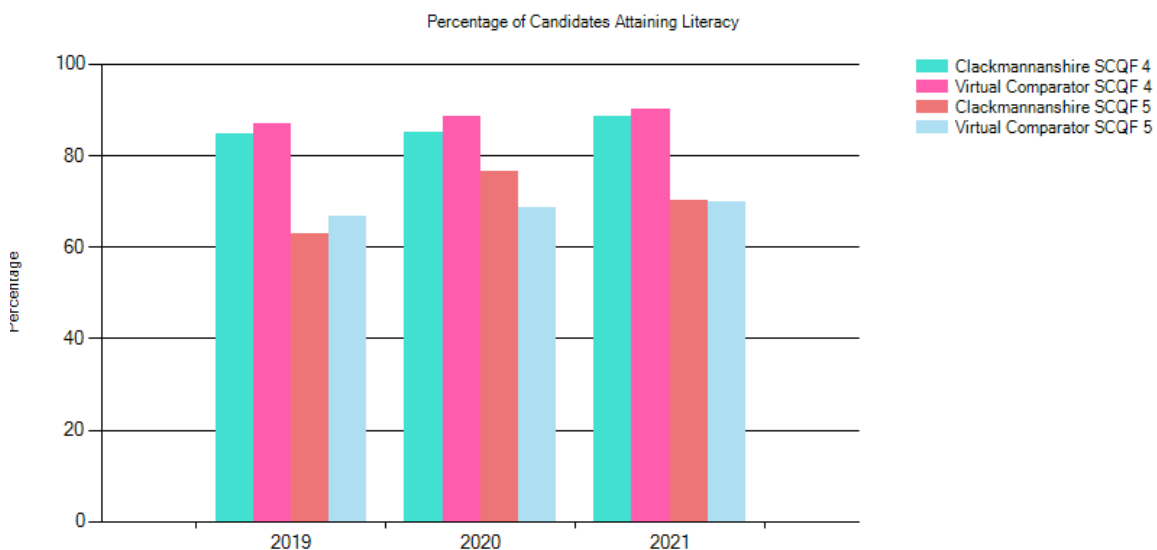
Improving Attainment in Literacy and Numeracy

Literacy

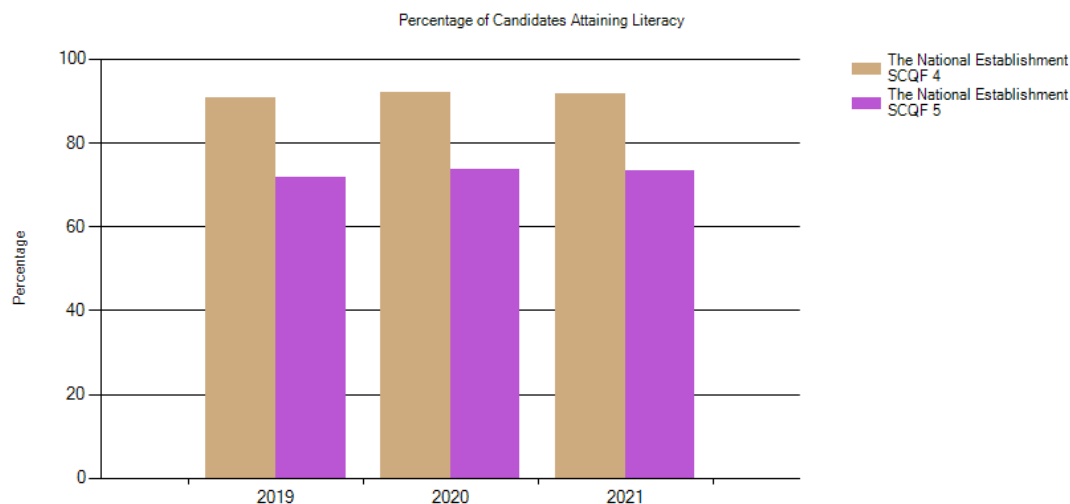
S4 Literacy

In S4 there has been an increase in the percentage of learners gaining SCQF Level 4 Literacy in 2021 (88.55%) compared to 84.71% and 85.11% in 2019 and 2020 respectively. This figure is lower than the Virtual Comparator of 90.18% in 2021 and the national figure of 91.70%. Whilst the percentage of S4 learners gaining SCQF Level 5 Literacy in 2021 is 70.26% and higher than the Virtual Comparator of 69.80%, it is lower than the national figure of 73.38% and lower than the percentage who achieved this in 2020 (76.60%). The percentage of S4 learners attaining SCQF Level 3 in 2021 (90.53%) is slightly lower than the Virtual Comparator.

S4 Literacy - Virtual Comparator



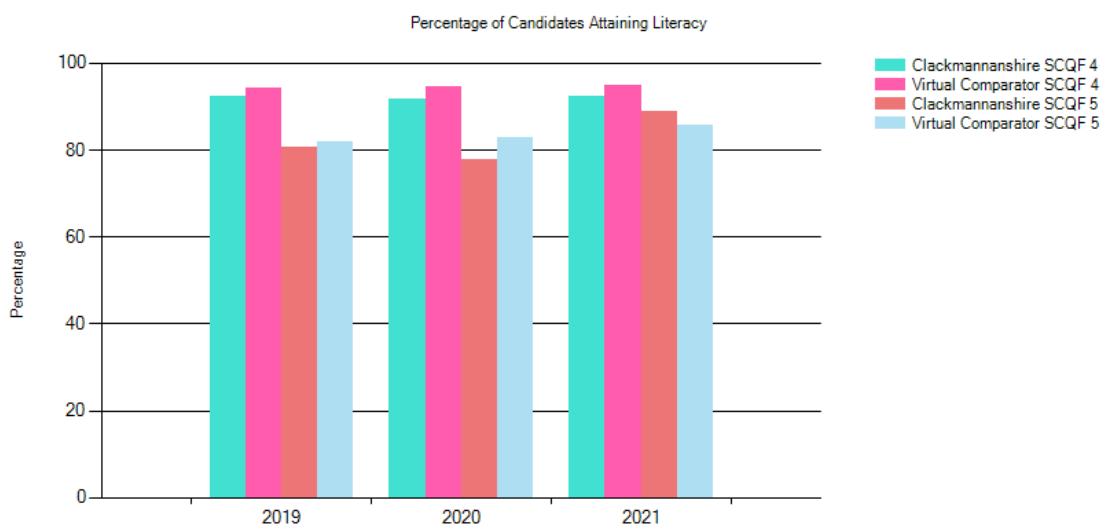
S4 Literacy - National



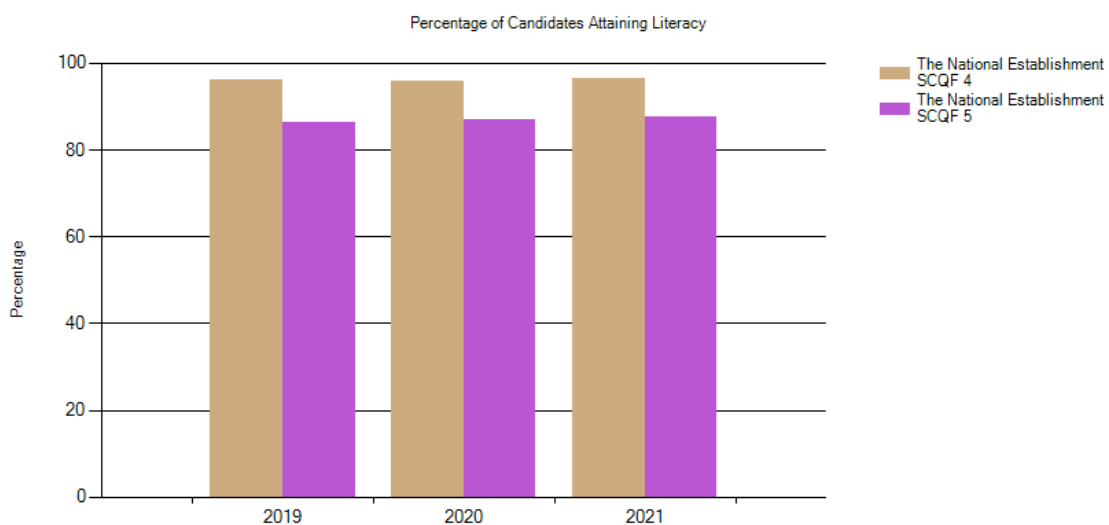
S5 Literacy

In S5 the percentage of learners achieving SCQF Level 4 Literacy in 2021 improved to 92.51%, an increase from 2020 (91.64%) but was lower than the Virtual Comparator of 94.90% and the national figure of 96.41%. The percentage of those gaining SCQF Level 5 Literacy in 2021 was 88.89%, which is higher than the Virtual Comparator (85.85%) and the national figure (87.71%) and an improvement on the 2020 figure of 77.90%. The percentage of S5 Learners gaining SCQF Level 3 Literacy is 96.86%, slightly above the Virtual Comparator.

S5 Literacy - Virtual Comparator



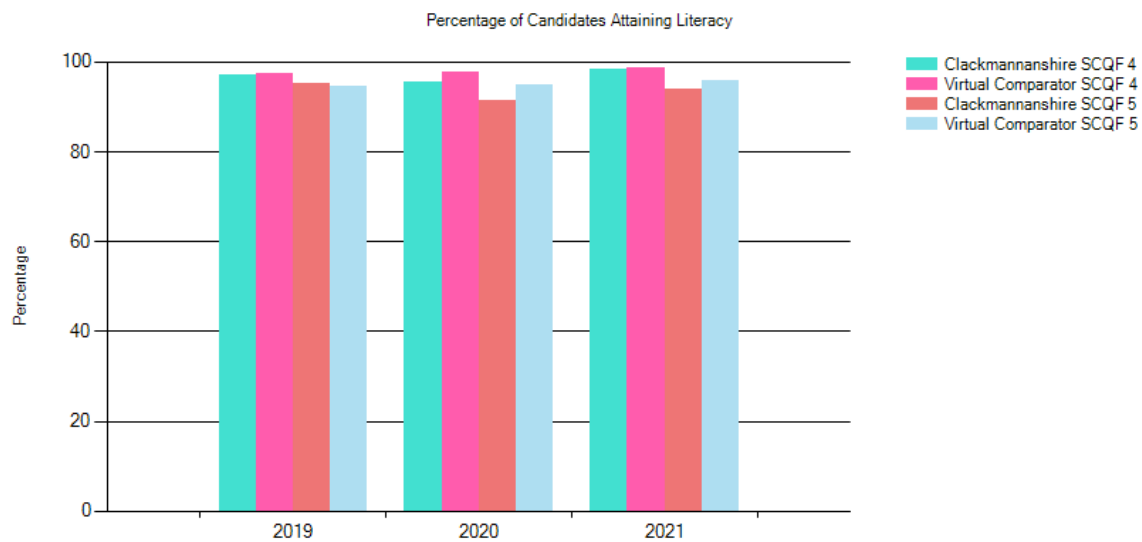
S5 Literacy - National



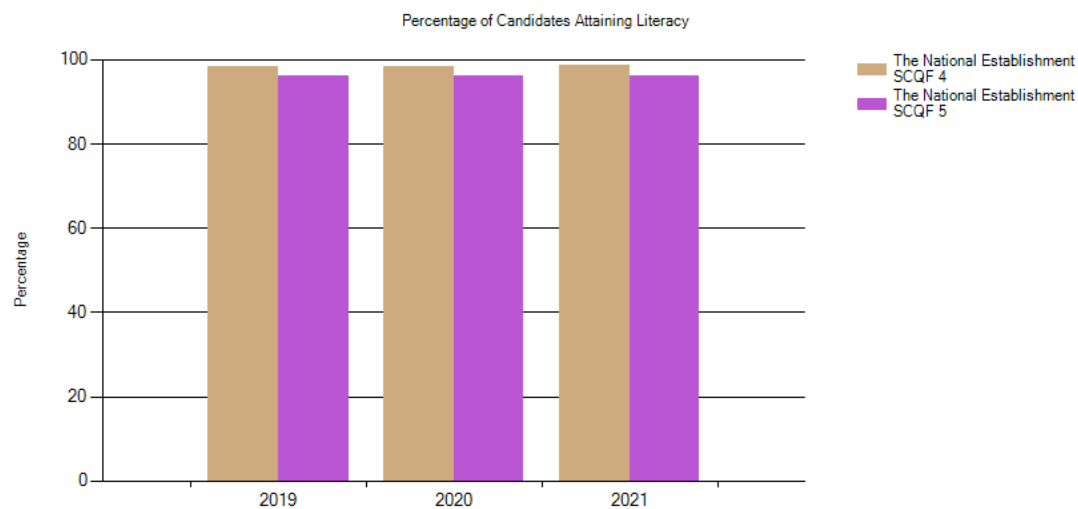
S6 Literacy

In S6, there has been an increase in the percentage of learners achieving SCQF Level 4 Literacy, with 98.28% in 2021 achieving this level, compared to 95.59% in 2020. The 2021 figure is in line with the Virtual Comparator (98.58%) and the national figure (98.55%). The percentage of S6 learners achieving Level 5 in 2021 was 93.99%, which is slightly lower than the Virtual Comparator of 95.92%, but higher than the national figure (88.41%) and an improvement on the 2020 figure of 91.54%. 100% of learners achieved SCQF Level 3, higher than the Virtual Comparator.

S6 Literacy - Virtual Comparator



S6 Literacy- National



Additional Support Needs (ASN) Literacy

S4 ASN Cohort

The percentage of learners with ASN achieving SCQF Level 3 or above in Literacy in 2021 is lower than the Virtual Comparator. There is a decreasing trend in the percentage of ASN learners achieving SCQF Level 4 or above. There has been an increasing trend in the percentage of ASN learners achieving SCQF Level 5, which was above the Virtual Comparator in 2020 and has slipped slightly in 2021 (44.59% in Clackmannanshire vs 46.56% Virtual Comparator).

S5 ASN Cohort

The percentage of S5 ASN learners achieving Level 5 (75.36%) is higher than the Virtual Comparator for the first time in three years. The percentage of S5 ASN learners achieving SCQF Level 4 is below the Virtual Comparator for the third year in succession.

S6 ASN

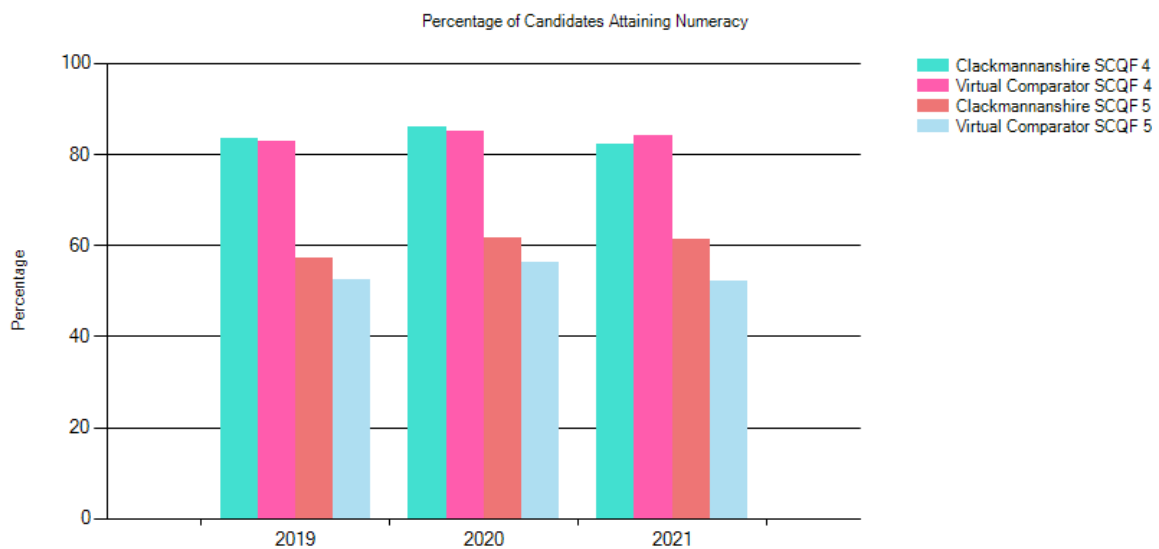
The percentage of learners achieving SCQF 4 is below the Virtual Comparator for the last three years. However, the percentage of learners achieving SCQF Level 5 (78.26%) in 2021 is higher than the Virtual Comparator.

Numeracy

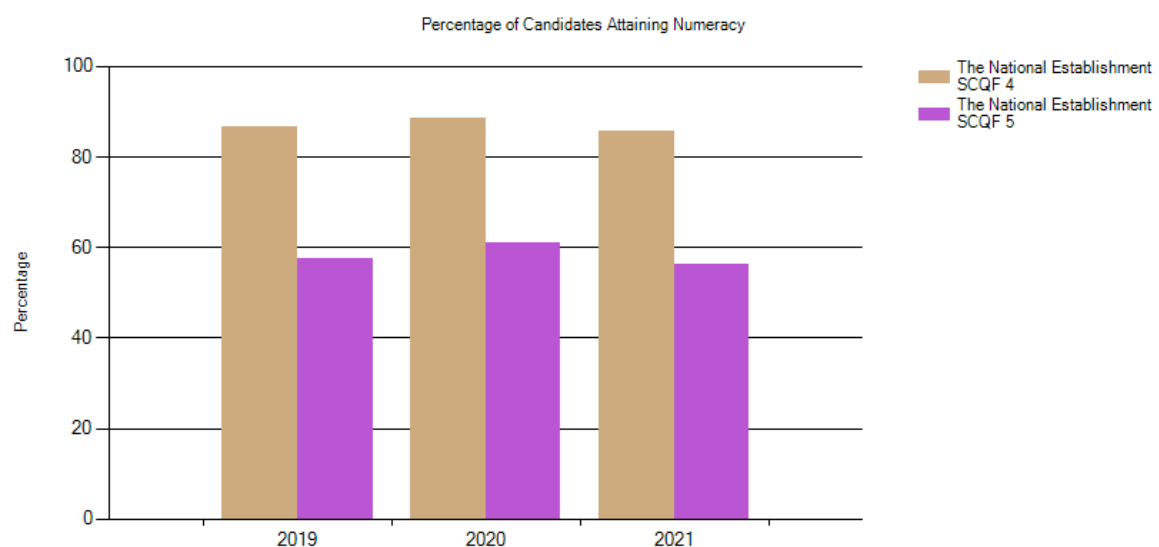
S4 Numeracy

In S4, the percentage of young people achieving SCQF Level 5 (61.23%) in 2021 is significantly higher than the Virtual Comparator of 52.20% and the national figure of 56.21% and shows a three year improving trend in Clackmannanshire. Achievement in SCQF Level 4 in 2021 (82.16%) is lower than both the Virtual Comparator (84.07%), the national figure (85.62%) and the figure for 2020 (86.17%). The percentage gaining SCQF Level 3 was 91.19%, higher than the Virtual Comparator (90.73%)

S4 Numeracy - Virtual Comparator



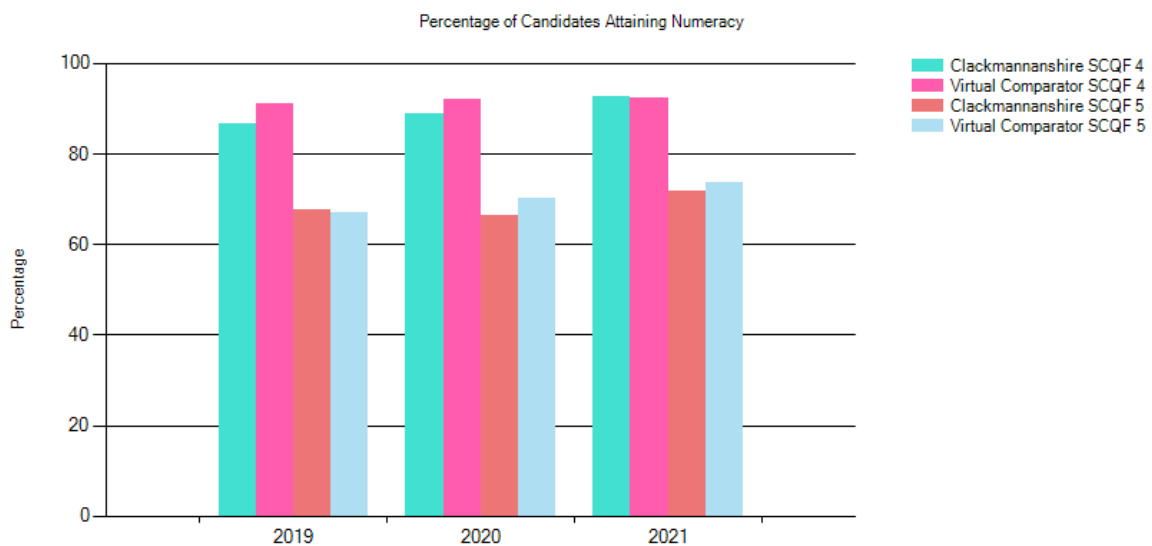
S4 Numeracy - National



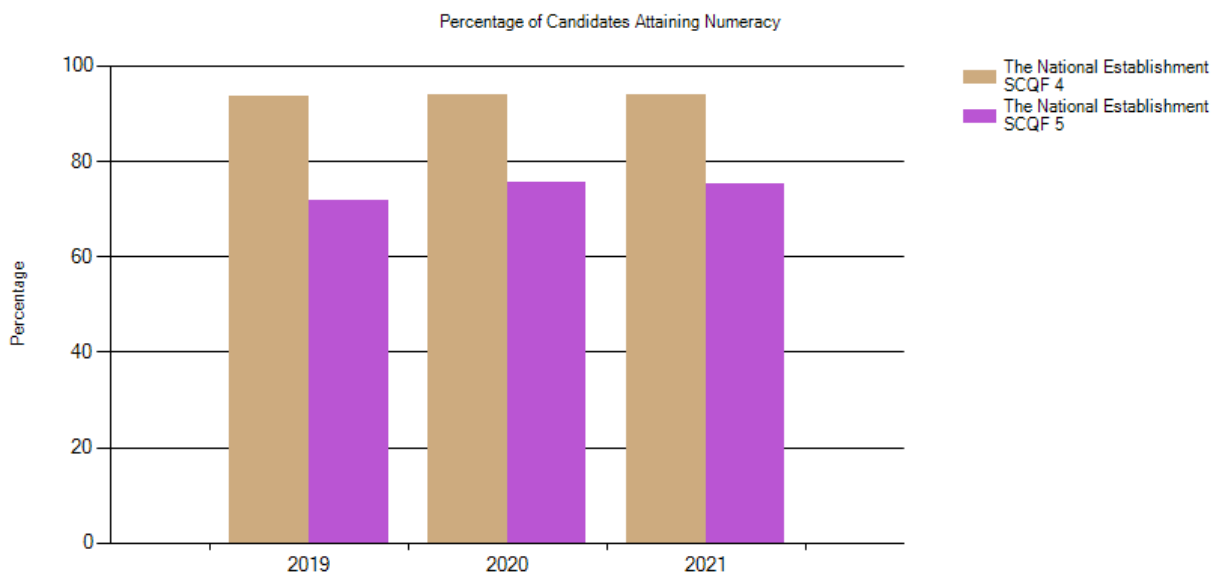
S5 Numeracy

In S5 in 2021, the performance in Numeracy at SCQF Level 4 (92.75%) shows a 3 year improving trend between 2019-2021 and is higher than the Virtual Comparator (92.39%) for the first time in 3 years and slightly lower than the national figure (93.98%). Whilst the percentage of those gaining SCQF Level 5 in 2021(71.74%) is the highest it has been in the last 3 years in Clackmannanshire, it is slightly lower than the Virtual Comparator of 73.70% and the national figure of 75.40%. The percentage of S5 Learners gaining SCQF Level 3 is 96.86%, in line with the Virtual Comparator.

S5 Numeracy - Virtual Comparator



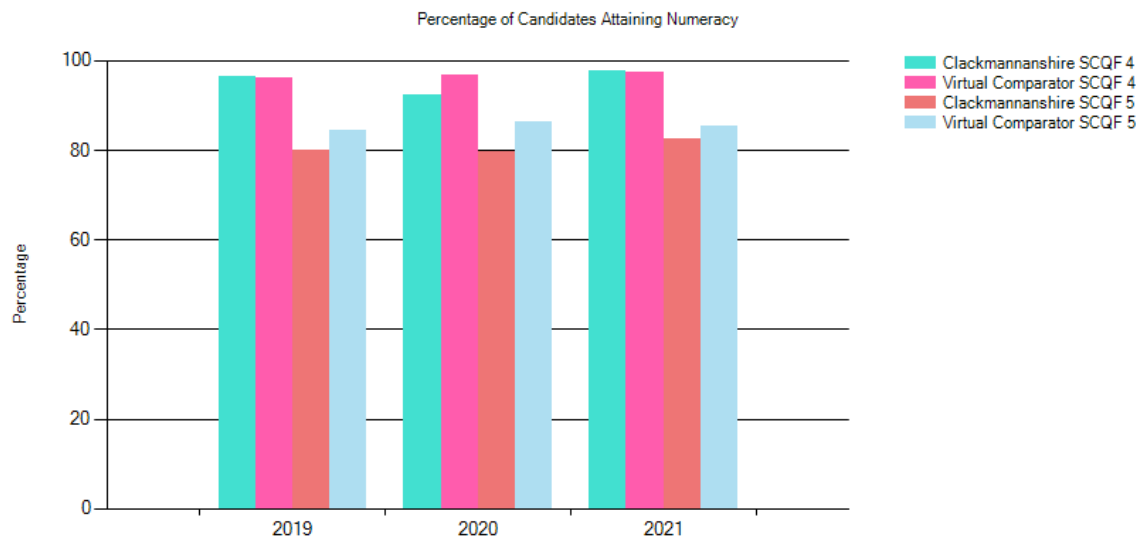
S5 Numeracy - National



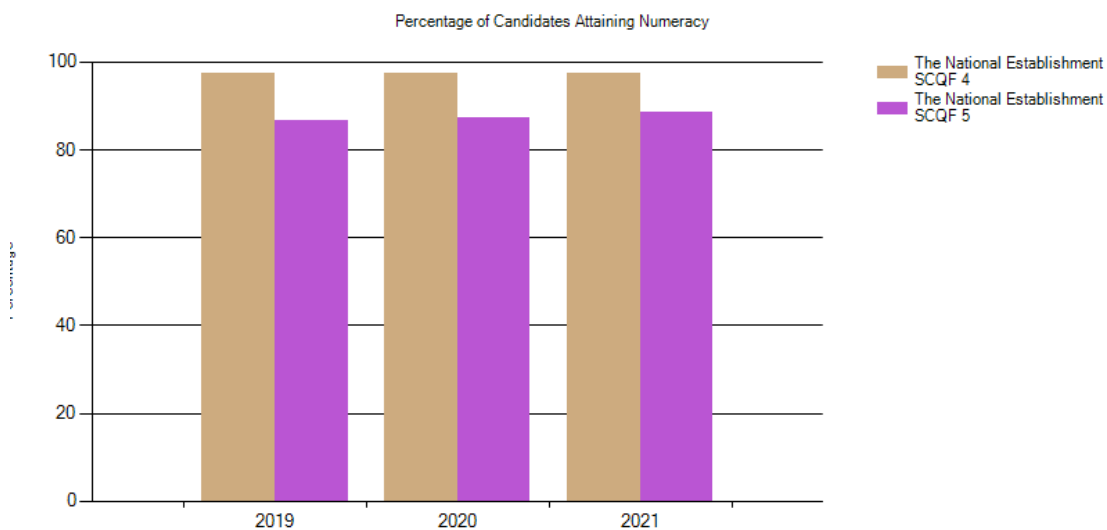
S6 Numeracy

In S6, the percentage of those achieving SCQF Level 4 in Numeracy (97.85%) in 2021 is in line with the Virtual Comparator (97.38%), higher than the national figure (97.35%) and the highest it has been for the last three years. The percentage achieving SCQF Level 5 Numeracy is the highest it has been in Clackmannanshire for three years (82.40%) but lower than the Virtual Comparator 85.32% and the national figure (88.41%). The percentage of learners gaining SCQF Level 3 is 100% and higher than the Virtual Comparator.

S6 Numeracy - Virtual Comparator



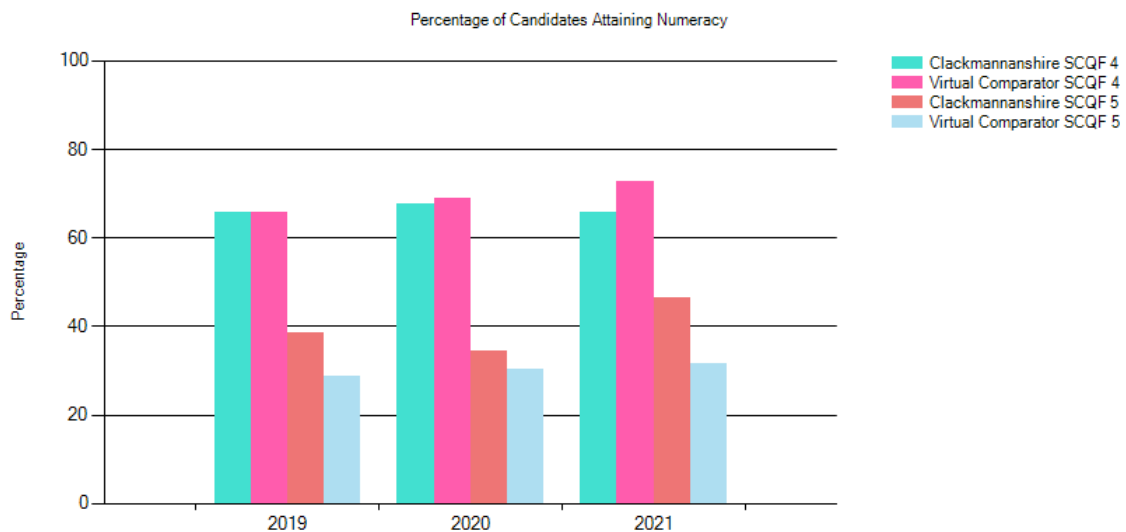
S6 Numeracy - National



Additional Support Needs (ASN) Numeracy

S4 ASN Cohort

The percentage of S4 ASN learners achieving SCQF Level 3 Numeracy in Clackmannanshire in 2021 (84.08%) is slightly below the Virtual Comparator (86.05%) however it is an improvement on the 2020 figure of 80.89%. There has been an increasing trend in the percentage of S4 ASN learners achieving SCQF Level 5 in Numeracy, which has been above the Virtual Comparator for three years in succession and, at 46.50%, is the highest it has been in Clackmannanshire for over three years, as illustrated in the table below:



S5 ASN Cohort

S5 ASN learners achieving SCQF Level 3 and SCQF Level 4 are in line with the Virtual Comparator in 2021. The percentage of those S5 ASN learners achieving SCQF Level 5 in Numeracy is 51.45% and slightly below the Virtual Comparator (54.86%).

S6 ASN Cohort

The percentage of S6 ASN learners achieving SCQF Level 3 Numeracy (100%) is higher than the Virtual Comparator of 96.96%. The percentage of those learners achieving SCQF Level 4 and SCQF Level 5 is broadly in line with the Virtual Comparator.

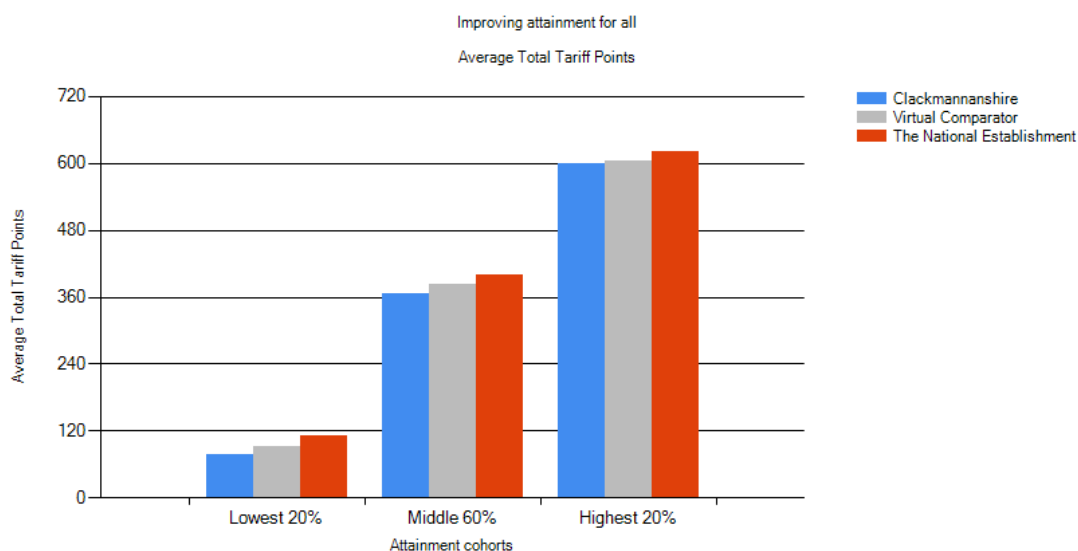
Improving Attainment for All

S4 Tariff Points

In 2021, there is a slight fall in the average tariff points for S4 learners who are in the 'lowest 20% attainment cohort' (from 84 in 2020 to 77 in 2021). For S4 learners in the 'middle 60% attainment cohort', the average tariff point (366) is lower than the Virtual Comparator (382). This indicates that, on average, the middle 60% are gaining less attainment value. Learners in the 'highest 20% attainment cohort' performed in line with our Virtual Comparator in 2021. (600 and 605 average tariff points respectively). This indicates that, on average, the highest 20% of learners are gaining similar attainment value in Clackmannanshire. The number of tariff points in Clackmannanshire in S4 is lower than the national figure in all three attainment cohorts.

S4 Tariff Points

The selected year is 2021

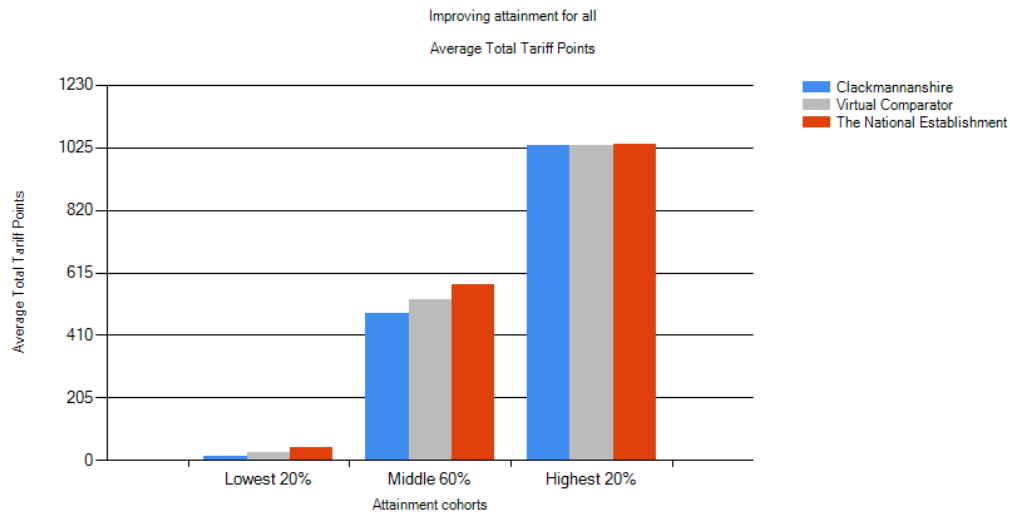


S5 Tariff Points

In S5, there is a significant improvement in the average tariff points in 2021 for the lowest 20%, middle 60% and highest 20% attainment cohorts in Clackmannanshire, compared to 2019 and 2020. The gap between Clackmannanshire and our Virtual Comparator has reduced in 2021 for the highest 20% attainment cohort. The average tariff points for the middle 60% attainment cohort increased in 2021 (481) but is lower than our Virtual Comparator (525). The average tariff points for the highest 20% attainment cohort increased in 2021 in Clackmannanshire (1034) and is in line with Virtual Comparator (1032) and only slightly lower than the national figure (1038).

S5 Tariff Points

The selected year is 2021

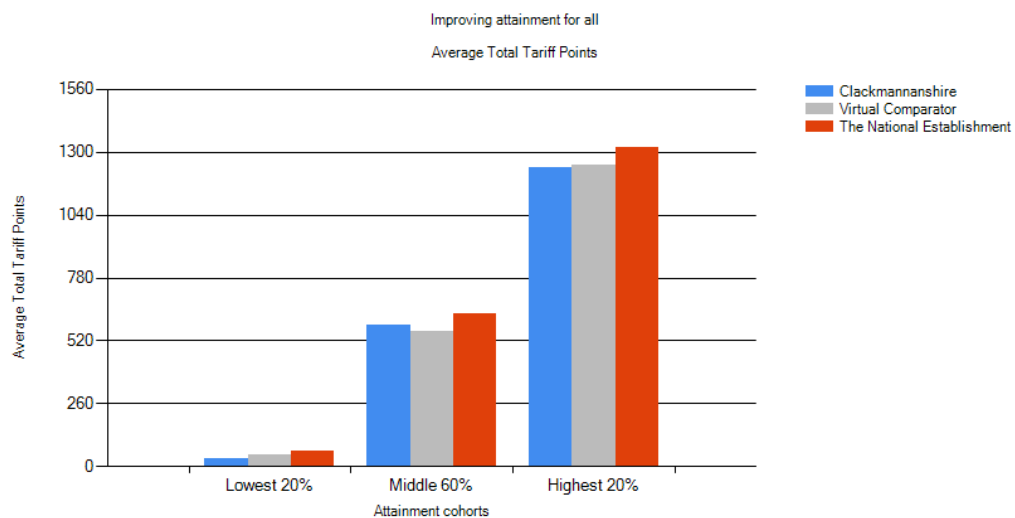


S6 Tariff Points

In 2021, the average tariff points increased in S6 learners in Clackmannanshire in the middle 60% attainment cohort (583) compared to the 2020 figure of 565. S6 Learners in Clackmannanshire gained slightly fewer average tariff points than our Virtual Comparator in the lowest 20% and highest 20% attainment cohorts in 2021. This indicates that, on average, S6 learners in the middle 60% cohort in Clackmannanshire are gaining more attainment value, which also shows a three year improving trend. The average total tariff points in 2021 is lower than the national figure, however, in all three attainment cohorts

S6 Tariff Points

The selected year is 2021



Attainment vs Deprivation

There are two comparisons to determine the attainment gap between the different SIMD cohorts across Clackmannanshire:

- Virtual Comparator
- National

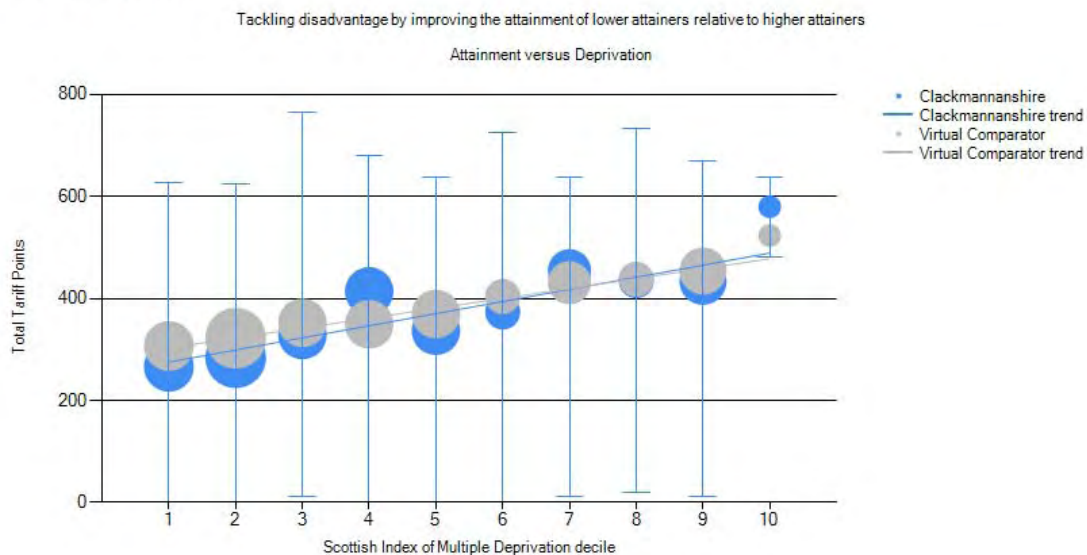
The tables below show the differences between Clackmannanshire young people in S4, S5 and S6, when compared to the Virtual Comparator and the National Average respectively:

S4 Cohort - Virtual Comparator

The following chart illustrates the attainment gap between young people across Clackmannanshire against our Virtual Comparator.

Learners living in SIMD 4 performed much better than our Virtual Comparator (414 tariff points compared to 349). Performance in SIMD 7 and 10 in Clackmannanshire is also better than our Virtual Comparator in 2021. Those in SIMD 8 and 9 performed broadly in line with the Virtual Comparator, whilst those in SIMD 2 were much lower than our Virtual Comparator (284 in Clackmannanshire, compared to the Virtual Comparator of 322). Those in SIMD 1, 3, 5, and 6 performed below the Virtual Comparator.

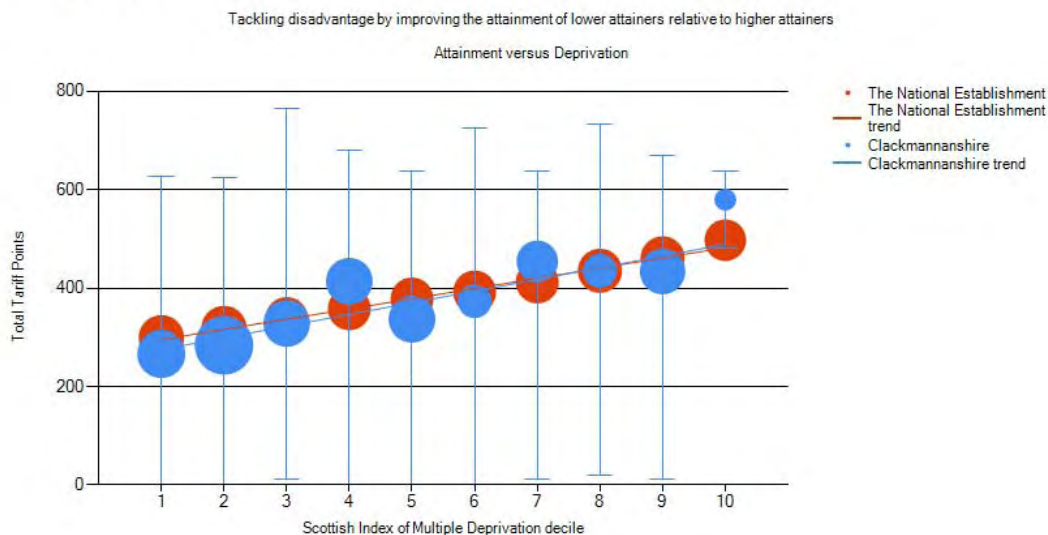
The selected year is 2020/21



S4 Cohort - National

Comparing the same learners against the national average, young people in SIMD 4, 7 and 10 from Clackmannanshire have performed better. Those learners in SIMD 3, 6, 8 and 9 are broadly in line with the national figure whilst performance in SIMD 1, 2 and 5 is lower than the national average.

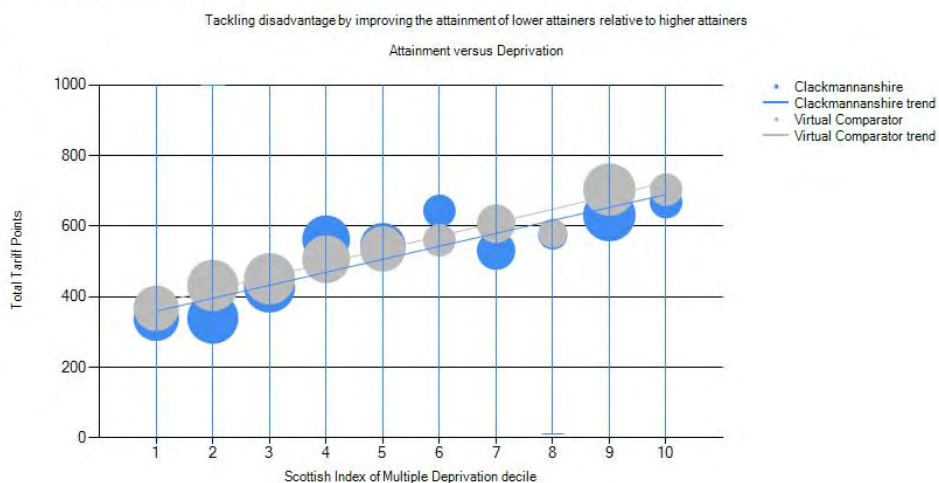
The selected year is 2020/21



S5 Cohort - Virtual Comparator

For S5 learners in Clackmannanshire, performance is much better than our Virtual Comparator in SIMD 4 & 6. In SIMD 1, 3, 5 and 8, the performance is broadly in line with the Virtual Comparator. In SIMD 7, 9 and 10, performance is lower than the Virtual Comparator and in SIMD 2, significantly lower. This is illustrated in the chart below.

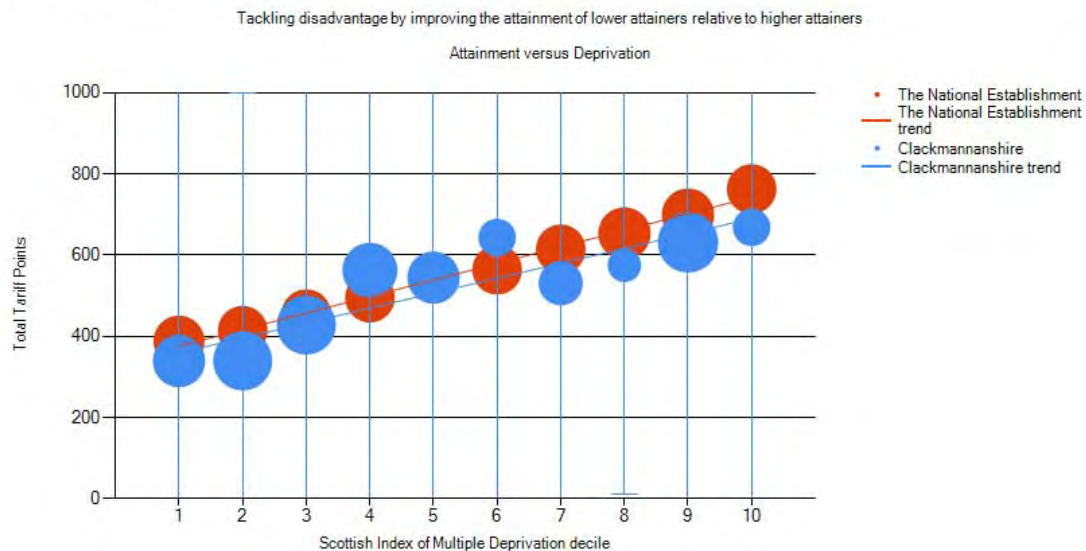
The selected year is 2020/21



S5 Cohort - National

Comparing our S5 Clackmannanshire cohort to the national average, performance in SIMD 4 and 6 is better in Clackmannanshire. Performance in in SIMD 5 is exactly the same as the national figure, whilst in SIMD 3, performance is broadly in line with the national figure. The performance of young people in SIMD 1, 2, 8 and 9 in Clackmannanshire is below the national average, whilst those in SIMD 7 and 10 are significantly lower, as illustrated in the chart below:

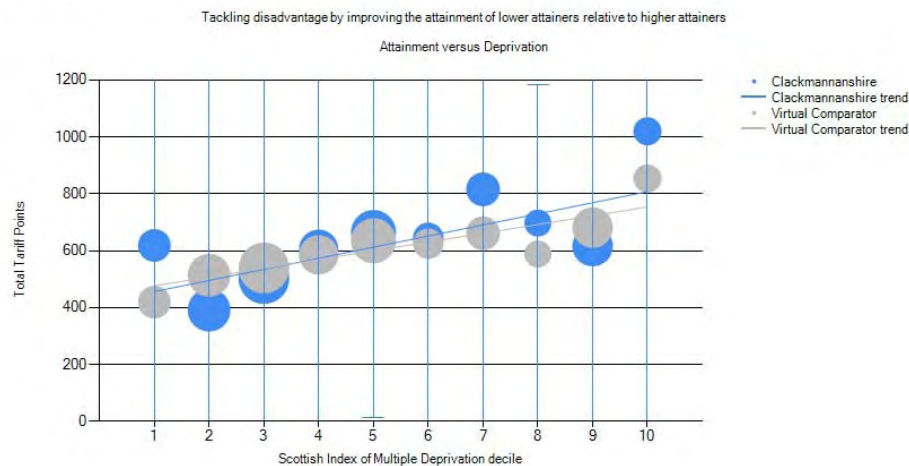
The selected year is 2020/21



S6 Cohort - Virtual Comparator

The performance of pupils within SIMD 1, 4, 5, 6, 7, 8 and 10 is better than our Virtual Comparator, as represented in the chart below. Of note is the performance in SIMD 1 where young people in Clackmannanshire are outperforming the Virtual Comparator. (SIMD 1 Clackmannanshire 619, Virtual Comparator 419). Performance in SIMD 3 is broadly in line with the Virtual Comparator, whilst performance in SIMD 9 is slightly lower than the Virtual Comparator. The performance of those in SIMD 2 is significantly lower in Clackmannanshire (391) compared to the Virtual Comparator (514).

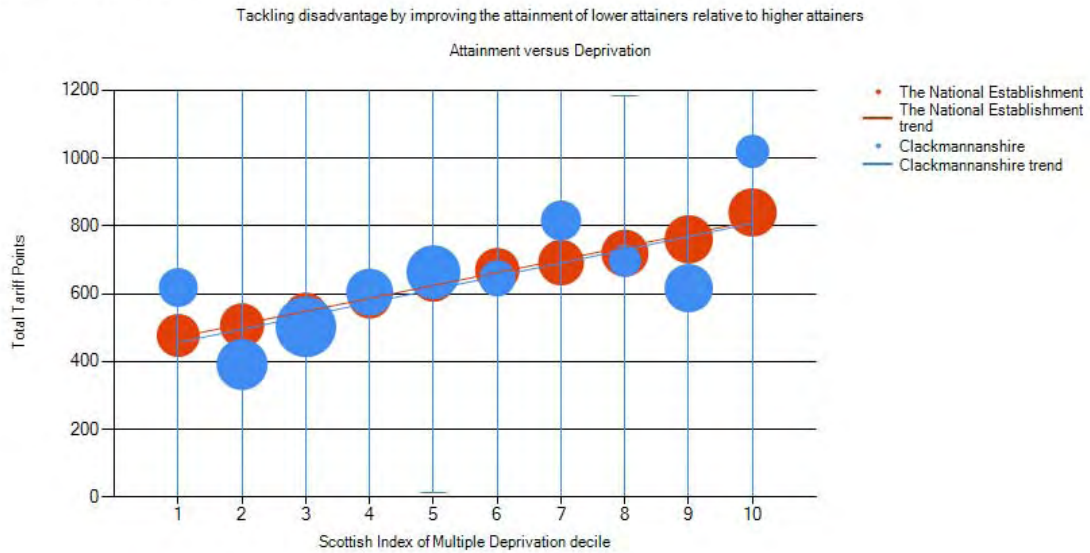
The selected year is 2020/21



S6 Cohort - National

In SIMD 1, 7 and 10, young people performed significantly better than the national average. Young people in SIMD 3, 4, 5, 6 and 8 performed broadly in line with the national average. Performance in SIMD 2 and SIMD 9 is lower than the national average.

The selected year is 2020/21



Report to People Committee

Date of Meeting: 18 November 2021

Subject: Performance (Primary) Education Recovery

Report by: Cathy Quinn, Chief Education Officer

1.0 Purpose

1.1 The purpose of this report is to;

- report on the percentage of pupils who have achieved the expected Curriculum for Excellence level in Literacy and Numeracy, Session 20/21
- provide information on teacher professional judgement in Literacy and Numeracy from Session 16/17, particularly in relation to closing the poverty related attainment gap
- provide an update on Education Recovery

2.0 Recommendations

It is recommended that the People Committee note and comment on the contents of this paper.

3.0 Considerations

3.1 Teacher Professional Judgement is the main method of assessing children's progress in Scotland. This is gathered and submitted to Scottish Government in September each year. The Covid pandemic however, meant that there was no gathering of TPJ for session 2019/2020. This paper focusses on teacher professional judgement of progress in Literacy and Numeracy and provides an update on our approach to **Education Recovery: Raising Attainment and Achieving Excellence and Equity** which was presented at committee in April 2021.

3.2 Attainment – Session 20/21

3.2.1 Due to COVID there was no collection of achievement level data for session 19/20. To be able to make comparisons and analyse trends, a 3-year average has been calculated and used for session 19/20.

3.2.2 Comparisons with other local authorities across Scotland cannot be made at this stage as achievement of a level data is not due to be published until late November/early December.

3.2.3 Achievement of a level is based on teachers' overall professional judgement, informed by a range of evidence, including both formative and summative assessments.

3.2.4 There is recognition that COVID has had a negative impact on attainment with the percentage of pupils achieving the expected Curriculum for Excellence levels in Literacy and Numeracy falling at all levels.

3.2.5 Writing and numeracy across Early and First Level are showing the largest fall in attainment and therefore needing the most support.

3.3 Progress to Date – Early Level

3.3.1 Between 16/17 and 18/19 the percentage of pupils achieving the expected Curriculum for Excellence levels in Literacy and Numeracy continued to rise, in some cases by 9 percentage points (pp).

3.3.2 Since 16/17 the poverty related attainment gap has continued to close. Between 16/17 and 18/19 there has been a narrowing of up to 13pp (Numeracy) between learners living in SIMD 1-2 (Clackmannanshire) and learners living in SIMD 9-10 (National). In 18/19 learners who live in our most deprived areas performed equal to or better than learners living in the most deprived areas across Scotland.

3.4 Progress to Date – First Level

3.4.1 Between 16/17 and 18/19 the percentage of pupils achieving the expected Curriculum for Excellence level in Literacy and Numeracy continued to rise, in some cases by 15 percentage points (pp).

3.4.2 Since 16/17 the poverty related attainment gap has continued to narrow. Between 16/17 and 18/19 there has been a narrowing of up to 19pp (Numeracy) between learners living in SIMD 1-2 (Clackmannanshire) and learners living in SIMD 9-10 (National). In 18/19 learners who live in our most deprived areas performed better than learners living in the most deprived areas across Scotland.

3.5 Progress to Date – Second Level

3.5.1 Between 16/17 and 18/19 the percentage of pupils achieving the expected Curriculum for Excellence level in Literacy and Numeracy continued to rise, in some cases by 18 percentage points (pp).

3.5.2 Since 16/17 the poverty related attainment gap has continued to narrow. Between 16/17 and 18/19 there has been a narrowing of up to 15pp (Writing) between learners living in SIMD 1-2 (Clackmannanshire) and learners living in SIMD 9-10

(National). In 18/19 learners living in the most deprived areas across Scotland performed better than learners who live in our most deprived areas.

3.6 Education Recovery - Raising Attainment in Literacy and Numeracy

3.6.1 Literacy and Numeracy small group intervention programmes, aimed at Early and First Level, have been designed to address the impact of the global pandemic on the learning outcomes of identified pupils. By providing highly skilled learning assistant additionality we aim to increase the attainment and progress of learners and reduce the poverty related attainment gap. Further details are outlined in Appendix 1, pages 14-15.

3.6.2 **All** establishments are tracking and monitoring the achievements and progress of learners on a weekly basis.

3.7 Education Recovery – Data For Improvement

3.7.1 Robust analysis and evaluation of a range of intelligence and data informs improvement planning and is an essential feature of continuous self-improvement. Our Data for Improvement model supports our work towards an empowered, connected, self-improving system. This is outlined in Appendix 1, page 16.

3.8 Education Recovery – Assessment and Moderation

3.8.1 The [National Overview of Practice: Reports](#) published by HMI during the January-March 2021 phase of lockdown reported that the most recent period of remote learning has presented potential challenges in relation to tracking and monitoring children and young people's progress in learning.

3.8.2 Working in collaboration with Education Scotland professional learning will be delivered to upskill staff to be able to lead moderation in their setting and support wider moderation processes across the local authority and beyond. This is outlined in Appendix 1, page 17.

5.0 Next Steps

5.1 Our approaches and interventions will continue to be refined to enhance and tailor central support to meet the specific needs of individual establishments, classes and groups of children and young people taking into consideration the following;

- Targeted support to close the poverty related attainment gap
- Focussed improvements across Literacy, Numeracy and Health and Well-Being
- Alignment of strategic outcomes within NIF, PEF and SAC

5.2 Continuous review and development may require a more responsive approach as ongoing data capture and analysis may identify development needs that were not apparent. The plan will need to be agile in its response to this.

6.0 Sustainability Implications

6.1 None

7.0 Resource Implications

7.1 None

8.0 Exempt Reports

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

9.0 Declarations

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

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

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

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

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

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

The Council is effective, efficient and recognised for excellence

(2) Council Policies (Please detail)

None

10.0 Equalities Impact

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

Yes No

11.0 Legality

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

Yes No

12.0 Appendices

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

Appendix 1 Education Recovery: Our Strategic Approach to Raising Attainment and Achieving Excellence and Equity

13.0 Background Papers

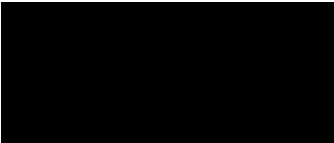
13.1 Have you used other documents to compile your report?(All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

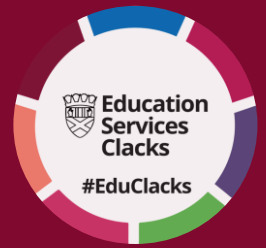
Yes No

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Cathy Quinn	Interim Chief Education Officer	

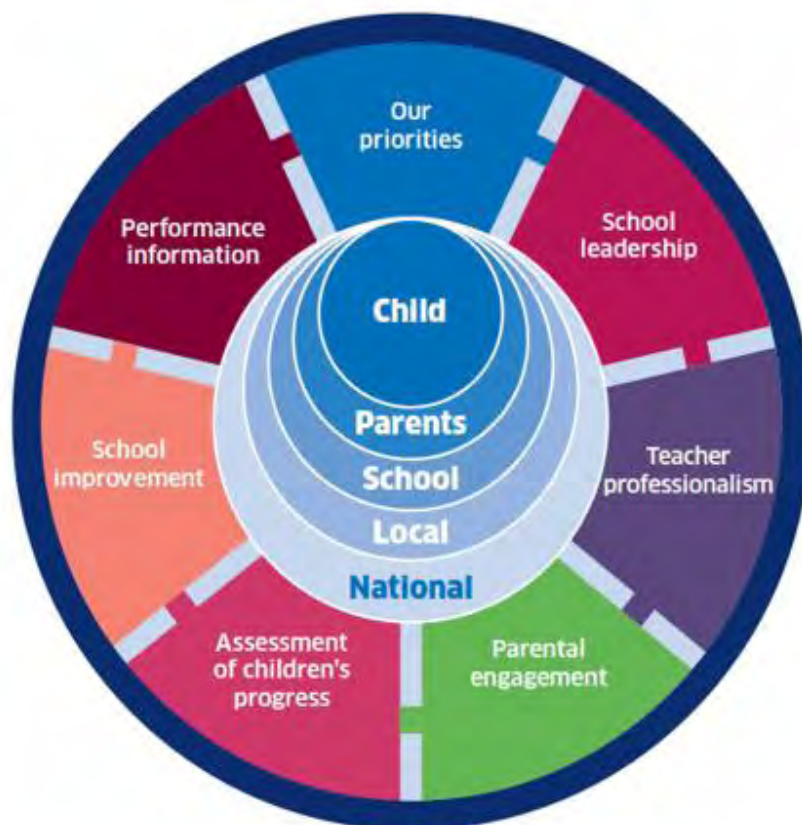
Approved by

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Strategic Director People	



Education Recovery

Our Strategic Approach to Raising Attainment and Achieving Excellence and Equity



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Assessment and Moderation **17**

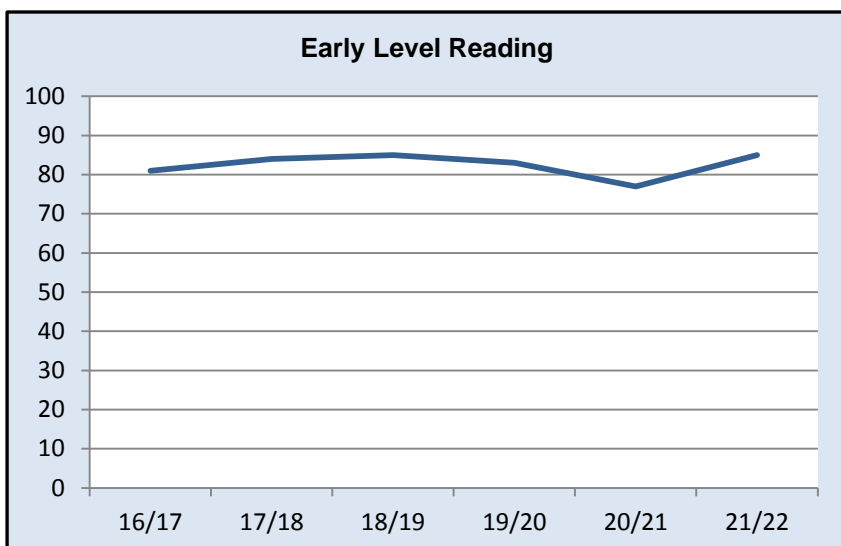
Early Level - Overall Progress to Date

Reading

	16/17	17/18	18/19	19/20	20/21	21/22
Reading	81%	84%	85%	83%	77%	<i>*85%*</i>

NIF Intended Outcome

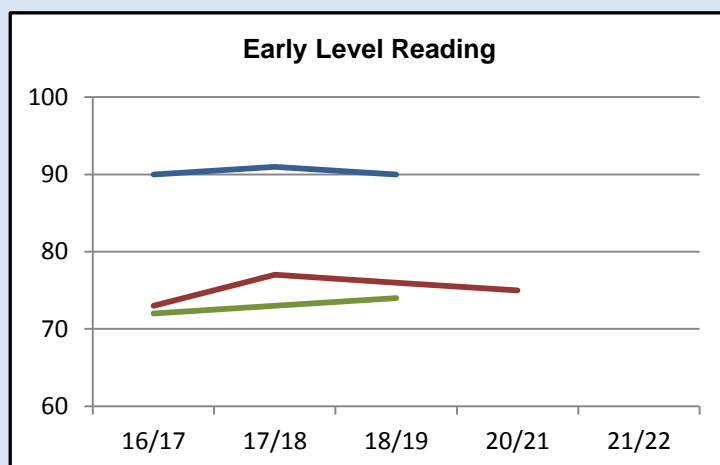
P1 attainment in June 2022 to be as good as or better than that of June 2019



77% of learners achieved Early Level in Reading in academic session 2020/21, a *fall of 6 percentage points (pp)* on the three year average and a *fall of 8pp* on the results in 2018/19. **The National average in 2018/19 was 82%**. Six (6) schools reported a percentage achievement rate as equal to or better than session 2018/19 despite the overall Local Authority *fall of 8pp*.

Closing the Poverty Related Attainment Gap

Early Level Reading				
	16/17	17/18	18/19	20/21
National (Quintile 1)	72%	73%	74%	
Clacks (Quintile 1)	73%	77%	76%	75%
National (Quintile 5)	90%	91%	90%	
Clacks Q1/National Q1	1pp	4pp	2pp	
Clacks Q1/National Q5	-17pp	-14pp	-14pp	



Since 16/17 the poverty related attainment gap has continued to close. Between 16/17 and 18/19 there has been a narrowing of 3pp between learners living in quintile 1 (Clacks) and learners living in quintile 5 (National). Learners who live in our most deprived areas continue to perform better than learners living in the most deprived areas across Scotland.

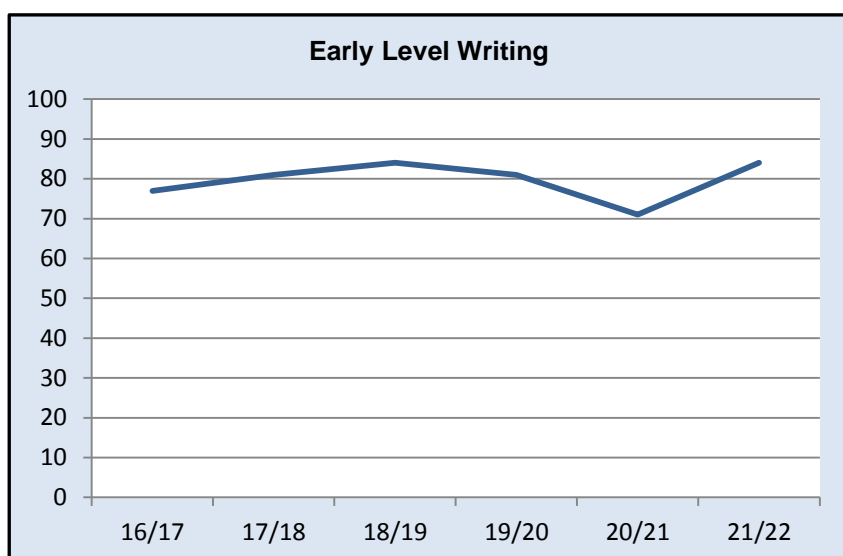
Early Level - Overall Progress to Date

Writing

	16/17	17/18	18/19	19/20	20/21	21/22
Writing	77%	81%	84%	81%	71%	*84%*

NIF Intended Outcome

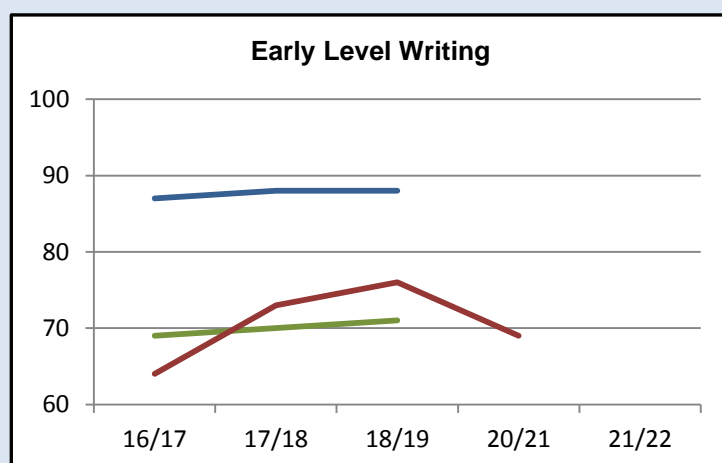
P1 attainment in June 2022 to be as good as or better than that of June 2019



71% of learners achieved Early Level in Writing in academic session 2020/21, a fall of 10 percentage points (pp) on the three year average and a fall of 13pp on the results in 2018/19. **The National average in 2018/19 was 79%.** Five (5) schools reported a percentage achievement rate as equal to or better than session 2018/19 despite the overall Local Authority fall of 13pp.

Closing the Poverty Related Attainment Gap

Early Level Writing				
	16/17	17/18	18/19	20/21
National (Quintile 1)	69%	70%	71%	
Clacks (Quintile 1)	64%	73%	76%	69%
National (Quintile 5)	87%	88%	88%	
National Q1/Clacks Q1	-5pp	3pp	5pp	
Clacks Q1/National Q5	-23pp	-15pp	-12pp	



Since 16/17 the poverty related attainment gap has continued to close. Between 16/17 and 18/19 there has been a narrowing of 11pp between learners living in quintile 1 (Clacks) and learners living in quintile 5 (National). Since 17/18 learners who live in our most deprived areas continue to perform better than learners living in the most deprived areas across Scotland.

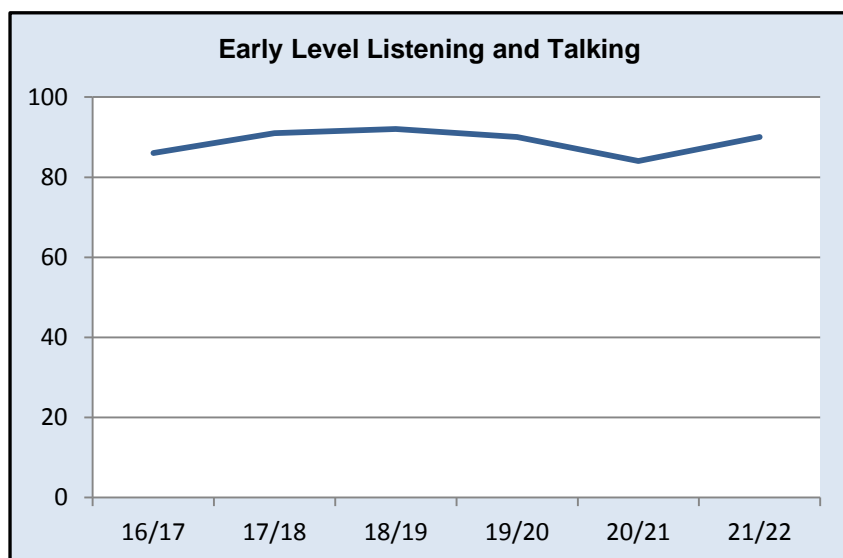
Early Level - Overall Progress to Date

Listening and Talking

	16/17	17/18	18/19	19/20	20/21	21/22
L&T	86%	91%	92%	90%	84%	*92%*

NIF Intended Outcome

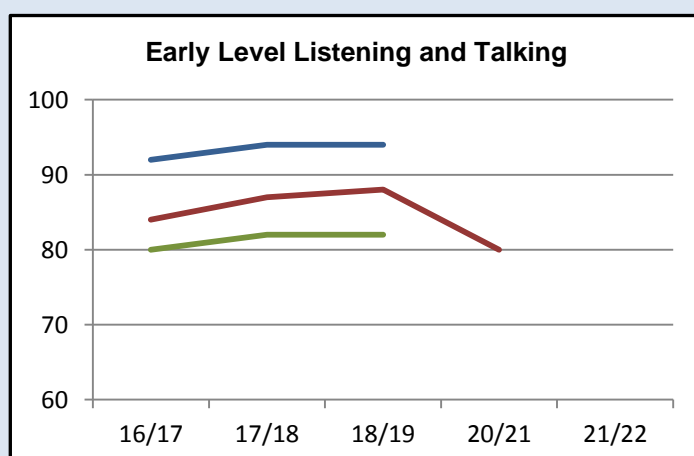
P1 attainment in June 2022 to be as good as or better than that of June 2019



84% of learners achieved Early Level in Listening & Talking in academic session 2020/21, a *fall of 6pp* on the three year average and a *fall of 8pp* on the results in 2018/19. **The National average in 2018/19 was 87%**. Seven (7) schools reported a percentage achievement rate as equal to or better than session 2018/19 despite the overall Local Authority *fall of 8pp*.

Closing the Poverty Related Attainment Gap

Early Level Listening and Talking				
	16/17	17/18	18/19	20/21
National (Quintile 1)	80%	82%	82%	
Clacks (Quintile 1)	84%	87%	88%	80%
National (Quintile 5)	92%	94%	94%	
National Q1/Clacks Q1	4pp	5pp	6pp	
Clacks Q1/National Q5	-8pp	-7pp	-6pp	



Since 16/17 the poverty related attainment gap has continued to close. Between 16/17 and 18/19 there has been a narrowing of 2pp between learners living in quintile 1 (Clacks) and learners living in quintile 5 (National). Learners who live in our most deprived areas continue to perform better than learners living in the most deprived areas across Scotland.

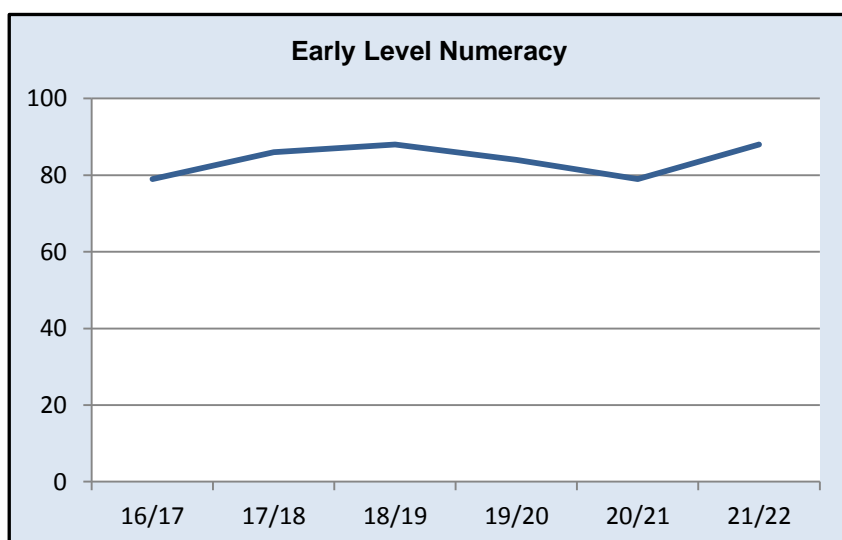
Early Level - Overall Progress to Date

Numeracy

	16/17	17/18	18/19	19/20	20/21	21/22
Reading	79%	86%	88%	84%	79%	*88%*

NIF Intended Outcome

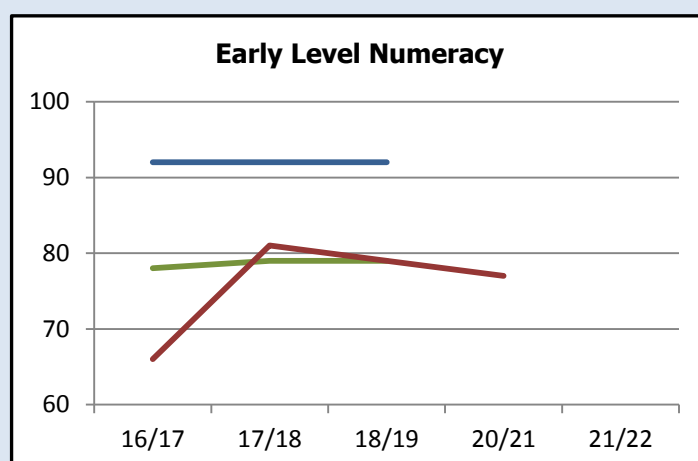
P1 attainment in June 2022 to be as good as or better than that of June 2019



79% of learners achieved Early Level in Numeracy in academic session 2020/21, a *fall of 5pp* on the three year average and a *fall of 9pp* on the results in 2018/19. **The National average in 2018/19 was 85%**. Six (6) schools reported a percentage achievement rate as equal to or better than session 2018/19 despite the overall Local Authority *fall of 9pp*.

Closing the Poverty Related Attainment Gap

Early Level Numeracy				
	16/17	17/18	18/19	20/21
National (Quintile 1)	78%	79%	79%	
Clacks (Quintile 1)	66%	81%	79%	77%
National (Quintile 5)	92%	92%	92%	
National Q1/Clacks Q1	-12pp	2pp	0pp	
Clacks Q1/National Q5	-26pp	-11pp	-13pp	



Since 16/17 the poverty related attainment gap has continued to close. Between 16/17 and 18/19 there has been a narrowing of 13pp between learners living in quintile 1 (Clacks) and learners living in quintile 5 (National). Learners who live in our most deprived areas continue to perform better than learners living in the most deprived areas across Scotland.

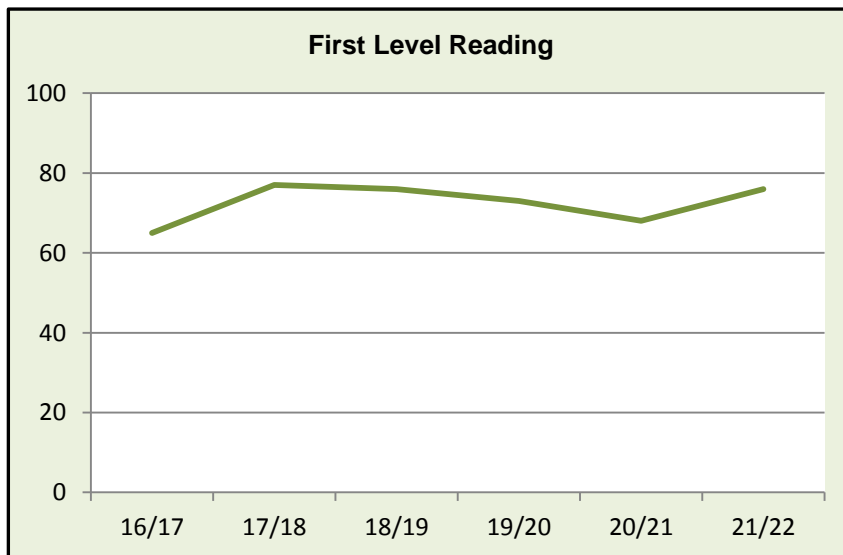
First Level - Overall Progress to Date

Reading

	16/17	17/18	18/19	19/20	20/21	21/22
Reading	65%	77%	76%	73%	68%	*76%*

NIF Intended Outcome

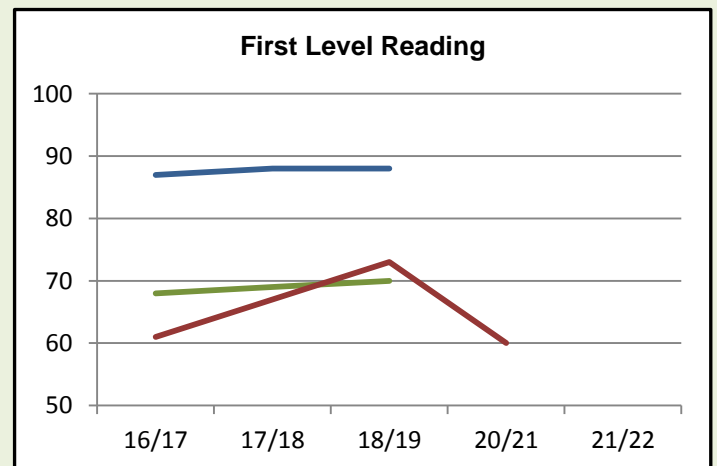
P4 attainment in June 2022 to be as good as or better than that of June 2019



68% of learners achieved First Level Reading in academic session 2020/21, a *fall of 5pp* on the three year average and a *fall of 8pp* on the results in 2018/19. **The National average in 2018/19 was 78%**. Six (6) schools reported a percentage achievement rate as equal to or better than session 2018/19 despite the overall Local Authority *fall of 8pp*.

Closing the Poverty Related Attainment Gap

First Level Reading				
	16/17	17/18	18/19	20/21
National (Quintile 1)	68%	69%	70%	
Clacks (Quintile 1)	61%	67%	73%	60%
National (Quintile 5)	87%	88%	88%	
Clacks Q1/National Q1	-7pp	-2pp	+3pp	
Clacks Q1/National Q5	-26pp	-21pp	-15pp	



Since 16/17 the poverty related attainment gap has continued to close. Between 16/17 and 18/19 there has been a narrowing of 11pp between learners living in quintile 1 (Clacks) and learners living in quintile 5 (National). In 18/19 learners who live in our most deprived areas performed better than learners living in the most deprived areas across Scotland by 3pp.

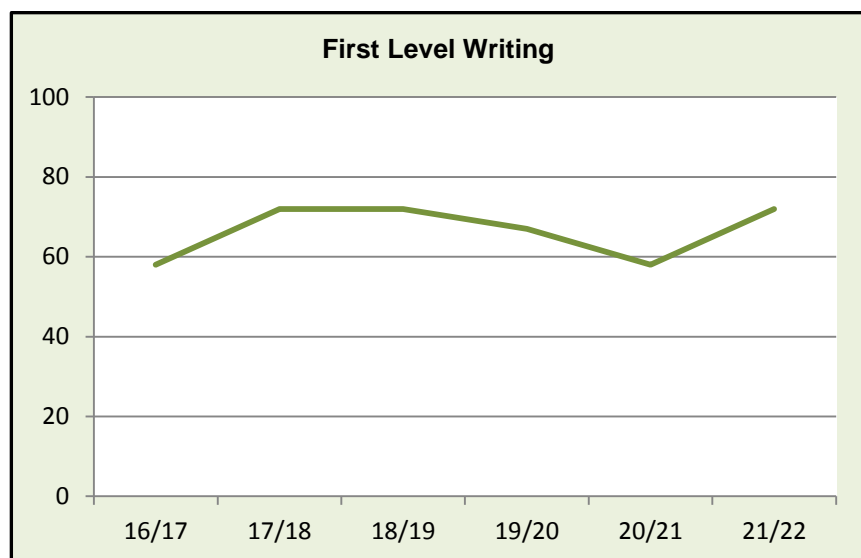
First Level - Overall Progress to Date

Writing

	16/17	17/18	18/19	19/20	20/21	21/22
Reading	58%	72%	72%	67%	58%	*72%*

NIF Intended Outcome

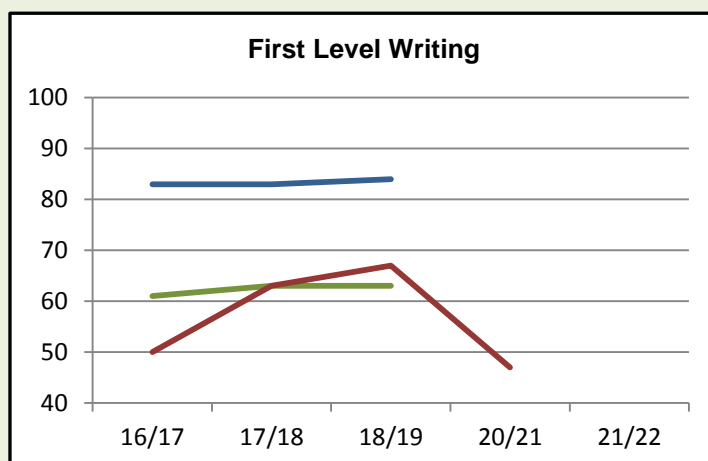
P4 attainment in June 2022 to be as good as or better than that of June 2019



58% of learners achieved First Level Writing in academic session 2020/21, a *fall of 9pp* on the three year average and a *fall of 14pp* on the results in 2018/19. **The National average in 2018/19 was 73%**. Only one (1) school reported a percentage achievement rate as equal to, or better than session 2018/19.

Closing the Poverty Related Attainment Gap

First Level Writing				
	16/17	17/18	18/19	20/21
National (Quintile 1)	61%	63%	63%	
Clacks (Quintile 1)	50%	63%	67%	47%
National (Quintile 5)	83%	83%	84%	
Clacks Q1/National Q1	-11pp	0pp	+4pp	
Clacks Q1/National Q5	-33pp	-20pp	-17pp	



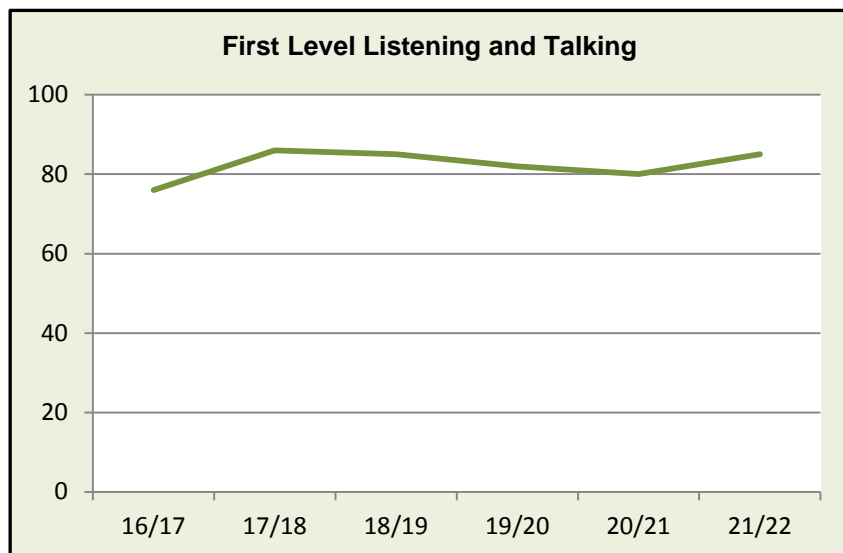
Since 16/17 the poverty related attainment gap has continued to close. Between 16/17 and 18/19 there has been a narrowing of 16pp between learners living in quintile 1 (Clacks) and learners living in quintile 5 (National). In 18/19 learners who live in our most deprived areas performed better than learners living in the most deprived areas across Scotland by 4pp.

First Level - Overall Progress to Date

Listening and Talking

	16/17	17/18	18/19	19/20	20/21	21/22
Reading	76%	86%	85%	82%	80%	<i>*85%*</i>

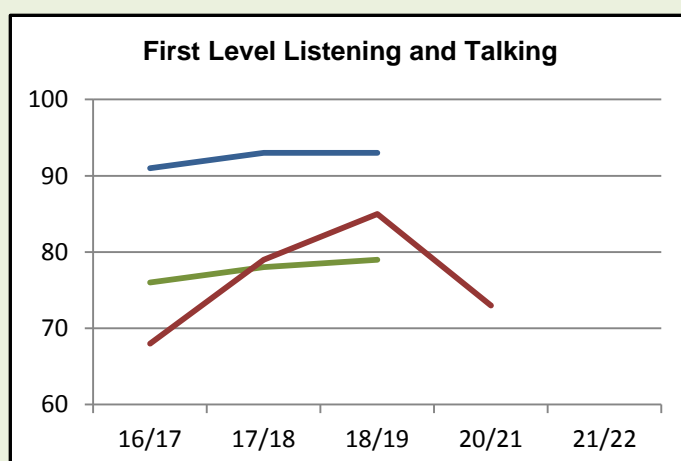
NIF Intended Outcome
P4 attainment in June 2022 to be as good as or better than that of June 2019



80% of learners achieved First Level Listening and Talking in academic session 2020/21, a *fall of 2pp* on the three year average and a *fall of 5pp* on the results in 2018/19. **The National average in 2018/19 was 85%**. Seven (7) schools reported a percentage achievement rate as equal to or better than session 2018/19 despite the overall Local Authority *fall of 5pp*.

Closing the Poverty Related Attainment Gap

First Level Listening and Talking				
	16/17	17/18	18/19	20/21
National (Quintile 1)	76%	78%	79%	
Clacks (Quintile 1)	68%	79%	85%	73%
National (Quintile 5)	91%	93%	93%	
Clacks Q1/National Q1	-8pp	+1pp	6pp	
Clacks Q1/National Q5	-23pp	-14pp	-8pp	



Since 16/17 the poverty related attainment gap has continued to close. Between 16/17 and 18/19 there has been a narrowing of 15pp between learners living in quintile 1 (Clacks) and learners living in quintile 5 (National). Learners who live in our most deprived areas continue to perform better than learners living in the most deprived areas across Scotland.

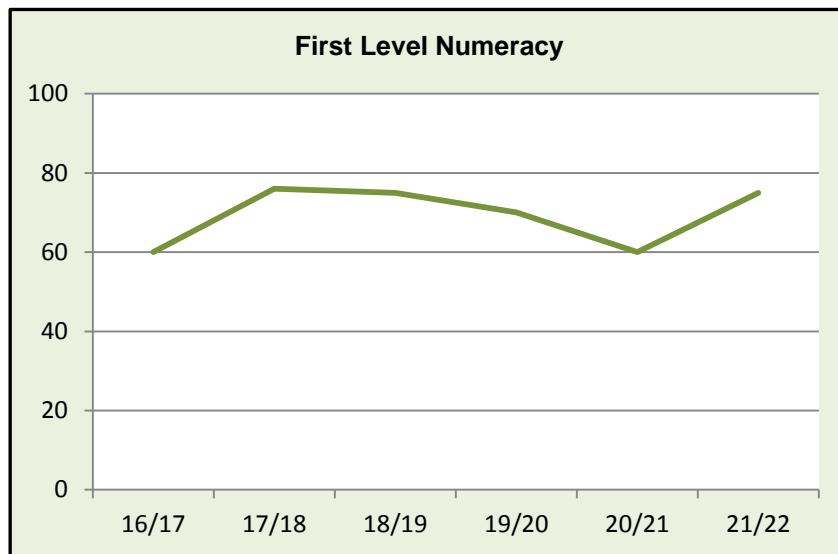
First Level - Overall Progress to Date

Numeracy

	16/17	17/18	18/19	19/20	20/21	21/22
Reading	60%	76%	75%	70%	60%	<i>*75%*</i>

NIF Intended Outcome

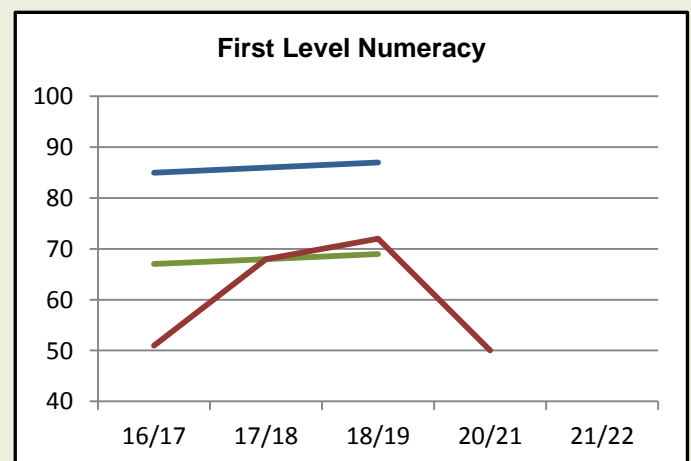
P4 attainment in June 2022 to be as good as or better than that of June 2019



60% of learners achieved First Level Numeracy in academic session 2020/21, a *fall of 10pp* on the three year average and a *fall of 15pp* on the results in 2018/19. **The National average in 2018/19 was 77%**. Only two (2) schools reported a percentage achievement rate as equal to or better than session 2018/19.

Closing the Poverty Related Attainment Gap

First Level Numeracy				
	16/17	17/18	18/19	20/21
National (Quintile 1)	67%	68%	69%	
Clacks (Quintile 1)	51%	68%	72%	50%
National (Quintile 5)	85%	86%	87%	
Clacks Q1/National Q1	-16pp	0pp	+3pp	
Clacks Q1/National Q5	-34pp	-18pp	-15pp	



Since 16/17 the poverty related attainment gap has continued to close. Between 16/17 and 18/19 there has been a narrowing of 19pp between learners living in quintile 1 (Clacks) and learners living in quintile 5 (National). In 18/19 learners who live in our most deprived areas performed better than learners living in the most deprived areas across Scotland by 3pp.

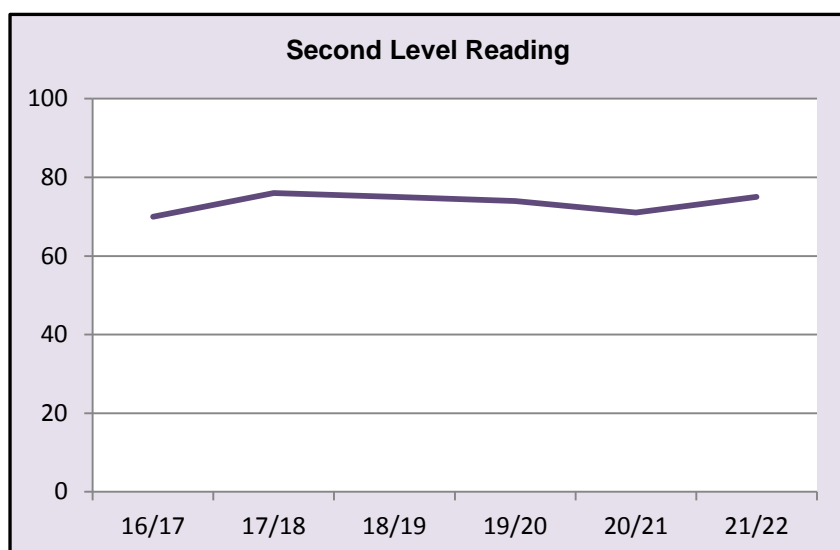
Second Level - Overall Progress to Date

Reading

	16/17	17/18	18/19	19/20	20/21	21/22
Reading	70%	76%	75%	74%	71%	*75%*

NIF Intended Outcome

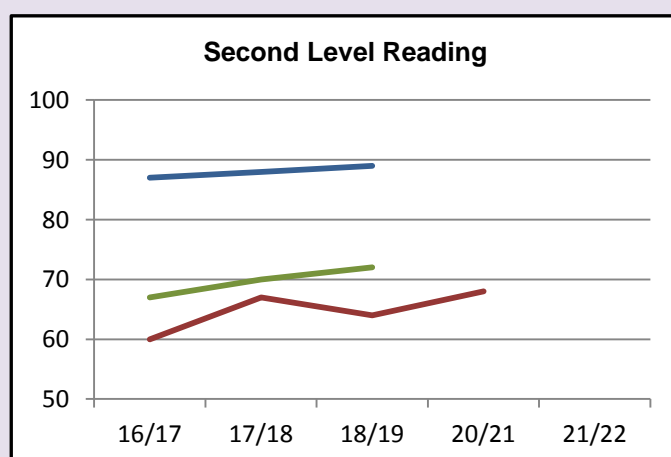
P7 attainment in June 2022 to be as good as or better than that of June 2019



71% of learners achieved Second Level Reading in academic session 2020/21, a *fall of 3pp* on the three year average and a *fall of 4pp* on the results in 2018/19. **The National average in 2018/19 was 80%**. Ten (10) schools reported a percentage achievement rate as equal to or better than session 2018/19 despite the overall Local Authority *fall of 4pp*.

Closing the Poverty Related Attainment Gap

Second Level Reading				
	16/17	17/18	18/19	20/21
National (Quintile 1)	67%	70%	72%	
Clacks (Quintile 1)	60%	67%	64%	68%
National (Quintile 5)	87%	88%	89%	
Clacks Q1/National Q1	-7pp	-3pp	-8pp	
Clacks Q1/National Q5	-27pp	-21pp	-25pp	



Since 16/17 the poverty related attainment gap has narrowed slightly. Between 16/17 and 18/19 there has been a narrowing of 2pp between learners living in quintile 1 (Clacks) and learners living in quintile 5 (National). Since 16/17 learners living in the most deprived areas across Scotland continue to perform better than learners who live in our most deprived areas.

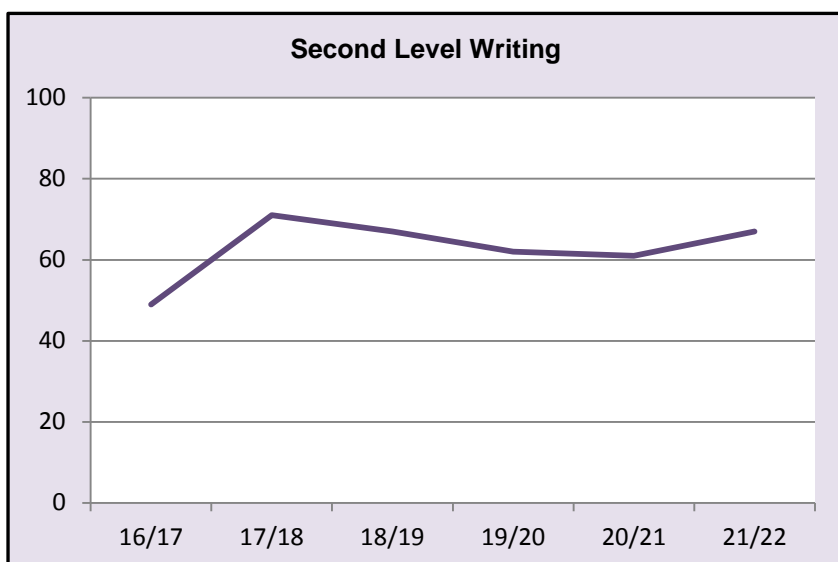
Second Level - Overall Progress to Date

Writing

	16/17	17/18	18/19	19/20	20/21	21/22
Reading	49%	71%	67%	62%	61%	*67%*

NIF Intended Outcome

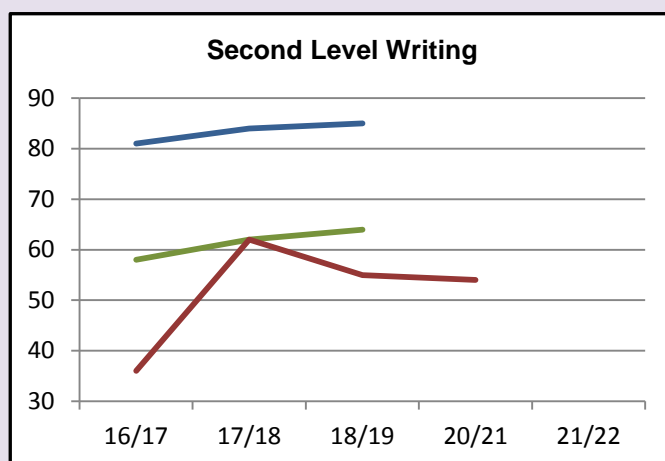
P7 attainment in June 2022 to be as good as or better than that of June 2019



61% of learners achieved Second Level Writing in academic session 2020/21, a *fall of 1pp* on the three year average and a *fall of 6pp* on the results in 2018/19. **The National average in 2018/19 was 74%**. Eight (8) schools reported a percentage achievement rate as equal to or better than session 2018/19 despite the overall Local Authority *fall of 6pp*.

Closing the Poverty Related Attainment Gap

Second Level Writing				
	16/17	17/18	18/19	20/21
National (Quintile 1)	58%	62%	64%	
Clacks (Quintile 1)	36%	62%	55%	54%
National (Quintile 5)	81%	84%	85%	
Clacks Q1/National Q1	-22pp	0pp	-9pp	
Clacks Q1/National Q5	-45pp	-22pp	-30pp	



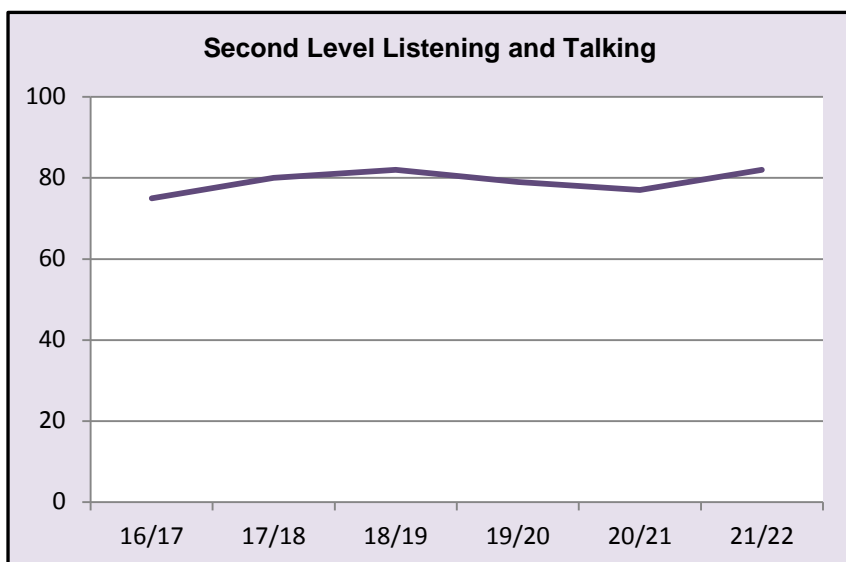
Since 16/17 the poverty related attainment gap has continued to close. Between 16/17 and 18/19 there has been a narrowing of 15pp between learners living in quintile 1 (Clacks) and learners living in quintile 5 (National). Since 16/17 learners living in the most deprived areas across Scotland continue to perform better than learners who live in our most deprived areas.

Second Level - Overall Progress to Date

Listening and Talking

	16/17	17/18	18/19	19/20	20/21	21/22
Reading	75%	80%	82%	79%	77%	*82%*

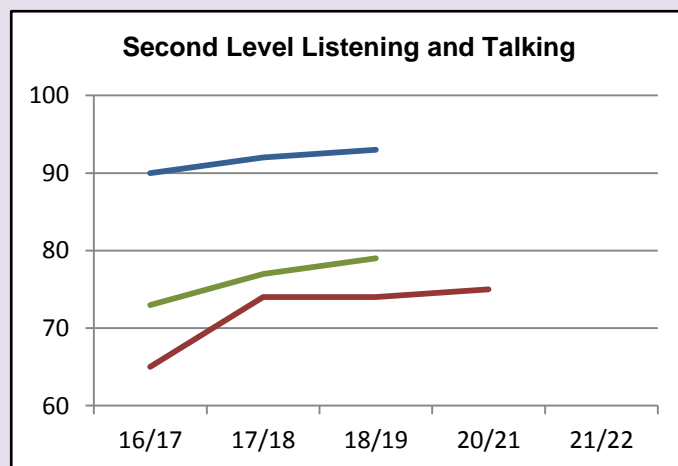
****NIF Intended Outcome****
P7 attainment in June 2022 to be as good as or better than that of June 2019



77% of learners achieved Second Level Listening and Talking in academic session 2020/21, a fall of 2pp on the three year average and a fall of 5pp on the results in 2018/19. **The National average in 2018/19 was 86%.** Ten (10) schools reported a percentage achievement rate as equal to or better than session 2018/19 despite the overall Local Authority fall of 5pp.

Closing the Poverty Related Attainment Gap

Second Level Listening and Talking				
	16/17	17/18	18/19	20/21
National (Quintile 1)	73%	77%	79%	
Clacks (Quintile 1)	65%	74%	74%	75%
National (Quintile 5)	90%	92%	93%	
Clacks Q1/National Q1	-8pp	-3pp	-5pp	
Clacks Q1/National Q5	-25pp	-18pp	-19pp	



Since 16/17 the poverty related attainment gap has narrowed. Between 16/17 and 18/19 there has been a narrowing of 6pp between learners living in quintile 1 (Clacks) and learners living in quintile 5 (National). Since 16/17 learners living in the most deprived areas across Scotland continue to perform better than learners who live in our most deprived areas.

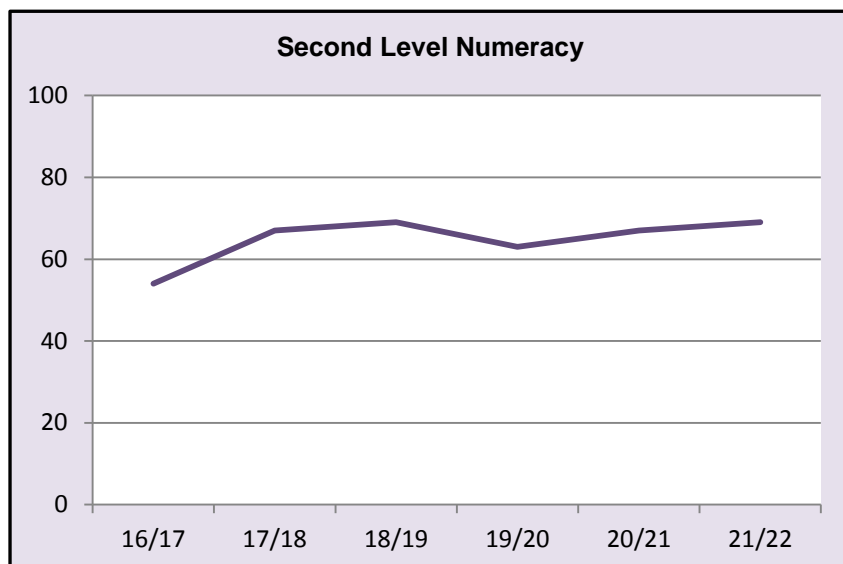
Second Level - Overall Progress to Date

Numeracy

	16/17	17/18	18/19	19/20	20/21	21/22
Reading	54%	67%	69%	63%	67%	*69%*

****NIF Intended Outcome****

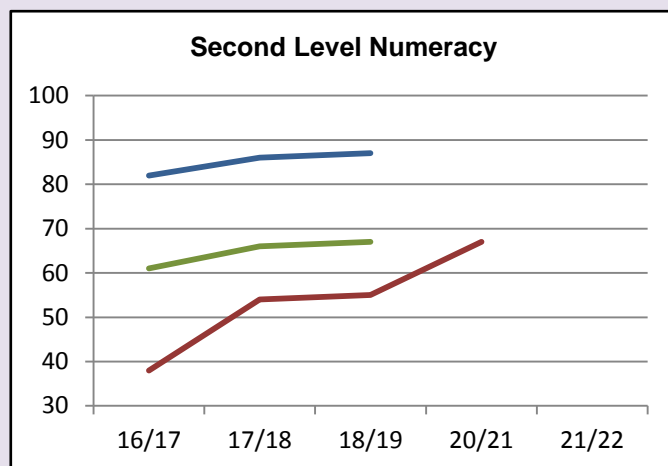
P7 attainment in June 2022 to be as good as or better than that of June 2019



67% of learners achieved Second Level Numeracy in academic session 2020/21, an increase of *4pp* on the three year average and a *fall of 2pp* on the results in 2018/19. **The National average in 2018/19 was 76%**. Ten (10) schools reported a percentage achievement rate as equal to or better than session 2018/19 despite the overall Local Authority *fall of 2pp*.

Closing the Poverty Related Attainment Gap

Second Level Numeracy				
	16/17	17/18	18/19	20/21
National (Quintile 1)	61%	66%	67%	
Clacks (Quintile 1)	38%	54%	55%	67%
National (Quintile 5)	82%	86%	87%	
Clacks Q1/National Q1	-23pp	-12pp	-12pp	
Clacks Q1/National Q5	-44pp	-32pp	-32pp	



Since 16/17 the poverty related attainment gap has continued to close. Between 16/17 and 18/19 there has been a narrowing of 12pp between learners living in quintile 1 (Clacks) and learners living in quintile 5 (National). Since 16/17 learners living in the most deprived areas across Scotland continue to perform better than learners who live in our most deprived areas.

Raising Attainment in Literacy and Numeracy

The **Education Endowment Foundation** recommends that schools should use structured interventions to provide additional support when pupils need to catch up. It states that, although ‘schools should focus on improvements to core classroom teaching that support all children in the class . . . some high-quality, structured intervention may still be required for some pupils to make progress.’

Research has shown that the implementation of high quality structured interventions and ongoing support for staff through the offer of professional learning can have a significant impact on pupil progress.

Raising Attainment in
Literacy and Numeracy
Small Group Interventions



Handbook



Clackmannanshire’s **Write On** and **Building Blocks** small group intervention programmes have been designed to address the impact of the global pandemic on the learning outcomes of identified pupils. By providing highly skilled learning assistant additionality we aim to increase the attainment and progress of learners and reduce the poverty related attainment gap.

Write On and **Building Blocks** aims to raise attainment of pupils who are at risk of under achieving in literacy and numeracy. It aims to help them:

- Make faster progress and catch-up with their peers.
- Develop the confidence, learning skills, knowledge and understanding that will enable them to continue to learn successfully afterwards.

Progress to Date

- **All** primary establishments across the authority have identified a Lead Teacher to provide the strategic leadership for the interventions, support the learning assistant and be accountable for gathering data and reporting on impact.
- **All** primary establishments have identified at least one Learning Assistant to attend professional learning/support sessions, deliver the intervention(s) and liaise regularly with their Lead Teacher.
- **Building Blocks 4**, Clackmannanshire’s Numeracy Intervention Programme has been reviewed and updated to reflect Local Authority SNSA analysis. A 12 week programme consisting of 48 detailed lesson plans has been produced to support Learning Assistants deliver high quality numeracy sessions.
- **Raising Attainment in Literacy and Numeracy: Small Group Interventions Handbook**, has been produced to provide establishments with a clear understanding of the rationale behind the interventions and the associated aims and responsibilities.

- **Professional Learning** was delivered in August to all Lead Teachers and identified Learning Assistants to:
 - provide an overview of Clackmannanshire’s small group intervention programmes
 - explain the key roles and responsibilities of both Learning Assistants (LAs) and Lead Teachers (LTs)
 - raise awareness of the online Google Drive which stores all relevant materials and resources

Raising Attainment in Literacy and Numeracy
Small Group Interventions

Session 1 - Part 1
Tuesday 17th August

- In addition, professional learning to support raising attainment in numeracy was delivered to identified Learning Assistants to:
 - provide an overview of Clackmannanshire’s **Building Blocks** Small Group Intervention Programme
 - become familiar with the topic and lesson structure of the **Building Blocks** Programme
 - increase awareness of the range of difficulties experienced by pupils
 - explore Sandwell Numeracy materials

Raising Attainment in Numeracy
Building Blocks

Session 1B
Tuesday 17th August

- A **pre-intervention baseline survey** was conducted with identified Learning Assistants.
 - 63.2% stated that they regularly accessed professional to support them in their role
 - 42.1% rated themselves as 5, on a scale of 1-6 where 1 is the lowest and 6 is highest, in how confident they are in supporting children’s learning in Literacy
 - 26.3% stated that they had attended specific professional learning in the last 2 years to help support children’s Literacy
 - 36.8% rated themselves as 5, on a scale of 1-6 where 1 is the lowest and 6 is highest, in how confident they are in supporting children’s learning in Numeracy
 - 52.6% stated that they had attended specific professional learning in the last 2 years to help support children’s Numeracy

- **All** establishments are tracking and monitoring the achievements and progress of learners on a weekly basis.

- **Almost all** establishments have implemented the Building Blocks programme. Impact of the initial six weeks will be analysed by the end of October.



- **Write On**, Clackmannanshire’s Literacy Intervention 8 week Programme at First Level has been developed to support Learning Assistants deliver high quality literacy sessions.
- Two **Write On** professional learning sessions to support the implementation of this have been delivered. The **Write On** programme will be implemented after the October break.

Data for Improvement



Clackmannanshire Education Service is legally accountable for the delivery and quality of its services. Robust analysis and evaluation of a range of intelligence and data informs improvement planning and is an essential feature of continuous self-improvement.

Our Data for Improvement model of improvement supports our work towards an empowered, connected, self-improving system and is based on the successful 'Remote Learning Professional Dialogues' which took place in March 2021.

Planned professional dialogues, lasting no more than 90 minutes, have been scheduled to take place each session between establishment leadership teams and Quality Improvement Officers. Dialogue will focus on:

- establishment progress/attainment data
- the links between the establishment's data and improvement priorities
- key themes/questions around the data and establishment systems and processes

This model will ensure:

- regular engagement in effective quality improvement and moderation activities.
- standards and expectations are agreed and shared.
- staff are supported and upskilled to analyse and use evidence well to ensure a clear focus on those priorities which will have greatest impact.
- a range of data and information is gathered to monitor and track progress for all learners.
- Data is regularly interrogated, making use of digital technology to support this where relevant and appropriate.
- all planning, monitoring, tracking and evaluating is manageable and relevant for all involved.
- good practice is shared and improvement is demonstrated as a result.

Progress to Date

- **All** primary establishments across the authority have;
 - been provided with a unique profile, indicating school demographics and attainment over time
 - engaged in professional dialogue with Quality Improvement Officers
 - self-evaluated themselves against 6 key indicators
 - collaborated with colleagues to moderate their self-evaluation
- Quality Improvement Officers have;
 - completed an evaluation for each establishment based on 6 key indicators
 - collectively moderated the evaluations
 - identified key strengths and challenges across all establishments
 - presented finding to the education senior leadership team

Assessment and Moderation

Assessment is an integral part of learning and teaching. It helps to provide a picture of a child's or young person's progress and achievements and to identify next steps in learning. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.

In March 2020, HM Inspection colleagues published the National Thematic Inspection on Assessment within the BGE – where effective practice was shared through case studies from across Scotland. The publication identifies 6 key features of effective practice:



- Strong leadership and direction
- Use of a range of assessment data
- Well considered and carefully planned approaches to moderation
- High quality professional learning to improve confidence and increase skills in accurate assessment
- Skilled interrogation and analysis of data
- Involvement of children and young people in assessment of learning, which includes high quality feedback and learner conversations.

Our Assessment and Moderation model of improvement involves us working in collaboration with Education Scotland to offer professional learning to upskill staff to be able to lead moderation in their setting and support wider moderation processes across the local authority and beyond.

This model will support schools to develop a better understanding of standards, share good practice and support effective assessment and moderation.

Progress to Date

- **All** establishments, ELC through to Secondary have identified staff to lead moderation in their setting
- HT/DHT Overview session delivered by Education Scotland
- Sessions 1/2 of the Moderation Leads Programme has been delivered by Education Scotland
- Online space created for Moderation Leads across Clackmannanshire to collaborate and upload moderation material
- Session 3 planned for mid-November

Report to People Committee

Date of Meeting: 18 November 2021

Subject: Annual Report of the Chief Social Work Officer 2020-2021

Report by: Sharon Robertson, Interim CSWO

1.0 Purpose

- 1.1. To present the Chief Social Work Officer Annual Report reflecting the period 1 April 2020 – 31 March 2021 (Appendix 1). The report and its consideration are a requirement to ensure oversight and accountability within the local authority for all social work and social care services, including those delegated to the Integration Joint Board. Following scrutiny and consideration by Council, the report is required to be submitted to Scottish Government.
- 1.2. The report provides an overview of professional activity for social work and social care within Clackmannanshire through the delivery of statutory functions and duties held by the Chief Social Work Officer.

2.0 Recommendations

- 2.1. Note and endorse the contents of the Annual Report of the Chief Social Work Officer 2020-2021;
- 2.2. Agree to its submission to the Scottish Government;

3.0 Considerations

- 3.1. The requirement that every local authority should have a professionally qualified CSWO is contained within Section 45 of the Local Government (Scotland) Act, 1994. The particular qualifications are set down in regulations and this is one of a number of officers, roles or duties with which local authorities have to comply. The role replaced the requirement in Section 3 of the Social Work (Scotland) Act, 1968 for each local authority to appoint a Director of Social Work.
- 3.2. CSWOs produce Annual Reports, based on a template agreed with the Office of the Chief Social Work Adviser, for relevant Committees and/or the full Council, Integration Joint Boards and Health and Social Care Partnerships.

- 3.3. Due to the continuing impact of COVID-19 on all public services, a revised and reduced template for the Chief Social Work Officer Annual Report 2019-20 was created.
- 3.4. Within this, the following information was requested:
- Governance and Accountability
 - Service Quality and Performance
 - Resources
 - Workforce
 - Priorities for recovery in response to COVID-19
- 3.5. The report provides an overview of the delivery of social work and social care services in Clackmannanshire. The report also provides performance information in relation to key social work and social care, in addition to reflecting the operational delivery and development of services across children's services, social work justice services and adult and community care services.
- 3.6. Within Clackmannanshire, children's social work services and justice services are managed and governed by Clackmannanshire Council, sitting within the People's Directorate. Adult social work services are delegated to the IJB which spans Clackmannanshire Council and Stirling Council. Clackmannanshire Adult Services are delivered and managed by the Health and Social Care Partnership (HSCP).

4.0 Sustainability Implications

- 4.1. None

5.0 Resource Implications

5.1. Financial Details

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

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

5.4. Staffing

6.0 Exempt Reports

- 6.1. Is this report exempt? Yes (please detail the reasons for exemption below) NoX

7.0 Declarations

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

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

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

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

8.0 Equalities Impact

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

Yes No

9.0 Legality

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

10.0 Appendices

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

Appendix 1: Chief Social Work Officer Annual Report 2020-21

11.0 Background Papers

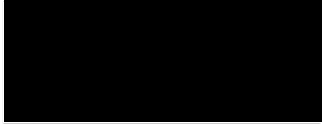
11.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

Yes (please list the documents below) No X

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Sharon Robertson	Interim CSWO	01259 225184

Approved by

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Strategic Director of People	



**Clackmannanshire
Council**

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Comhairle Siorrachd
Chlach Mhanann



Clackmannanshire & Stirling

**Health & Social Care
Partnership**

Clackmannanshire

Chief Social Work Officer

Annual Report

2020/2021



Contents

1. Introduction
2. Purpose and Background
3. Governance and Accountability
4. Service Quality and Performance
5. Resources
6. Workforce
7. COVID 19

1.0 Introduction

I am pleased to present the Chief Social Work Officer (CSWO) Annual Report for Clackmannanshire which reflects the period from 1 April 2020 to 31 March 2021. The report provides an overview of professional activity for social work and social care within Clackmannanshire through the delivery of statutory functions and duties held by the Chief Social Work Officer.

The unprecedented situation presented by the pandemic has had a huge impact on service delivery and necessitated changes to the way we operated and delivered our services to ensure the safety of service users and staff. Staff across the social work and social care workforce has responded quickly and effectively, embracing IT solutions, blended approaches between face to face contact (adhering to social distancing arrangements) and remote contact in continuing to ensure the delivery of safe and effective services for the people of Clackmannanshire who require care and support.

My sincere thanks go out to all colleagues across the whole of the social work and social care workforce, working in partnership with a range of agencies in the NHS, Council, the Third Sector and our communities who have shown great resilience, dedication and tenacity and worked tirelessly over this past year to overcome the significant and continuing challenges posed by the pandemic to continue to deliver high quality, safe care and support to the people who need it across Clackmannanshire.

2.0 Purpose and Background

This report is produced to satisfy the requirement to prepare and publish a report in relation to the Chief Social Work Officer's (CSWO) role in professional leadership, oversight of practice, governance, values and standards as described in national guidance. The report also relates to the specific areas of decision-making and practice where legislation confers functions directly on the Chief Social Work Officer. The report refers to the contribution of social work and social care services, working in partnership with others in relation to the wider safety and wellbeing of Clackmannanshire residents.

The Chief Social Work Adviser to the Scottish Government provides guidance on CSWO reporting to ensure a degree of consistency. With consideration given to the significant workload implications caused nationally by the COVID-19 pandemic, a reduced reporting template reflects local activity during the 2020/21 period to ensure local reporting arrangements continue whilst giving due regard to pressures experienced across the sector.

The report for Clackmannanshire adopts the following structure:

- Governance and Accountability
- Service Quality and Performance
- Resources
- Workforce
- COVID-19

3.0 Governance and Accountability

In Clackmannanshire, the Social Work Service, and CSWO, operates in the context of the following governance structures:

- Clackmannanshire Community Planning Partnership Board (The Alliance)
- Clackmannanshire Council
- Clackmannanshire & Stirling Integrated Joint Board (IJB)

Clackmannanshire Council and Community Planning Partnership strategic planning framework is set out in our Corporate Plan Be the Future and our Local Outcome Improvement Plan (LOIP) 2017-27.

Our Corporate Plan sets out our key performance measures which we report on annually. Information on the Council's performance reports can be found here <https://www.clacks.gov.uk/council/performance/>

Within Clackmannanshire, Children's Service and Justice Service are managed and governed by Clackmannanshire Council, sitting within the People's Directorate (which includes Education Services). During 2020, following a restructure of all Council services, the People Service brought together Education, Children's Social Work and Criminal Justice into one Directorate. The management functions of these services are coordinated by the Strategic Director, to improve communication, create efficiencies, and develop co-production thereby achieving a more integrated service.

Adult Social Work Services are delegated to the IJB which spans Clackmannanshire Council and Stirling Council. Clackmannanshire Adult Services are delivered and managed by the Health and Social Care Partnership (HSCP).

The CSWO, as a member of the Council's Extended Senior Leadership Team, works in partnership with Elected Members, the Chief Executive, the Chief Officer of the Health and Social Care Partnership, senior officers, managers and practitioners to provide professional governance, leadership and accountability and oversight in regard to social work practice standards and service delivery. The CSWO also has professional responsibility for ensuring that social work services fulfil their statutory duties and that both staff and the Council work in accordance with the Code of Practice for employees and employers as set out by the Scottish Social Services Council (SSSC).

The CSWO is also a member of the Chief Officer Group (COG) for Public Protection to advise and provide oversight of all aspects of social work service delivery. The Chief Officer Group has responsibility for the strategic leadership and oversight of delivery of services and for improved outcomes for Child Protection, Adult Protection and Offender Management - Multi Agency Public Protection Arrangements (MAPPA). Leaders are kept informed and engaged through regular reporting on key social work priorities, pressures and the wider social work agenda

through The Alliance, Council Committees and the Clackmannanshire and Stirling Integrated Joint Board.

As a result of the COVID-19 pandemic, a number of enhanced governance arrangements and senior leadership groups, particularly for care homes and care at home services were established to ensure strategic oversight of the impact of Covid-19 and oversee implementation of response plans. Across Forth Valley, the Care Home Strategic Oversight and Assurance Group consisting of strategic leaders (i.e. CSWOs, Executive Chief Nurse, Director of Public Health, Chief Officer) have continued to meet weekly, working collaboratively to support our local care homes and be assured about the level of care being provided to people, alongside consideration of infection control measures and to review and analyse data.

3.1 Clackmannanshire Profile

Clackmannanshire is the smallest council area in mainland Scotland, covering an area of **61.4** square miles

The population of Clackmannanshire is **51,000**

The population of Clackmannanshire is set to fall between now and 2039 by around **3%**

62.3% of the population are working age (**16-64**)

The number of households in Clackmannanshire is **23,890**

Life expectancy for females is **80.7 years** and for males is **76.6 years**

28.9% of people in Clackmannanshire smoke compared to 23.1% in Scotland

Alcohol related mortality in Clackmannanshire was **38.85 per 100,000 population** in 2013, significantly higher than the rate of 21.43 for Scotland

Above National Average rates of Domestic Abuse across Scotland (9 per 10,000 Clackmannanshire/11 per 10,000 national average)

27% of children in Clackmannanshire live in poverty after housing costs

25% of children are entitled to free school meals

96.5% of school leavers leave with a positive destination

The participation rate of **16-19** year olds who are in education, training or employment is **89.3%**

The rate of children who are looked after in Clackmannanshire is **24.7%**

34% of children in Clackmannanshire have additional educational support needs

Double the National Rate of suicides (11-25 year olds)

4.6 per 1000 children subject to registration in 2020, compared to the Scotland average is 2.9 per 1000

4.0 Service Quality and Performance 2020/21

4.1 Children's services

New Referrals

There were 1344 all new requests for assistance (referrals) in 2020/21 up 29% from 1043 in 2019/20.

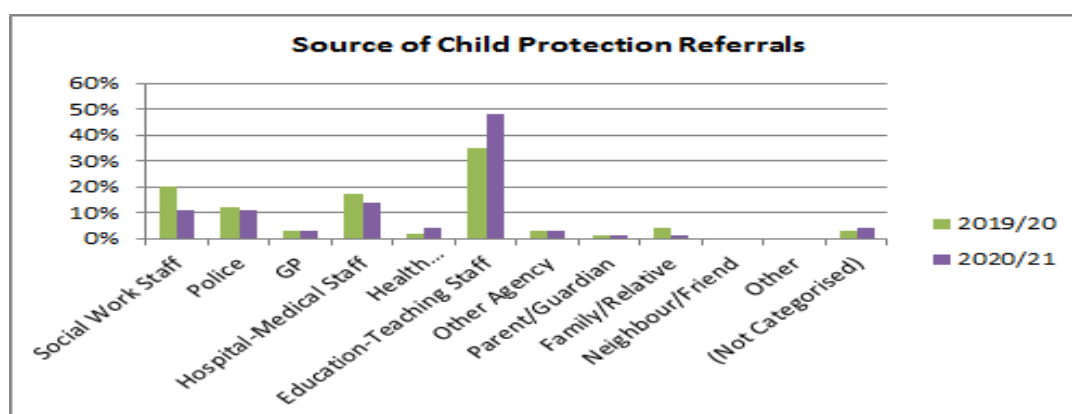
Child Welfare Concerns

There were 308 child welfare concerns in 2020/21 up 10 % from 281 in 2019/20.

Number of child protection concerns

There were 345 child protection concerns in 2020/21 down 9% from 381 in 2019/20.

Source of Child Protection referrals



Education raised the highest numbers of Child Protection notifications of concern and that this has been a consistent pattern over the past 3 years. Between 2020/2021 referrals from Education increased by an additional **13%** from **35%** to **48%**. During the same period, referrals from Social Work, Police and Hospital based Health Services, decreased.

Initial Referral Discussions (IRDs)

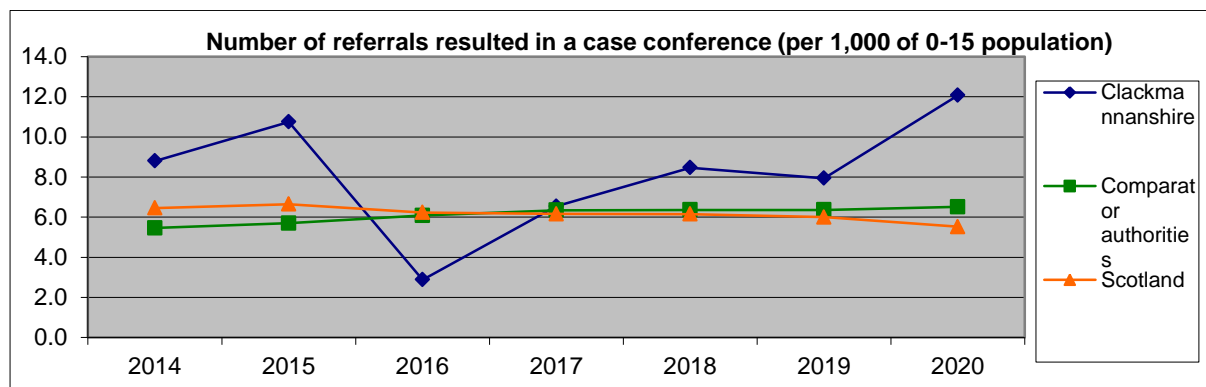
IRDs are instigated when one or more partners (Police, Health, Social Work) believe the referral requires a child protection response. During 2020/21, there were 218 IRDS down 8% from 238 in 2019/20.

Child Protection Investigations

There were 145 child protection investigations in 2020/21 down 24% from 191 in 2019/20. The rate of Child Protection Investigations is able to be compared across Scotland. For the reporting period 2019/20, 39.7 per 1,000 children in Clackmannanshire were subject to child protection investigations which were the highest rate per 1000 population in Scotland. Intervention rates into children and families lives are matters of serious consideration that require further analysis and attention and is an area the Children and Young People's Partnership and Child Protection Committee have scoped out for further self evaluation.

Child Protection Conferences

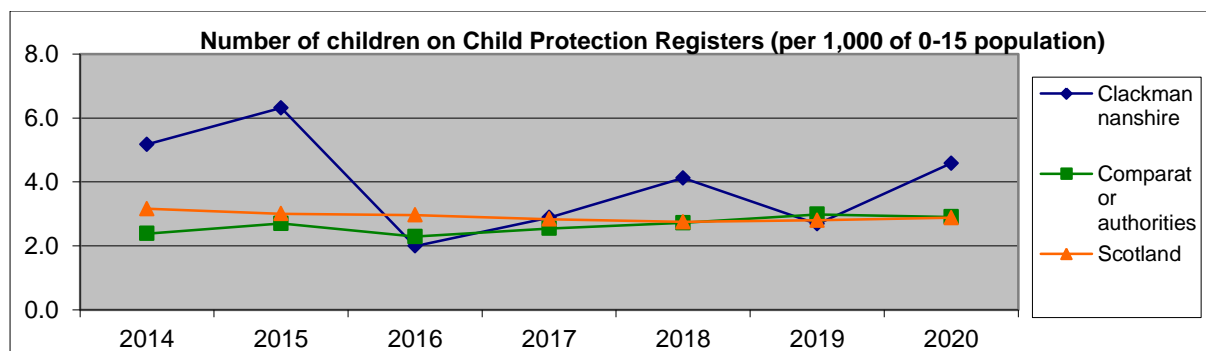
There were 104 Child Protection Case Conferences in 2021, down from 108 in 2020 and from an increase of 71 (52%) in 2019. In 2020 Clackmannanshire was above the Scottish average for number of referrals resulting in a case conference, a rate of 12.1 per 1,000 of the 0-15 population) compared to the Scottish average rate of 5.5.



(Children's Social Work Statistics 2019-2020)

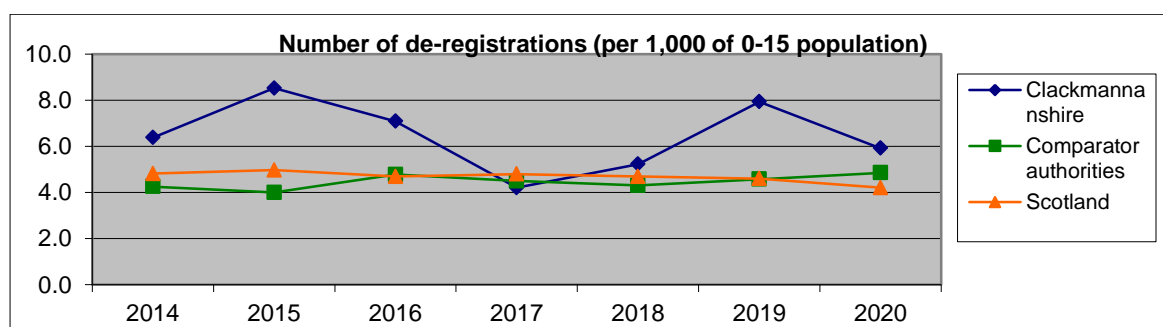
Child Protection Registrations (CPR)

As at 31 March 2021, there were 44 children on the Child Protection Register. This compares to 41 children in 2020 (rate of 4.6 per 1,000 of the 0-15 population) in which the chart below shows Clackmannanshire being above the Scottish average rate of 2.9 per 1,000 of the 0-15 population for the number of children on the CPR. Clackmannanshire has a high number of large sibling groups that can impact on Child Protection Registrations, including de-registrations.



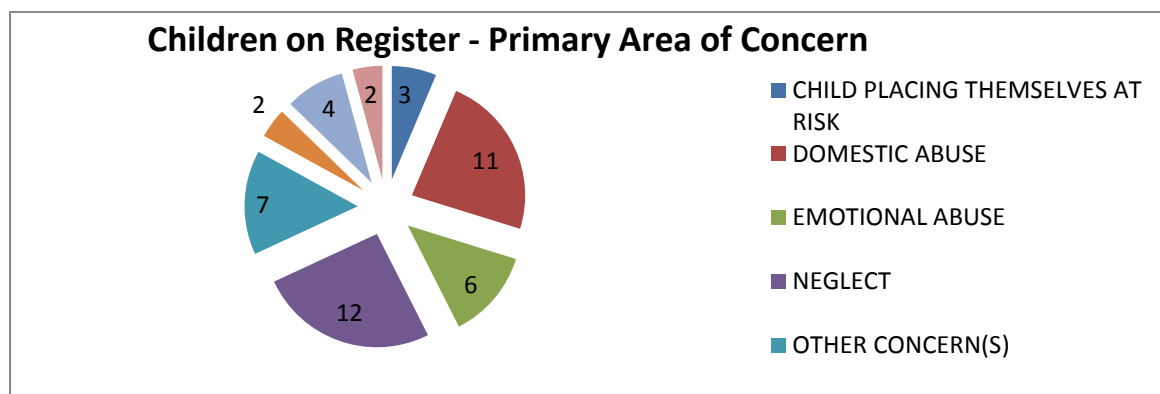
(Children's Social Work Statistics 2019-2020)

The chart below shows the 'spikes' in upward and downward trends of child protection de-registrations which can be attributed to the large sibling groups subject to registration.



(Children's Social Work Statistics 2019-2020)

Primary Area for Concern for Children on Child Protection Register



The above table is a snapshot when **47** children and young people were on the CPR during 2020/21. This snapshot of a particular quarter is indicative of the general CPR trends in which neglect, emotional abuse, domestic abuse, parental substance misuse and other concerns (such as parental mental health problems) can have a detrimental impact on the wellbeing, care and protection of children and young people. Parents/carers, who are experiencing such complex levels of vulnerability, and risk, require the highest levels of support from services across the Clackmannanshire partnership. Clackmannanshire is aligned with Scottish Government strategic approaches in striving to progress strategies to support the workforce in being trauma informed when working with children, families and communities where there are interrelated complex risk, harm and trauma impacting on children and families.

Children open to Children's Social Work Services

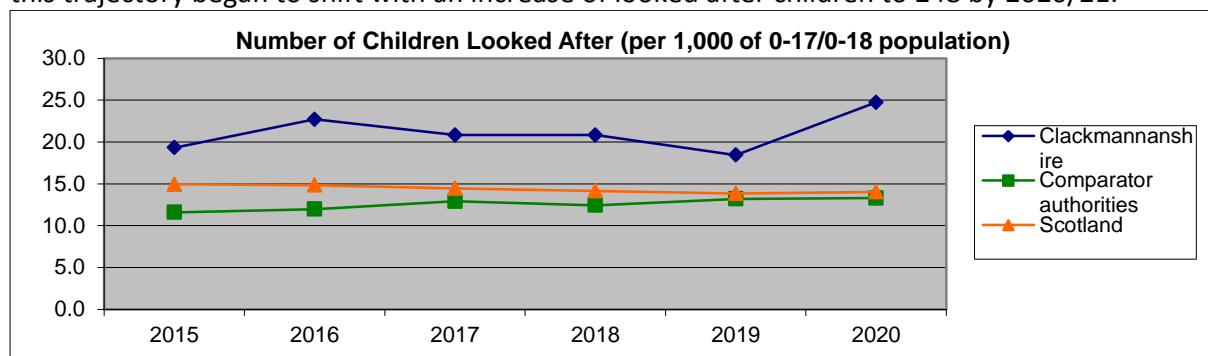
The number of children and young people that children's social work service were actively working with to provide supportive, targeted interventions with multi-agency partners continues to increase year on year. There were 1339 children open to Children's Social Work services as of 31 March 2021, up 24% from 1078 the previous year. Since 2018, there has been a 61% increase in demand within the children's social work service. This increasing trend highlights the significant rising demand that has intensified during the COVID-19 pandemic, within a context of increased complexity and compounding high levels of need, poverty and vulnerability across the Clackmannanshire community. Continued social work provision was maintained during the pandemic through virtual meetings, including child protection case conferences, child's planning meetings for looked after and accommodated children and virtual Children's Hearings.

Children Looked After

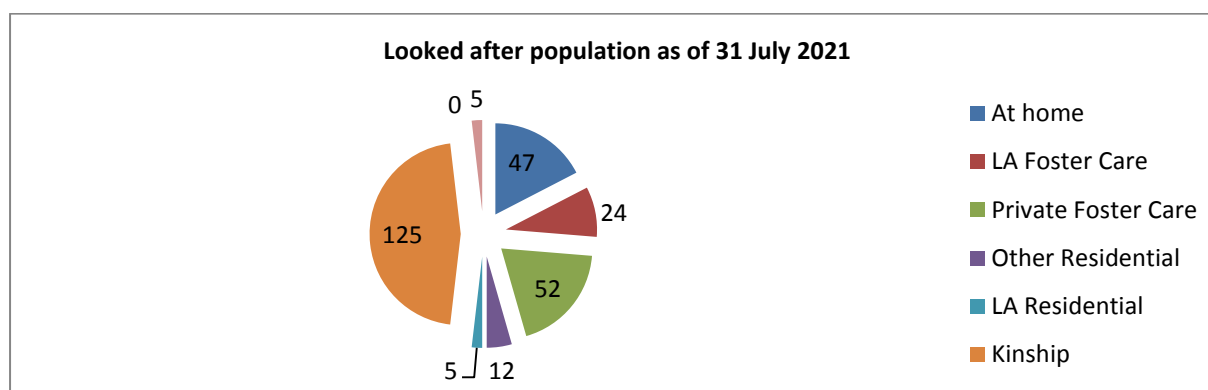
There were 267 looked after children in July 2021, up 8% from 248 in July 2020. Clackmannanshire's rate of 24.7 is greater than the Scottish average rate of 14.

Between 2017/18 and 2018/19 we had begun to evidence a positive shift in reducing the number of looked after children in Clackmannanshire. This journey was essential given historically Clackmannanshire has some of the highest rates of children looked after away from home in Scotland. To illustrate, the chart below shows a gradual reduction over this period. This reduction occurred during a year on year increase in demand. However, during 2019/20, linked

to the COVID-19 pandemic, with increased demand for new placements and complexity of need, this trajectory began to shift with an increase of looked after children to 248 by 2020/21.



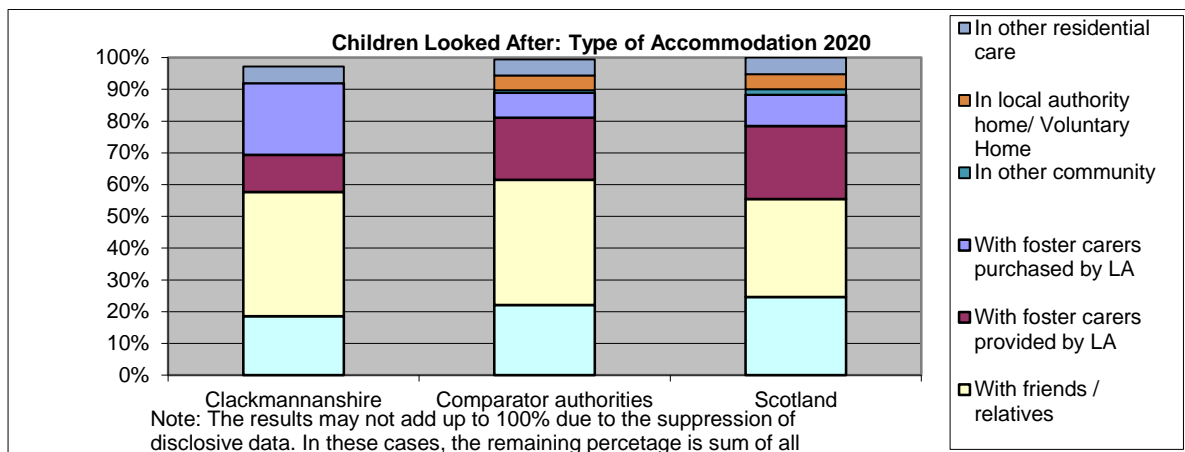
Placement Type



Within Clackmannanshire there is still a high dependency on externally commissioned placements due to insufficient local foster carers to meet the needs of our care experienced children and young people. Our looked after and accommodated population is heavily dependent on externally provided placements – ratio is 2:1.

A comparator with other local authorities based on Scottish Government figures, highlights that Clackmannanshire’s reliance on purchased fostering and residential provision is significantly greater than the national average. Clackmannanshire has increased significantly the number of children placed with kinship carers in the past four years in an effort to keep children and young people within their extended families and local communities wherever possible and our Family Group Decision Making (FGDM) Service has supported this outcome. However the reduction of children placed outwith the authority area remains a key target for the service to keep children and young people in their local community wherever possible in line with The Promise. Positively, Clackmannanshire has not placed any children in secure accommodation for several years.

Practice models that focused on restorative, strength based approaches such as Family Group Decision Making will continue to be front and centre in how we worked with families. Our continued investment in intensive family support with our Third sector partners remain an important aspect of our Family 1st approach which is focussed on safely maintaining as many children at home with their families. The focus of family support continues through our strategic commissioning review to ensure we meet the changing needs of Clackmannanshire’s children, young people and families.



(Source: Scottish Government CLAS Returns)

Fostering and Adoption Services in Clackmannanshire

As at 31 March 2020/21, there were 27 children placed in locally provided foster placements down 13% from 31 in 2019/2020. Whilst the fostering household population has remained relatively static, the variation in children placed with provided carers can be explained by the variation of sibling group's size.

Children placed in locally provided foster placements

Number of children/carers	Jan 2020 – June 2021
Requiring to be registered for permanence	18
Matched with permanent foster carers	6
Matched with adoptive carers	1
Foster carers presented for review of registration	20
Registered as new foster carers	4
Registered as adopters	0
De registered foster carers	3
Total number of fostering households (as of June 2021)	23

Improvement work continues in areas of the fostering service particularly around foster carer reviews, panel and recruitment. Due the Covid pandemic, there was a backlog of fostering reviews which had not been able to take place. Work has been done to ensure that all carers who were overdue their review, were presented for panel.

Recruitment is a key area for the fostering service given the challenges of the number of children placed in externally provided placements outwith their local communities. This has included the use of a commissioned service to identify and screen potential fostering applicants. Whilst some of these assessments are still ongoing, it is anticipated that this exercise will result in seven new fostering households in total.

Short Breaks

The Covid pandemic has meant that four of our short break carers have been unable to provide placements during the pandemic whilst the remaining three households have continued to support children and their families who are in need of short breaks as and when required including on a rolling basis.

Continuing Care

In early 2021 Clackmannanshire was approved as a continuing care provider as an extension to our fostering service. There are currently seven young people in Continuing Care foster placements.

Local Authority Residential Provision

There were five children placed in locally provided residential provision as of 31 March 2020/21, up from four in 2019/2020. Woodside is a children's house registered for five young people aged from 11 years to 18 years.

Care Inspections of Registered Services

During the period 1 April 2020 to 31 March 2021 there were no external children's services inspections. A Joint inspection of children in need of care and protection was due to commence in March 2020 but was postponed as a result of the Covid-19 pandemic.

The **Fostering Service** was last inspected in Aug 2019 and graded as follows:

Quality of care and support	3 – Adequate
Number of requirements:	1
Number of recommendations:	1
Quality of staffing	4 – Good
Number of requirements:	0
Number of recommendations:	0
Quality of management and leadership	3 – Adequate
Number of requirements:	0
Number of recommendations:	4

The **Adoption Service** was last inspected in Aug 2019 and graded as follows:

Quality of care and support	3 – Adequate
Number of requirements:	1
Number of recommendations:	1
Quality of staffing	4 – Good
Number of requirements:	0
Number of recommendations:	0
Quality of management and leadership	3 - Adequate
Number of requirements:	0
Number of recommendations:	3

Woodside Children's House was last inspected in February 2020 and graded as follows:

How well do we support children and young people's wellbeing?	5 - Very Good
How well is our care and support planned?	4 - Good

Through Care and After Care

There are currently 84 young people (aged 16-26 years) with an allocated Through Care and After Care worker, with an additional 24 young people aged 15+ who will be entitled to a Through Care and After Care service in 2021/22. Our care leavers have a range of different accommodation needs, with five young people currently receiving purchased supported accommodation and seven young people in Continuing Care placements. A number of young people have been supported into their own tenancy.

Parenting Capacity Assessments

To support timely care planning for looked after and accommodated children, a Parenting Capacity Assessment (PCA) team was introduced in 2020. To date, over 40 children have been considered as part of Parenting Capacity assessments.

Permanency

Currently, 50 children are within the Permanence team, ranging in age from 2 to 15 years. The majority of these children stay with foster carers, adopters, and kinship carers.

In order to improve assessment and care planning for care experienced children and address unnecessary delay in permanency processes, more robust concurrent planning for children has been implemented. For a child who becomes looked after, a referral is considered for Family Group Decision Making and Parenting Capacity Assessment at the initial 72 hour meeting if this has not already taken place.

The impact of the pandemic and Covid-19 restrictions resulted in a delay in meeting timescales for Looked After Reviews, particularly for those children in kinship placements and looked after at home. Measures to actively address this have included investing in additional Independent Review Officer capacity. All children's planning meetings moved to virtual meetings at the start of the pandemic and the service has continued to undertake most child's planning meetings in this way.

Kinship

As at 31 March 2021 Clackmannanshire had 181 children in kinship arrangements. Of this total, 62 children were in their kinship arrangement via a Residence Order and 116 were identified as looked after and accommodated through compulsory or voluntary measures.

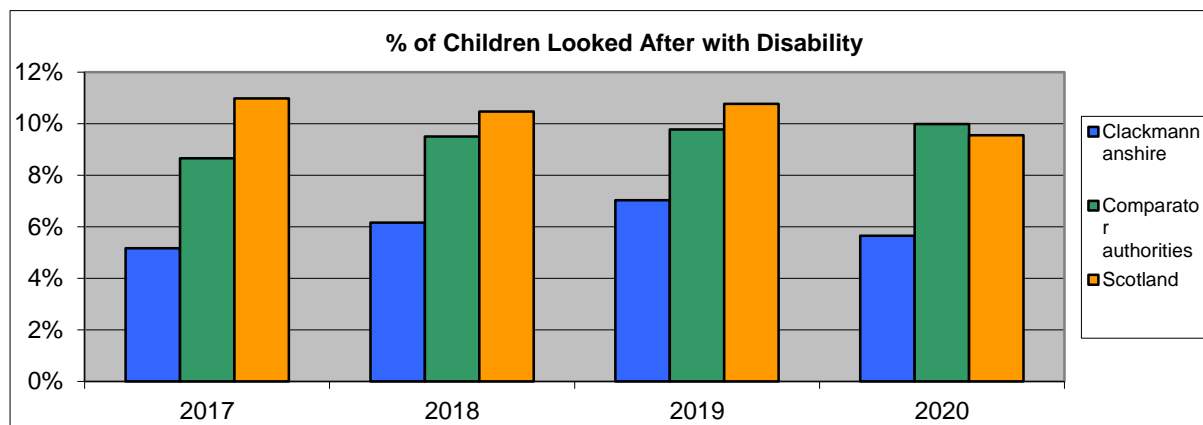
During 2021 Clackmannanshire Council developed a new kinship service. Still in the early stages of implementation, the service works closely with colleagues in Children's Services and Family Group Decision Making (FGDM) team to identify appropriate kinship care options.

Children with Disabilities

As at 31 March 2021 the Children with Disabilities team had 123 children and young people open/referred to the service. The team work with children from 1 – 18 years old. In the past year, the team have focused on undertaking critical assessments and reviews under Section 23

of the Children (Scotland) Act 1995 ¹. As at March 2021, 20 reviews were undertaken and 12 Section 23 assessments were undertaken.

As the chart below shows, the percentage of children looked after with a disability is 6%, less than both the comparator average and Scottish average of 10%. This equates to 14 out of 248 looked after children.



Looked After Children – Scottish Attainment Challenge (SAC) Fund

In August 2020, early year’s provision, primary and secondary schools in Clackmannanshire were moved to remote learning due to the continuing Covid-19 outbreak. All Programme Plans had been reviewed and adapted in March 2020 to reflect the Scottish Government Guidance, locality amendments and to continue, where possible, to provide coherence, equity and excellence and offer targeted support for our most vulnerable children, young people and families. These Plans were incorporated into the Local Re-Opening Plans and provided detailed SAC work stream operational information to ensure that progression in learning continued despite restrictions.

SAC Leads were also redirected to support the delivery of a blended model of in-school and at-home learning, involving digital, independent and active learning. Consideration was given to the specific requirements of targeted schools to provide input and advice for practitioners, children and young people with additional support needs, additional help in areas of transition and focussed work with identified vulnerable families, including care experienced children.

During “Lockdown” the SAC Team cascaded training to equip practitioners, children and young people with the skills to set up and maintain remote learning. Over 800 Chromebooks were purchased after securing Digital Inclusion Funding from the Scottish Government to help our most vulnerable children and young people access a device and provide connectivity to enable them to access home learning. The good practice developed during the pandemic has enabled a more agile response to emerging needs.

During Covid 19, the focus of school support shifted towards ensuring children and young people and families had access to services and food and had the necessary resources and packs available to access learning. The co-ordination of doorstep visits with vulnerable families’ has ensured that support and signposting can continue.

¹ Under Sections 23-24 of the Children (Scotland) Act 1995 the Council has a duty, when asked, to assess children/young people affected by disabilities and their carers to determine: the needs of the child/young person; the carer’s ability to provide care for them.

On return to school, establishments have continued to explore ways of supporting our most vulnerable families around providing uniform, resources for learning (including the distribution of Chrome books to pupils) and food. Additional funding streams have been sought to provide snacks for children and creative solutions put in place to ensure that family supper clubs continue virtually through programmes such as Food Families Futures. Resources from the Poverty Alliance were shared with practitioners to use with classes from P1 into Secondary to highlight the realities of poverty and tackle stigma.

Safeguarding through Rapid Intervention (STRIVE)

STRIVE is a project testing the concept that a multi-agency, public sector team delivers better outcomes, faster, for the most vulnerable residents of Clackmannanshire through integrated working. STRIVE is made up of core partners from Clackmannanshire Council Housing Service, Money Advice, Children and Families and Alloa Police Services. STRIVE is supported by other public and third sector partners such as Education, Criminal Justice, Health and Social Care Partnership, Clackmannanshire Works, Scottish Fire and Rescue Service and Transform Forth Valley.

Since the STRIVE project commenced in February 2020, it has delivered improvement outcomes for customers through early intervention and faster response and has demonstrated the potential for significant economic benefits to the public sector. These achievements are even more remarkable given the challenges experienced by the COVID pandemic. Evaluation of STRIVE undertaken between February 2020 and February 2021 has shown positive benefits for Clackmannanshire citizens.

During that time, STRIVE received 192 referrals and, of these referrals, in thirty-six cases (19%) the STRIVE team shared information with the current service and took no further action. In 138 cases (72%), however, the STRIVE team carried out an intervention.

Thirteen typical case studies were deduced from the 192 referrals to STRIVE. Review of case notes and discussions with the core team members showed:

- 85% of STRIVE customers were known to two or more STRIVE agencies; and
- 92% of STRIVE customers required a response from two or more STRIVE agencies.

Analysis identified STRIVE customers' most prevalent needs to be:

- 44% of customers had immediate financial concerns
- 43% of customers required support for mental wellbeing
- 30% of customers were at risk of homelessness; and
- 30% of customers had drug and/or alcohol addictions.

Out of the thirteen case studies identified as typical case types within STRIVE there were more than forty-five different customer outcomes. This indicates the benefits of a holistic approach to the provision of services. Outcomes achieved for customers were wide and varied including:

- preventing homelessness;
- arranging food;
- arranging heating for the home;
- providing essential furniture;
- assisting with support to reduce drug and alcohol use;
- reducing the threat of harm;
- keeping families together;

- providing a home;
- providing urgent financial assistance ;
- supporting those fleeing domestic violence;
- getting people with mental health and wellbeing needs the support they needed;
- carrying out essential repairs;
- arranging bereavement counselling; and
- arranging support to undertake household tasks.

As a key workstream of the Council's 'Be the Future' transformation programme, we will continue to develop STRIVE as an agile business model extending its scope to prevent as many people as possible from requiring statutory intervention.

Clackmannanshire & Stirling Child Protection Committee activity

In response to the COVID-19 pandemic the Clackmannanshire & Stirling Child Protection Committee (CPC) was replaced by a multi-agency Public Protection Committee which has brought together all aspects of public protection activity including child protection, adult support and protection, gender based violence, alcohol and drugs and Multi-agency Public Protection Arrangements (MAPPA) business and affiliated sub-groups. The CPC maintains a risk register, which specifies the risk, assesses the impact and accordingly contains actions to mitigate those risks. This register is subject to regular review. Weekly performance information relating to both child and adult support and protection is submitted to the Scottish Government.

The CPC Performance Management and Quality Assurance Subgroup have continued to meet throughout the pandemic to take forward improvement activity. This has included the learning arising from a Clackmannanshire Significant Case Review and Clackmannanshire's Independent Learning Review into the fostering service and progressing a Forth Valley approach to e-IRDs.

Clackmannanshire Social Work Service undertook a single agency case file audit of contact with children and families during the Covid-19 pandemic which covered the lockdown period between 23 March 2020 and 23 September 2020. The purpose of the audit was to build on the vulnerable children data collected and submitted weekly to Scottish Government and SOLACE to look beyond the quantitative data gathered to assess the frequency, quality and type of contact with vulnerable children and families during the first key period of lockdown and initial easing of restrictions. The audit highlighted a number of key strengths across the service and underlined the status of social workers and family support workers as being on the front-line throughout the pandemic. There were high levels of contact and multi-agency working apparent for all children subject to Child Protection registration and no evidence that these most vulnerable families received a reduced service, although there was recorded recognition that children and families were often more vulnerable due to risks arising from COVID-19, such as social isolation, mental health problems, reduced access to education and increased parental stressors. In a number of cases, the pandemic had also exacerbated the impact of poverty.

Consultation work involving Who Cares? with children and young people in Clackmannanshire about how to improve their participation in decision-making about their lives took place during 2020/21. A report of the survey findings was considered by Social Work Service Managers and staff in Clackmannanshire on how to improve practice going forward including through the use of child participation checklists for social workers and team leaders.

The Forth Valley Public Information, Engagement and Participation Subgroup has continued to meet and progress work including the promotion of messages about child protection in the context of COVID-19 and the CPCScotland 'Back to School' digital child protection campaign.

The Forth Valley Child Sexual Exploitation (CSE) Project Board has continued to meet to progress work around the interface between CSE and Missing Children. This has included the development of a CSE e-module; the National CSE Action Plan Delivery Report; CSE Guidelines for Schools; the 16 Days of Action; considered the Barnardos report on Sexual Exploitation of Children Involved in the Children's Hearing System; and reviewed available CSE resources.

The Forth Valley Child Protection Policies, Procedures and Protocols Subgroup during 2020/21 reviewed guidance relating to Missing People, Domestic Abuse, Female Genital Mutilation, Forced Marriage, Human Trafficking, Child Sexual Exploitation, Case Transfers between Local Authorities, Transition Planning and Significant Case Reviews.

The Central E-Safety Partnership participated in a session on 27 August 2020 led by Young Scot when information was shared about the Digi-know project and the recruitment of new volunteers between the ages of 11 and 25 to work online with a project team to deliver the Digi-know programme promoting cyber resilience for young people. E-Safety Partnership members also promoted UK Safer Internet Online Safety Live events in October 2020 which provided information in relation to online safety research, legislation, technology, tools and resources and Safer Internet Day (9th February 2021), the theme for which was "An Internet We Trust: Exploring Reliability in the Online World". Central E-Safety Partnership produced an E-Safety Partnership Countdown Calendar to Safer Internet Day with clickable links in the 9-day countdown to 9th February so that on each day when a window/door was opened it revealed an e-Safety resource/tip/advice with related suggested activity.

The Forth Valley Practitioner Pages Governance Group has continued to progress work around the development of the multi-agency Practitioner Pages across the three council areas to update pages relating to child protection guidance and relevant content to the Learning and Development pages.

The multi-agency Forth Valley GIRFEC Group worked to refresh the Child's Plan Framework and GIRFEC Pathway including the development and delivery of a revised suite of GIRFEC training to cover the continuum from Child Wellbeing to Child Protection.

4.2 Justice Services

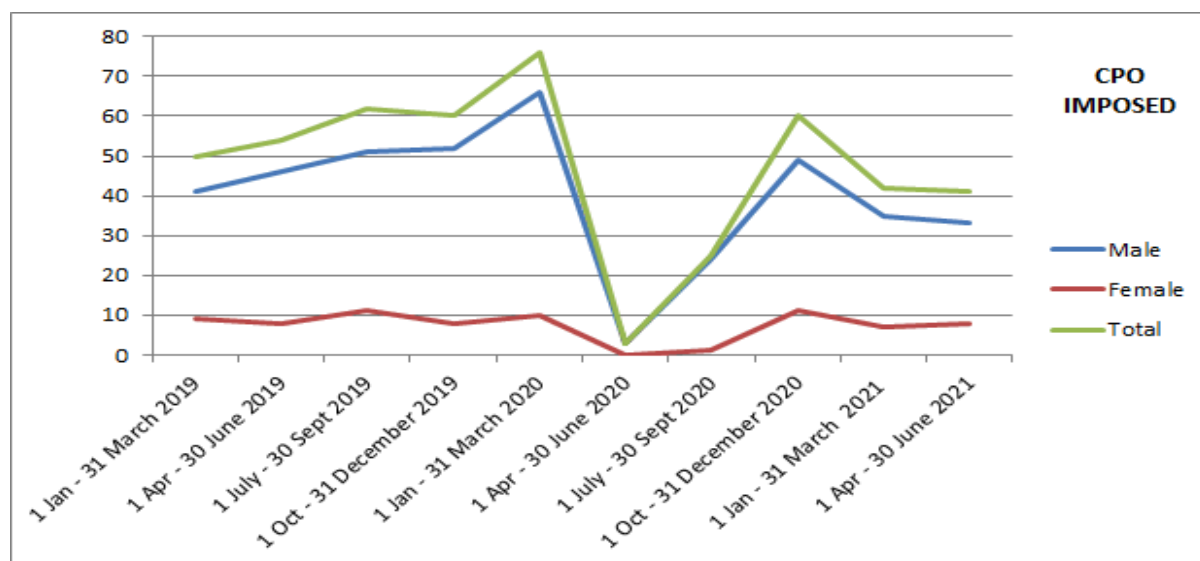
During the COVID pandemic the Scottish legal justice system, including the Scottish Court and Tribunal Service, was required significantly to reduce its activity. Within the court system for a period of 10 months courts only prioritised hearing cases from custody and all new and existing court summary cases were deferred for extended periods of time. This has had the implication of a significant backlog of cases that the court system is required to still respond to. It is envisaged that the court system will commence dealing with its backlog of cases from September 2021. This slowing down of court activity has had an impact on the number of new cases being dealt with by justice social work and will have implication of service requiring to deal with the backlog during 2021/22 and into 2022/23.

The Service, as a result of a large amount of new business having been suspended, has focussed on managing its existing statutory community payback orders and Multi-agency Public Protection Arrangements (MAPPA) business and ensuring that high risk offenders were managed robustly to ensure sound public protection. Whilst face-to-face supervision was largely replaced by digital supervision such as Skype, for high-risk offenders, the service has continued to undertake doorstep visits.

The backlog in deferred court activity will translate in a spike in criminal justice court report requests as well as the subsequent impact of an increased demand for justice social work to meet community justice payback order disposals imposed by the court system on individuals. It is estimated that the justice social work service will see an increase in activity from September in the region of 35%.

Performance information for Criminal Justice Social Work Services is reported publicly by the Scottish Government. The information for 2020/21 is due to be published early 2022. National available information, as well as some local authority breakdowns, on criminal justice social work activity in Scotland for 2019/20 can be accessed here. <https://www.gov.scot/publications/criminal-justice-social-work-statistics-scotland-2019-20/pages/15/>

The table below shows the reduction impact of COVID-19 on new orders imposed by Alloa Sheriff Court. This reduction in new reports requested is a direct result of Courts closing and deferring activity. It should be noted that these deferred cases still require to be dealt with by the Scottish Court Service and that a number of these individuals will be disposed of by means of a Community Payback Order.



During the pandemic period unpaid work activity for individuals subject to an unpaid work requirement were suspended nationally in April 2020 and did not recommence in Clackmannanshire until September 2020. The service was further suspended in November 2020 until February 2021 as a result of the second national lockdown. This had the impact that 16000 outstanding hours of unpaid work activity were not reduced.

The Scottish Government, in order to assist with reducing the hours, approved legislation in March 2021 that applied a discount of 35% to individuals' outstanding hours relating to an unpaid work requirement. This equated to a reduction of 5500 hours locally, leaving an

outstanding unpaid work total balance of 10500 hours. The Service has projected that a minimum of 6000 new hours will be applied as from September 2021 to March 2022 when Court business commences fully.

In order to deal with the impact of deferred activity, increased demand, as well as meeting the needs of the pre Covid-19 client base, the Scottish government provided Clackmannanshire Council with £175,000 of COVID-19 contingency money for the financial year 2021/22. The funding is being strategically utilised to increase unpaid work capacity through the recruitment of temporary staff as well as a contractual arrangement with the Third sector. In addition the service has recruited an additional temporary number of social workers to deal with the projected increase in criminal justice social work reports and the associated case management of community payback orders. The Service has also enhanced its staffing numbers within the area of domestic abuse to respond to the projected increase in this form of offending as a result of the COVID-19 pandemic. Whilst group based interventions have been suspended since March 2020 due to restrictions, programme work has continued on a 2:1 basis.

During the pandemic, grant funding was used to purchase 20 tablets which were configured with online courses provided by APEX and issued to individuals to complete on line courses as part of continued credited other voluntary work or training or education work to Unpaid Work Orders to provide the "Other Activity" element (promoting desistance from offending, improving awareness, literacy and work skills) of unpaid work. Evaluation to date has been very positive with high engagement rate by users in completing courses. This partnership with the Third sector will continue as an established service beyond the pandemic to progress further online learning as part of continued credited other voluntary work.

The Social Work Team based in HMP Glenochil continued to be office based during most of 2020 due to significant delays in accessing IT equipment to enable remote working. Whilst there was a reduction in demand due to the closure and suspension of key business activities (i.e. Parole Board), this is once again increasing as the national justice system re-starts.

During 2020/21, the Criminal Justice Social Work Service has continued to work in partnership with other professionals to assess and manage the risk posed by supported people who present a risk of significant harm to others. This includes working within the well-established Multi-agency Public Protection Arrangements (MAPPAs). Throughout 2020/21, MAPPA meetings have taken place on virtual platforms such as MS Teams. This has been viewed in a positive manner by all partners. The operation of MAPPA is subject to a separate annual report by the Independent chair of the Forth Valley MAPPA Strategic Oversight Group. Available information on data for 2019/20 can be accessed here: <https://www.clacks.gov.uk/site/documents/community/forthvalleymappaannualreport/>

4.3 Adult Services

Clackmannanshire and Stirling Health and Social Care Partnership (HSCP) for the past eighteen months, alongside NHS Forth Valley, Clackmannanshire Council and Stirling Council, has been in an emergency response to the ongoing pandemic across all adult community health and social care services. The new management structure did create capacity and resilience across the HSCP to effectively manage, develop and deliver statutory functions within adult care services. Alongside the response to the pandemic, the HSCP Transforming Care Board, chaired by the Chief Officer, is delivering on a highly ambitious programme of transformational and

developmental work. The programme of work reflects legacy commitments linked to local care home capacity as well as recent activity to further integrate community health and social care services.

A review of adult social care has been carried out and an Improvement Plan developed alongside operational social workers, social care staff, supported people and third sector partners. Additional Service Manager capacity has been created to support the delivery of this complex work and ensure alignment to Self Directed Support requirements and HSCP responsibilities linked to support for carers in their caring role. The new Service Manager will be working to deliver robust assessment tools and training, which will ensure community assessment processes take account reablement, TEC First, self-management and person-centered care. This forms a part of the new model of care that is being developed by the HSCP across Clackmannanshire and Stirling.

A Best Value Review of Care at Home covering Clackmannanshire and Stirling has been concluded, the final report has been presented to Chief Executives within Clackmannanshire & Stirling Councils' for their review. The Report describes the effectiveness of the current business model, the commissioning and procurement models as well as current costs.

Our services are continually evolving and the integrated arrangements of the Health and Social Care Partnership with Clackmannanshire Council and Forth Valley National Health Service provide opportunities to consolidate resources and processes to deliver optimum standards of services to Adults within our communities. One example of this is our work in creating an electronic platform within which to record and share information across agencies in relation to Adult Support and Protection referrals (Electronic Initial Referral Discussions/e-IRD).

The Clackmannanshire and Stirling HSCP strives to help people remain independent and safe within their own home or a homely setting for as long as they are able to, maintaining their connections with their communities and their quality of life. The Care Home Assessment and Review Team has been developed and accelerated under COVID-19. The Cabinet Secretary and Care Inspectorate have recognised this as a model of good practice. The multi-disciplinary team works with the independent sector care homes on issues of infection control, environment, clinical and care assurance and quality of care; providing where necessary additional nursing and social care staff within the home as well as identifying where other practitioners are required, including pharmacy and AHPs.

Based on the Home First model of care, a Hospital to Home model of integrated care in the community has been developed to support prevention of unnecessary admission, keep people safely at home /homely setting and/or effective and successful discharge planning.

Learning Disability Day Services, both in house and externally commissioned, continue to be redesigned, with a greater focus on community outreach support as an alternative to building-based services. There are regular bimonthly meetings with providers to discuss the details of the preferred models of care and how to implement them. A new Service Manager for Learning Disability and Mental Health has been appointed and is seeking to review the current model of care to ensure the team reflects the professional requirements of each discipline as well as the individual needs of those accessing care and support. A refreshed Service Plan is in development which will include key priorities to further develop the integrated model of care. Learning Disability services and Mental Health services have each been working with the Housing sector in Stirling to create appropriate, flexible, and bespoke housing as a direct alternative to residential care combining a model of 24/7 group and individual supported living

with Technology Enabled Care in line with the requirements of the Coming Home Report. This work will continue on an ongoing basis as required with specific new build of 15 units for December 2021 confirmed in partnership with Community Integrated Care (Third Sector Provider).

Self-Directed Support (SDS) is being refreshed across operational social work services. We are further developing the commissioning relationship with a local third sector provider to increase capacity for information, advice, guidance and signposting for those with a direct payment. Close working relationships with wider third sector partners and organisations are in place to assist supported people to develop person centred plans and ensure they are able to have choice and control. The adult social care review has identified areas of improvement with regard to SDS Options 1 and 2, and this forms part of the improvement plan. We have recruited an SDS Lead Officer to work alongside the new Service Manager to align practice across all community services and ensure supported people are receiving the right information at the right time as well as building a confident and informed workforce.

Carers support - Our work in supporting carers continues to develop. We have re-developed the multi-agency Carers Planning Group to ensure that the voice of carers, including young carers, is embedded in all our developing policy and practice. The adult social care review has identified further opportunities to develop practices relating to implementation of the Carers (Scotland) Act. The IJB has committed to a new post of a Carer Lead Officer as well as Short Break Co-ordinator and ambitious programme of policy review, refreshed Carers' Strategy and robust shared communication plan for communities to raise awareness of the rights of carers.

Mental Health Officer (MHO) Service

Since the Covid-19 pandemic started the MHO service has been faced with a number of challenges. The workforce has prioritised responding to the needs of those experiencing mental disorders on a timely basis. Despite the demand the MHO service has continued to routinely test regularly to ensure the safety of all who we work with in both Hospital and Community settings.

The Council currently has 10 accredited Mental Health Officers. This is an increase of 3 in the last year due to recruitment in the wider service and those who have completed the MHO award. We aim to train one further MHO via the Edinburgh University award which will increase the workforce to 11. This increase in MHO staffing will assist in sustaining the service in the future and mean that for the first time in the Council history we will officially have no shortfall of trained MHOs.

There continues to be a sustained increase in statutory work over recent years which continue to place additional demands on the core MHO team which has been particularly challenging due to the Covid-19 pandemic. We had double the amount of Short Term Detention Certificates in the last year jumping from 35 to 70 which impacted on supporting and maintaining the service. Fortunately the workforce has responded to these demands and has worked tirelessly to sustain a service throughout these most difficult times. This has resulted in the ongoing use of telephone conferencing to attend via virtual tribunals as hosted by the Mental Health Tribunal Service (MHTS) for Scotland. All face to face tribunals were paused by the MHTS in 2020 which caused challenges for all parties affected including Advocacy services who were initially unable to visit individuals in person. MHO's throughout this time sought to maintain a level of engagement to sign post and promote the rights of those affected. Fortunately these restrictions have dropped and now Forth Valley Advocacy Services are back meeting individuals face to face.

Adults with Incapacity

There has continued to be challenges during 2020/21 for the MHO workforce in managing the year on year increase in guardianship applications under the Adults with Incapacity Act 2000. The increase in Guardianship orders reflects a national trend for all Local Authorities. This has challenged the Local Authority to respond to the increased demand. As a result we have not been able to supervise Welfare Guardians on the annual basis required and this has been flagged by the Mental Welfare Commission as an area that needs addressed due to the risks associated.

All non-urgent Welfare Guardianship Order applications were paused by the Scottish Government in March 2020 due to the pandemic. Whilst this eased the pressure on the MHO service, there remained outstanding work to complete the required renewals and non-urgent welfare Guardianship Order applications. The service since the start of the pandemic has continued to prioritise those who are facing unnecessary delays in hospital due to their incapacity. This prioritisation has ensured that these Adults and their families have been supported to avoid where possible unnecessary waits for the outcome of Court proceedings.

Due to the small numbers within the core MHO Team of four we experienced a significant challenge of dealing with the increase presentations of those affected by a Mental Disorder. Despite this we have maintained a responsive service that ensured that the statutory obligations were completed in person in day time hours and all rights were upheld throughout this period. The coming winter will no doubt be a challenge for the team but one which will respond to well. Going forward the service continues to focus on the future priority of truly integrating the Mental Health Team based at the Clackmannanshire Community Healthcare Centre Mental Health Service.

Existing Guardianship Orders 2020-21 Clackmannanshire

Private Guardianships n= 105 CSWO Guardianships n=30

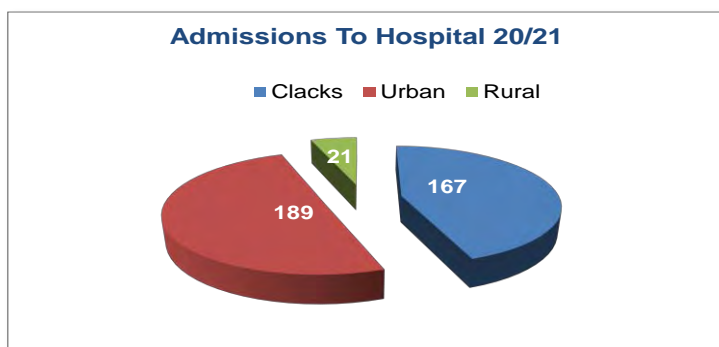
Rates of Detention under the Mental Health (Care and Treatment) (Scotland) Act 2003 for period April 2020 to March 2021:

Emergency Detention Certificates (EDC) During 2020/21 we had 36 EDCs of which 20 of these had no MHO consent. This is above the national average from the latest MWC report indicating that lack of MHO consent has dropped below 50% for the first time on record. Of these 20 only 2 took place during day time hours. We currently have a working group with Psychiatry input to identify what we can do to improve these rates.

Short Term Detention Certificates (STDC) During 2020/21 we had 70 STDCs. The rate for the previous number of STDC's in 2019 was 35 which represent a 50% increase. The service has experienced the challenge around this and it has impacted upon the ability to undertake Social Circumstances Reports which has dropped in line with the Scotland wide lowest ever return rate of 38% to the MWC.

Compulsory Treatment Orders During the last year at the height of pandemic we had 38 orders granted which is an increase of 10 compared to the peak of 28 in 2019. As reflected in the STDC's we had a significant increase in this work and the need for tribunals as a result.

There were 390 admissions to hospital over 2020/21, in relation to people affected by mental health issues. The chart below shows the proportion by locality area.



Source: Local Data – NHS FV

Transforming Care

Clackmannanshire Council plays an active part in the leadership and management of the Clackmannanshire & Stirling Health & Social Care Partnership (HSCP) through participation in the Integration Joint Board (IJB) and in the HSCP Transforming Care Board (TCB). The IJB is responsible for the strategic planning and operation of adult community health and social care services as outlined in the Integration Scheme. The Integration Scheme is the agreement between Clackmannanshire Council, NHS Forth Valley, and Stirling Council to establish Integrated Health and Care as required by the Public Bodies (Joint Working) (Scotland) Act 2014.

In common with many other public sector organisations a portfolio management approach has been identified as the structure and method via which to organise and implement change within the Clackmannanshire & Stirling HSCP. A portfolio management approach is where the totality of significant change initiatives within the organisation are managed centrally, to ensure that scarce resource is allocated efficiently and that the projects and programmes, which sit within the portfolio, are managed effectively to deliver the expected benefits.

In November 2020 the Transforming Care Board (TCB) was established as the portfolio management board for all of the transformation activity within the HSCP. Senior Council officers are key members of the TCB. The TCB actively monitors, controls, enables, and approves the delivery of the [HSCP Transformation Plan](#) which describes all of the change planned within the HSCP.

Through pro-active engagement by Council in all aspects of the HSCP, including the IJB and TCB, good progress is being made on delivering the benefits expected from transformation activity. This includes ensuring that all change is planned and reliably delivered to provide 'person centred' health and care services for, and with, supported people who are enabled to exercise their preferred levels of flexibility, choice and control in relation to their own care. All of the structures and portfolio activity established in support of the HSCP during 2020/21, as well as active involvement by the Council, supports the HSCP wide efforts to contain pressure on care budgets, builds confidence that change can be delivered effectively, and maximises the benefits of integration through improved partnership working.

In line with the new model of care, a Technology Enabled Care (TEC) first approach has been agreed and is being implemented with additional project management support. A lead officer is being recruited to map current activity and seek additional resource through the national TEC Programme to support appropriate investment, which will support Self Directed Support (SDS) and person-centred care, particularly in rural areas of Clackmannanshire and Stirling.

2020/21 is the second full year of operation for the Bellfield Centre at the Stirling Health & Care Village, a state of the art intermediate care facility. Despite the disruption to the wider health and care system brought about by Covid-19 the Bellfield Centre has continued to provide high quality intermediate care for the people of the whole Council area. Intermediate care enables people that no longer need acute health care in hospital to be supported within a more homely setting on a short term basis where all aspects of everyday living are used as the basis for reablement activities.

The Alcohol and Drugs Partnership (ADP), in line with legislative requirements transferred into the reporting and governance structures of the Integration Joint Board. A new ADP Lead has been recruited who will be part of the wider HSCP as such creating opportunities for joint work across adult health and care services as well as specialist addiction services delegated to the HSCP.

The ADP works closely with the Forth Valley Recovery Community (FVRC). The FVRC is a geographically based community of people who are committed to making recovery from substance use a reality. FVRC is open to anyone who is affected by substance use and has been developed to complement substance use treatment services as well as to encourage involvement with mutual aid. The presence and support of the FVRC is an important part of reaching out to individuals who may not be engaged with treatment and support services. The FVRC runs a different Recovery Café each day of the week.

The ADP and the FVRC supported the development of a smart phone application known as “Forth Valley Recovers”. The app continues to be promoted and numbers using it have increased year on year since 2019. It is helpful to know that use of the app increased during the COVID-19 lockdown period therefore providing a source of support and information to people in a way that was accessible to them.

During 2020/21, the ADP Coordinator delivered a presentation across the workforce to staff on prevalence, prevention, recovery and available support services relating to substance use. The session was well attended and the feedback from staff was positive. This has resulted in increased referral to support services which is an excellent outcome.

Over the past year, the Alcohol and Drugs Partnership has continued to provide an annual training calendar, which is open to the multi-agency workforce and has included:

- Every Child Has a Story: Children Affected by Parental Substance Use
- Drink Wise, Age Well training
- Trauma and Substance Use
- Tackling Stigma

Embedding use of the Impact of Parental Substance Use (IPSU) Assessment Tool is a continued priority for the ADP and partners. The tool seeks to assess the range of factors that may influence substance use and the consequences which can impair parenting. Our focus on supporting the further development of electronic recording systems in relation to IPSU will be progressed by the Forth Valley wide steering group which has been established to oversee this work. A programme of workforce development is available for new staff and for those who would also benefit from a refresh on application of the tool. We plan to develop a training podcast and video to enhance learning and embed this tool.

Clackmannanshire & Stirling Adult Support and Protection Committee activity

We continue to work closely with colleagues across partner agencies in the delivery of Adult Support and Protection (ASP) services. This work has been enhanced recently by the appointment of experienced managers bringing expertise from other local authority areas to add to existing local knowledge. A review of operational practice of the management of Adult Support and Protection within the community was completed. Processes and systems are clear however, a programme of improvement has been agreed across ASP partners and a regular meeting has been established to have oversight of the implementation of the Improvement Plan. The delivery of the Plan will deliver assurance and reduce risk of harm across community services including care at home and third sector care homes.

Strategic oversight of our Adult Support and Protection arrangements is provided by the Clackmannanshire and Stirling Public Protection Committee and affiliated sub-groups. These have continued unabated during the pandemic. The membership of the Committee spans across Social Services, partner agencies and community group representatives which enables ease of identification of cross cutting issues and subsequent development of associated processes. The Committee maintains a risk register for each service, which specifies the risk, assesses the impact and accordingly contains specific arrangements with stakeholders to mitigate those risks. This register is subject to regular review.

The effectiveness of our performance is subject to regular self evaluation which has influenced learning in the way we operate in order that we continue to aspire to deliver optimum standards of service. We engage with our service users through a process of Service User Surveys. We use Forth Valley Advocacy Services to carry out these independent surveys, contacting individuals (or their representative) who had been the subject of any ASP Investigation. Feedback was generally positive with 75% of service users indicating they were happy with the service provided. The outcomes from these surveys have influenced our Framework for Improvement to our services together with our Adult Support and Protection Strategic Plan 2021/23 both of which provide a focus for sustainable improvement.

Our Learning and Practice Development sub group has continued to develop the knowledge, practice and skills of our staff by devising and developing a comprehensive Learning and Practice Development training programme. This is delivered through virtual face to face training, e-learning and practitioner forums. The training has included the delivery of ongoing Investigative Interviewing Skills training for our Council Officers. We have developed an Introduction to MAPPA E-Learning module in partnership with the Forth Valley MAPPA Coordinator and a Financial Harm Awareness E-Learning module with Falkirk Council and Police Scotland 'C' Division. We have contributed to the skills base of our partnership organisations and 3rd sector private care providers through the delivery of Adult Support and Protection Training for the General Contact Workforce. This increased awareness has resulted in increased referrals from those organisations. To assist Council Officers in their Duties to Inquire we have developed a Undue Pressure Ready Reckoner and Trauma Informed Ready Reckoner to help embed practitioners knowledge and skills in being trauma informed.

The number of people referred as being at risk of harm across Clackmannanshire increased during 2020/21 by 32% to 440 or 10.33 per 1000 of our population aged 16 years or over when compared with the previous year statistics. This increase is partially attributed to improvements in the way in which we record referrals which has delivered consistency across our Health and Social Care Partnership. The number of adults referred to our services under the Act has seen an upward trajectory since 2018. This increase may be attributed to a number of factors. These

include increased awareness of Adult Support and Protection in our communities and amongst services which we commission including Care Homes and Care at Home services. These services are contractually required to report instances which represent Adult Support and Protection to enable our services to conduct inquiries to ensure the support and protection of adults receiving care.

We have established a Care Home Practitioners Group to promote the “Quality in Care” model. The group is multi agency and also includes our Commissioning Teams together with our newly formed Care Home Action Response Team (CHART). This multi agency team provides a means for direct engagement with commissioned services in promoting care standards. The group has promoted our Early Indicators of Concern process which will enable the early identification of emerging risks and organisation of proportionate multi agency response at the earliest possible opportunity.

The reporting period saw an increase in the number of Adult Support and Protection investigations carried out following receipt of the associated referrals which were up by 69 investigations from the previous year. This increase is attributed to improvements in our recording. Investigations are carried out when an adult meets the statutory criteria referred to as “the three point test” and when it is necessary and proportion to do so in consideration of a number of factors including the wishes and feelings of the adult and the associated risk of harm. It is often the case that risks have been stabilised therefore any subsequent investigation may be disproportionate and not in the best of interests of those concerned. The table below summarises the referral outcomes dating back four years together with investigations, types of harm and outcomes.

	Clackmannanshire			
	2017/ 18	2018/19	2019/20	2020/21
Number of referrals per 1k population ≥ 16 yrs	94	143	296	440
	2.22	3.37	6.98	10.33
Referral Outcome				
Further AP action	44	40	42	141
Further non-AP action	26	33	22	31
No further action	204	70	228	268
Not known	0	0	4	0
Investigations				
Number of Investigations	25	39	36	105
Investigations - Principal Harm				
Financial Harm	9	13	10	19
Psychological harm	0	2	5	4
Physical harm	11	13	14	53
Sexual harm	2	1	1	7
Neglect	3	5	4	16
Self-harm	0	0	0	2
Other	0	5	2	4
Investigations - Location of Harm				
Own home	21	24	26	41

Other private address	0	0	0	1
Care home	2	13	10	57
Shelt/Supp. Accommodation	0	2	0	2
Independent Hospital	0	0	0	0
NHS	0	0	0	2
Other	2	0	0	2
ASP Case Conferences				
Initial case conference	3	3	3	12
Review case conference	0	0	0	4
Investigations - Outcome				
Further AP action	9	11	4	27
Further non-AP action	10	13	8	10
No further action	5	15	24	68
Not known	1	0	0	0

(Population figures for adults over 16 years are based on National Records of Scotland mid-2018 figures: Clackmannanshire 42594))

The table further illustrates that the majority of referrals resulting in an ASP investigation were incidents within care homes followed by incidents within the adults own home. The most prevalent type of harm was again physical harm, as was evident during the previous year, followed by financial harm. The main client group subject to investigations was adults with a physical disability which accounted for 40% on investigations.

During the period 2020/21 we carried out one Large Scale Investigation within a care home in response to adult support and protection concerns which were diverse in nature. We worked closely with the provider in developing and implementing the corresponding improvement plan whereby the implementation of those improvements significantly enhanced residential care to adults receiving their services.

Social Services Complaints 2020-2021

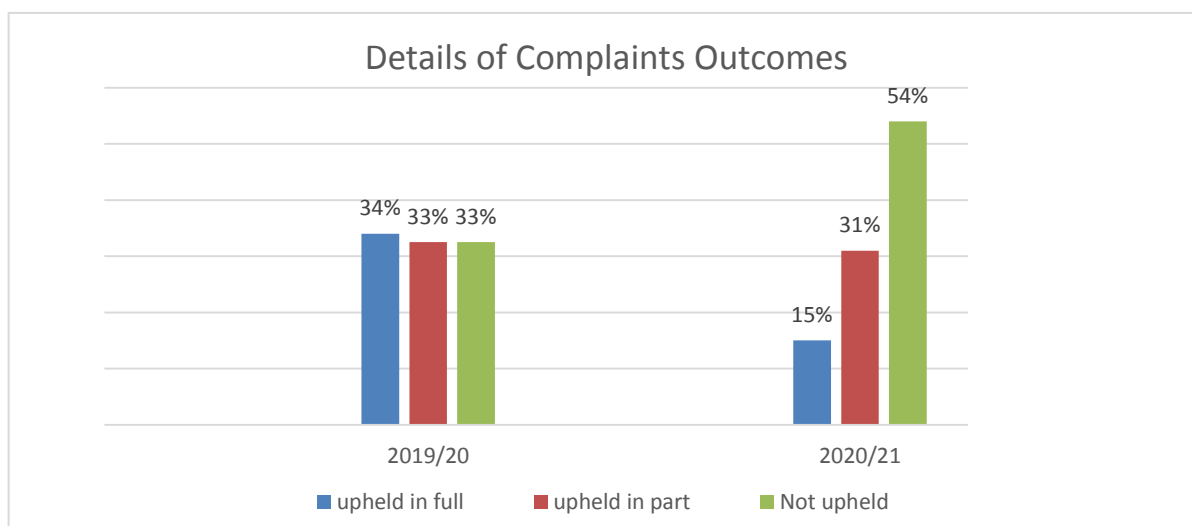
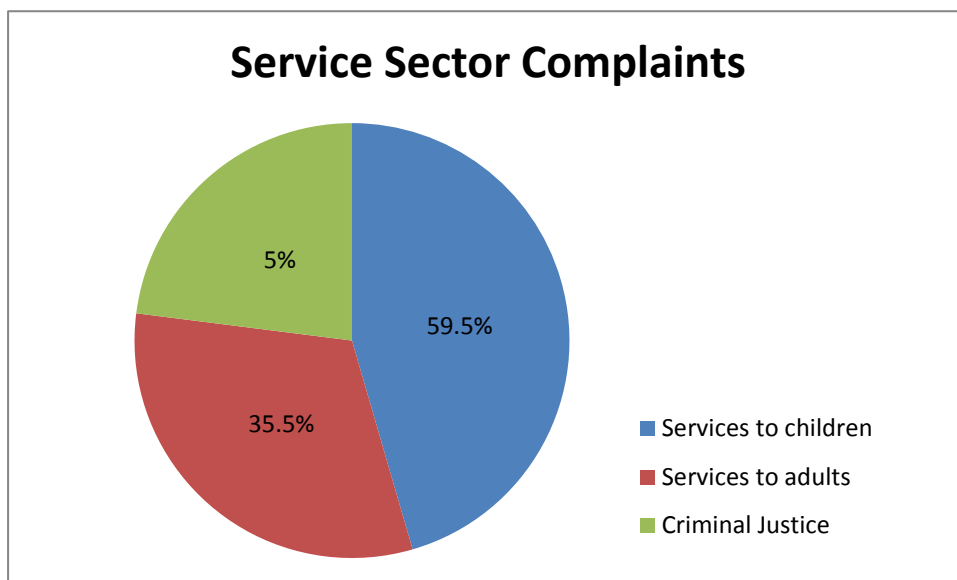
Over the year 2020/2021 there were 42 complaint enquiries to Social Services that were resolved on a formal basis by local managers, in line with the new Scottish Public Service Ombudsman's (SPSO) Social Work Complaints Handling Procedures (CHP). The total number of complaints formally registered by the Service was 42. These enquiries comprised of 25 Stage 1 and 10 Stage 2 complaints. There were 3 Stage 3 appeals that were examined by the Scottish Public Service Ombudsman (SPSO) with all complaint outcomes by the Service, being upheld by the Reviewing officers.

In 2020/2021 we responded to 97% of complaints within target timescales (5 or 20 working days). The remaining 3% being outwith target timescales, but with most being completed at Stage 1 within a maximum of 10 days. The reasons for delays in responding to complaints were due to a range of contributory factors, including complexity of the investigation and the non-availability of the complainant or key staff. The Service advised complainants of the progress of

their complaints and where necessary extended time scales were agreed in line with procedures.

Of the complaints received, these can be broken down into service sectors as follows:

- Services to children (59.5%)
- Services to adults (35.5%)
- Criminal Justice (5%)



Complaint enquiry figures across Social Services in Clackmannanshire would indicate a 23.5% increase, from 34 in 2019-2020 to 42 in 2020-2021. The number of complaints from Children’s Services and HSCP Adult services was slightly higher than the number received in the previous year 2019/20. Justice Service complaints remained consistent with the previous year figures. The Covid 19 pandemic created extraordinary pressures and demands on our services and this may have impacted on the small increase in formal complaints over this period. The main areas of dissatisfaction were mainly in relation to communication by staff or the service (29%), service standard or quality (28%) staff conduct or attitude (25%) and application of policy (8%).

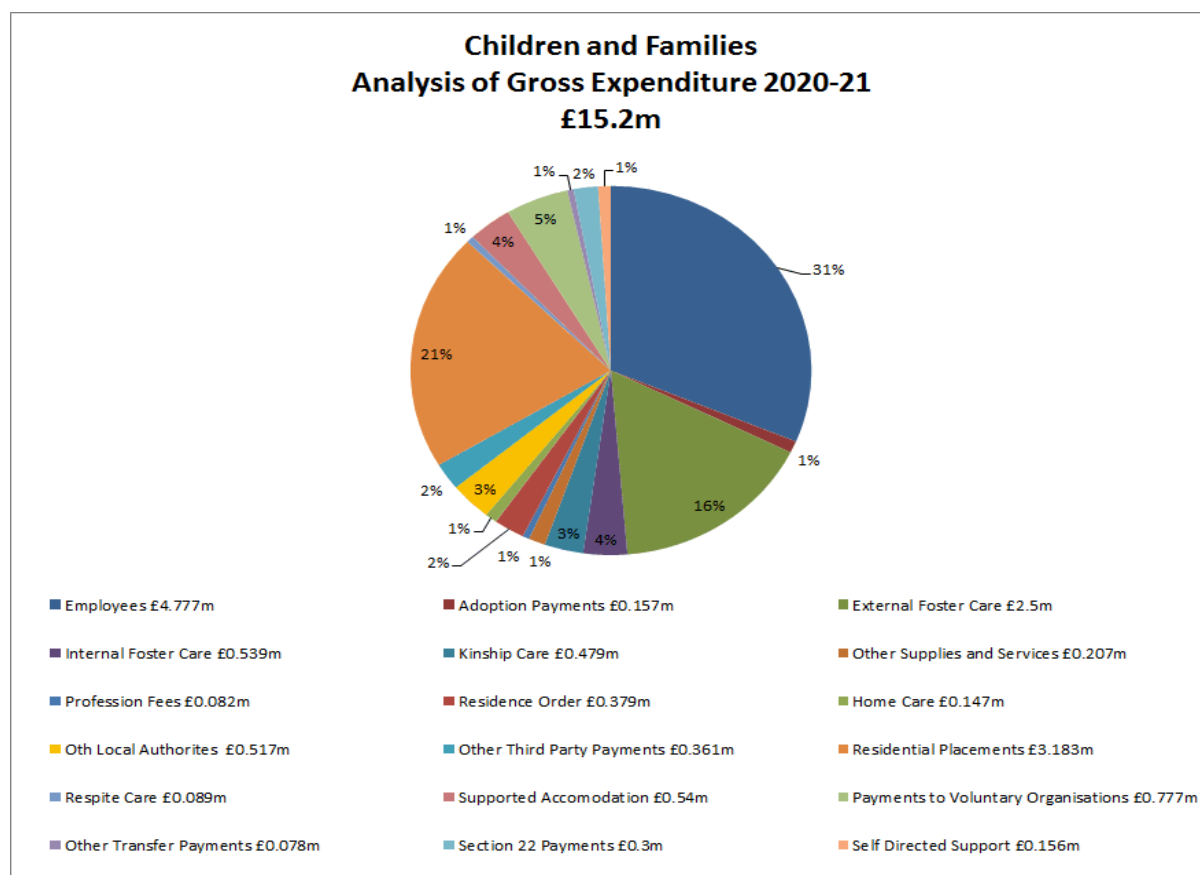
The Quality Assurance framework allowed us the scope to identify these learning and improvement action points and to highlight the need for further investigation of individual or team performance, through effective supervision, in order to address any performance issues quickly and effectively, to make improvements to service provision where required. This mainly resulted in the provision of additional staff training; change to procedures where required; focussed team development meetings, and consultation with commissioned services to improve the overall quality of service provision. Social Services have made a successful transition to the SPSO (CHP) over recent years and now operate under a standardised 2 stage corporate procedure which also incorporates Health services.

5.0 Resources

5.1 Children and Families

In 2020/21 the total net budget for Social Services was £14.1m with expenditure of £15.3m. The overspend was largely the result of Covid-19 pressures across the service. In particular there was growth in the use of residential placements costing £0.790m and Fostering and Kinship payments amounting to £0.425m. The service benefited from £0.360 additional funding from the Scottish Government as part of the Vulnerable Children and Young People Grant.

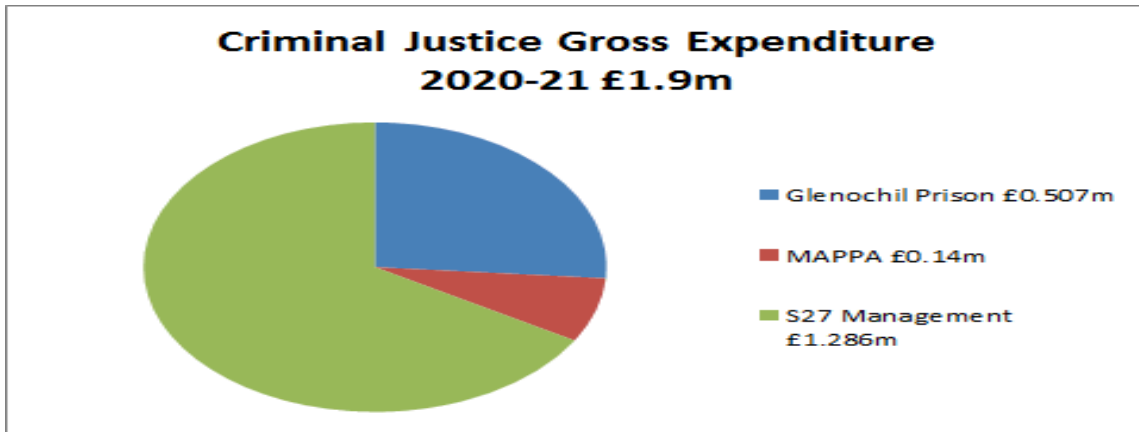
The service is focussing on addressing resource pressures through the development of alternatives to residential care and through the use of Family Group Decision Making, Restorative Practice and the more bespoke and the targeting of commissioned services.



5.2 Criminal Justice Services

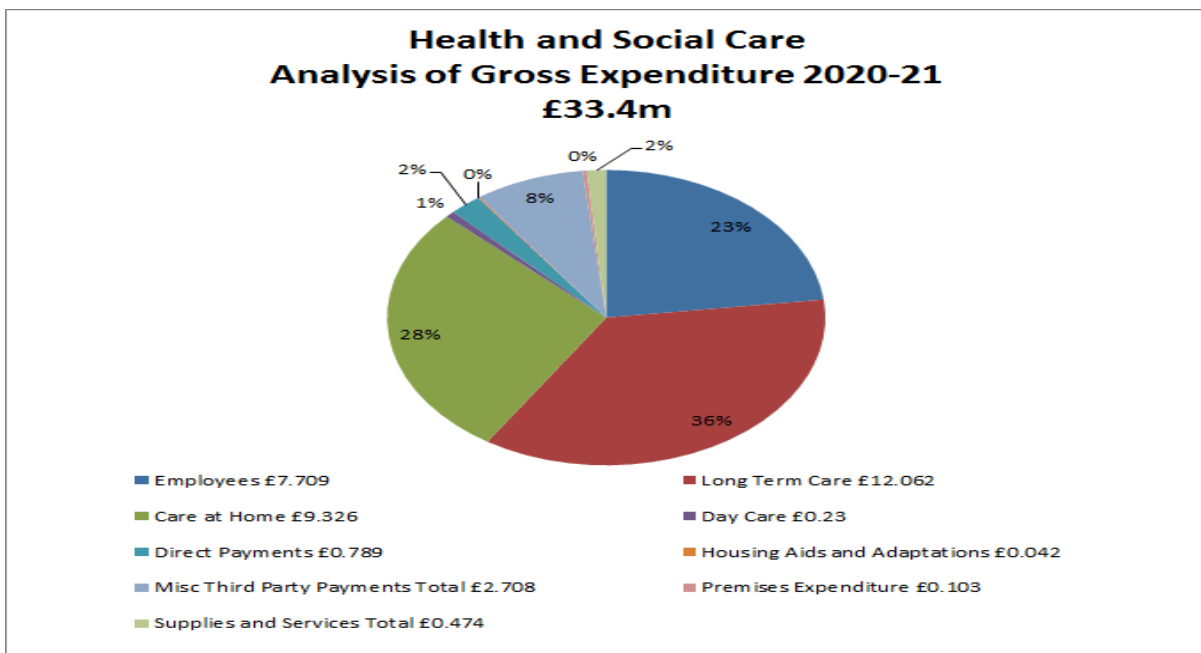
In 2020/21 expenditure on Criminal Justice services amounted to £1.95m, with £0.507m relating to the provision of a social work service at Glenochil prison under a service agreement with the Scottish Prison Service.

Funding from the Scottish Government for the provision of Criminal Justice services amounted to £1.350m against expenditure of 1.430m. The service is actively pursuing ways to manage this shortfall in funding.



5.3 Health and Social Care

The total budget for Health and Social Care Services delegated to the IJB was £19.041m. Expenditure was significantly impacted by the Covid-19 pandemic with many services being suspended for lengthy periods. At the end of the year expenditure amounted to £17.327m an underspend of £1.714m. However, there continue to be significant underlying across the service as a result increased demand and demography and these are being addressed through a programme of service transformation.



6.0 Workforce

Whilst the COVID pandemic has had an acute impact on the provision of social work services within the Council, we have also been cognisant of the significant impact on our workforce, both within social services and Council wide. Over the reporting period the level of organisational change, such as with physical working locations (remote working), working practices, and team culture has been significant.

As such, over the reporting period colleagues within corporate support areas such as HR, Health & Safety, Emergency Planning, Communications, and Learning & Development have worked

collaboratively together to ensure the ongoing physical and mental well being of our staff through the provision of a variety of staff support measures, both targeted at particular staff cohorts, and undertaken on a staff wide basis.

Allied to this, the Council continues to prioritise workforce planning as a means to understanding the medium to long term changes to our workforce (with a revised Strategic Workforce Plan for 2022-25 due shortly).

However, over the reporting period many of the anticipated workforce changes noted within our current Strategic Workforce Plan (2019-22) have been brought into sharp focus as a result of the pandemic, and as result has shifted the way we assess, report and address these challenges. Workforce planning, and wellbeing initiatives undertaken over the reporting period and in support of ensuring that social work staff, despite the challenges created by the pandemic, can work in a supportive and safe working environment.

6.1 Workforce Planning

The Council's Strategic Workforce Plan (2019-22) identifies four key priorities, which are to:

- Create a positive and inclusive organisational culture;
- Have a sustainable and resilient workforce;
- Ensure our workforce feels supported, empowered, respected and engaged; and
- Ensure our workforce has the knowledge, skills and behaviours capable of meeting future demands

These priorities are brought to life through the Council's Workforce Programme, which is a dynamic programme of work that identifies, scopes, and delivers on specific workforce projects across Council services. However, over the reporting period, and with services reacting to the challenging circumstances created by the pandemic, additional work has been undertaken to understand the more immediate and acute workforce impacts which we have experienced both within Social Services, and Council wide. This has included:

- Additional sessions of our Senior Leadership Forum (SLF) designed to understand the pandemic impacts on our workforce and identify key areas for development;
- Roll out of a COVID Staff Wellbeing Survey in May 2020 in order to baseline opinions on homeworking, communications, and general wellbeing
- A revised Staff Survey question set so as to provide an evidence based for the impacts of the pandemic on staff (particularly wellbeing and mental health) down to individual directorate level
- A commitment to undertake directorate based workforce planning in 2022/23 in an aligned manner with our business planning processes, so as to identify an ongoing workforce issues arising from our pandemic response (amongst other critical workforce areas)
- Ongoing work to identify the capacity and skills base of our workforce with a view to defining optimum workforce numbers, capacity to support our transformation programme, and establishment of generic skills sets for roles.

During 2020/21 we supported the following external accredited learning:

- 2 x SVQ3 - via Stirling Council SVQ Centre on new eLearning platform
- 2 x JIIT/VRI training in partnership with Falkirk Council. Police Scotland and Multi Agency Public Protection L & D Lead
- 1 x Practitioner Certificate in Data Protection
- 1 x MHO Award
- 12 x Learning Certificate on Medication from OPUS

6.2 Staff Wellbeing

Over the course of the pandemic, and the reporting period, the wellbeing of our staff both within social services and council wide has never been so important. As such, there has been considerable effort undertaken in ensuring our workforce are supported and safe in the new working environments they find themselves operating within.

Through our Healthy Working Lives (HWL) Group (which is a cross service group looking at all aspects of staff wellbeing) there have been numerous interventions rolled out to support staff. It should be noted that this is an ongoing concern, and our HWL group continues to respond to the needs of our workforce as our COVID response progresses.

To date, the following has been undertaken in support on ensuring the ongoing physical and mental wellbeing of staff:

- Dedicated staff wellbeing and homeworking resources on our 'keeping staff connected' website (accessible from any device)
- Staff Wellbeing Kit issued to all staff in digital and print formats
- Staff Wellbeing section created on our Clacks Academy E-Learning Platform
- Staying Active sessions including lunchtime fitness, desk exercises, and weekly staff walks
- Roll out of digital wellbeing apps including Sleepio, Daylight, and One Million Lives
- Stress management webinars, 'Managing Stress' guide for managers, individual stress risk assessments, and stress control classes
- Ongoing support for homeworking including over 600 DSE assessment undertaken, and webinars as part of our Winter Wellbeing Week
- Winter Wellbeing Week (held 25-29 Jan 2021) which included various webinars including -self-care, mindfulness, learn to listen, skin and heart care, and Friday fun activities
- Roll out of Shout, where the Council has worked to roll out text based crisis intervention support for anyone struggling with mental health
- Development and roll out of a new leadership and management programme – 'Promoting Good Conversations' in conjunction with Forth Valley College, designed to upskill managers in managing remote teams; and
- Redrafting and roll out of our Stress and Wellbeing Policy clarifying roles, responsibilities, mandatory health and wellbeing awareness training, and wellbeing ambassadors.

6.3 Learning and Development

The Public Protection Learning and Practice Development Sub - group has continued to meet virtually on a quarterly basis to oversee the implementation of the Clackmannanshire and Stirling Multi-Agency Public Protection Workforce Learning and Practice Development Strategy 2020-2023.

Throughout a challenging year due to the Covid pandemic and the associated additional pressures on staff we have maintained a full multi-agency public protection training calendar. Multi-agency training has been delivered virtually. The usual venue based face-to-face training has been reduced from a full day to half-day or 2 - hour training. In a majority of these trainings participants have been asked to complete theory workbooks, pre course and post reading to ensure all aspects of the key learning is covered.

Throughout the national lockdowns we have provided support information covering a range of topics that has been included on the Council Websites in regards to Child protection and Adult Support and Protection as well as service specific information for services users.

Throughout the year new E-Learning modules have been developed in partnership with Police Scotland 'C' Division, the Forth Valley MAPPA Coordinator and Falkirk Council. At present these modules are available to all local authority employees. There are ongoing discussions with the Third Sector and NHS Forth Valley to transfer these to their respective platforms once their respective platforms are developed or have been revised.

- The number of multi-agency public protection training courses delivered: 30
- The number of attendees (excluding Stirling Council employees): 317
- The number of completed Public Protection ELearning Modules on Clacks Academy: 959

In addition to the above multi agency training bespoke adult support and protection training has been delivered to private care home providers as part of their large scale investigation improvement actions:

- The total number of cohorts delivered: 22
- Bespoke adult support and protection training delivered to one of the local community hospitals. The total number of cohorts delivered: 18

As a result of the Covid-19 pandemic, some learning and practice development opportunities were not able to be delivered and were suspended due to the inability to host events. This included Safe and Together Core Practice and Adult Support and Protection Train the Trainers for Care at Home Providers and the same for Care Homes. Both require being venue based face-to-face facilitation due to the complexities of the material that needs to be shared. Our multi-agency public protection training calendar has shifted to deliver a blended model of learning and development through online E-Learning, virtual development sessions, webinars and workshops. Partners including Stirling Women's Aid, Forth Valley Rape Crisis and Scottish Drugs Forum have also delivered training in relation to violence against women and girls and alcohol and drugs.

Newly Qualified Social Workers (NQSWS)

Due to the Covid pandemic, all new placements for social work students were suspended from mid-March 2020 and resumed in August 2020.

As at March 2021, there were five NQSWs involved in the supported Continuous Professional Learning First Year in Practice programmes. Clackmannanshire Council currently offers access to a weekly NQSW group (incorporating students when relevant), including enhanced monthly sessions. NQSWs access the corporate and Social Services learning and development frameworks as per their own service requirements, plus the multi-agency public protection framework.

7.0 COVID-19

7.1 Impact on workforce and services

The profound impact on our social work and social care services and our delivery partners over the last year has been significant where we have had to overcome considerable challenges on a level we have not experienced before. The Covid-19 pandemic has caused unprecedented disruption to service delivery including access to IT equipment and digital facilities to optimise remote working, workforce challenges (e.g. recruitment, staff absence) and operational pressures as we deal with the pent up demand for social work and social care services following the loosening of lockdown measures. In order to continue to deliver services whilst adhering to health and safety guidelines and restrictions, our social work and social care staff have had to rapidly adjust to new and different ways of working and adapt to new working processes. Key changes have included moving to remote working, using virtual platforms, tele-conferencing, less face-to-face interactions as we comply with social distancing procedures, workplace safety/office-based restrictions. Many services within the Health and Social Care Partnership are being delivered differently, such as the use of Near Me video appointments. Justice services also changed their model of service delivery, replacing face-to-face supervision with digital platforms.

The pandemic demonstrated the resourcefulness and range of responsibilities taken on by practitioners, delivery partners, families, unpaid carers and our volunteers in developing flexibility across our social work and social care services. Recovery and renewal from the impact of Covid-19 will continue to be a main focus of our work across the Clackmannanshire Community Planning Partnership to ensure we continue to be flexible in meeting the needs of children, young people, families and communities who require care and support.

Whilst we continue to work through the pandemic to deliver critical frontline services to support and achieve positive outcomes for the people of Clackmannanshire, our focus is also on supporting the wellbeing of our workforce as we continue to develop a more hybrid approach to working as we move forward and beyond the pandemic.

7.2 Key Priorities for Recovery and Future Improvement – Priorities for 2021/2022

The context of need in our communities continues to be challenging:

- 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.
- Increased levels of domestic abuse.

These challenges are in the context of current pressures including:

- Reduced funding
- COVID -19 recovery
- Challenges around workforce: recruiting and retaining staff
- Transformation
- Demographic and socio-economic pressures

Given the uncertainty around the future path of the COVID-19 pandemic in Scotland, the approach to planning for the coming year and beyond will need to be agile and flexible.

In working towards recovery and renewal from the pandemic, our social work and social care services will continue to focus on delivering our local Covid-19 response to meeting the needs of our communities who require care and support.

In doing so, we will take forward the new priorities identified in our new [Children's Services Plan 2021/2024](#); which sets out our local long term aspirations, ambitions and priorities for children and young people, including developing our approach to implementing the key principles set out in The Promise, our work to implement and embed the United Nations Convention of the Rights of the Child (UNCRC) approach across all our services; and persisting in our commitment to tackling poverty and mitigating its impact for children, families and communities.

This includes our continued commitment to working with the Promise Team on the Human and Economic Cost Modelling across the Community Planning Partnership to achieve our strategic objectives; by developing and delivering on our ambitions to shift the balance of spend on holistic family support that is preventative and offers early help to prevent crisis and more costly interventions. This work is underpinned by our commitment as early adopters of the Scottish Government's Wellbeing Economy that seeks to build an economy that is inclusive, promotes sustainability and resilience in delivering local growth and wellbeing.

Clackmannanshire's Council's ambitious transformation programme [Be the Future Transformation Programme](#) was agreed in Summer 2021. Core 'Be the Future' themes are: Sustainable inclusive growth, Empowering families and communities and Health and wellbeing. The People Service and the HSCP is leading on a number of projects including the Safeguarding through Rapid Intervention (STRIVE) project. We will continue to develop STRIVE as an agile business model extending its scope to prevent as many people as possible from requiring statutory intervention.

The People Directorate, with Clackmannanshire & Stirling Health and Social Care Partnership will progress procurement of a replacement social care recording system.

The People Directorate will progress the management redesign which includes recruitment of new Senior Manager posts within the Children's Social Work Service.

We will review our current multi-agency public protection operational oversight arrangements which brought all aspects of our public protection activity together in response to the COVID-19 pandemic and how they may continue to be developed and improved.

We will reflect on and respond to the Scottish Government consultation on The Independent Review of Adult Social Care and the National Care Service.

We will continue to support people to live independently in their communities, delivering a TEC First approach.

We will continue to support our care home providers and care at home services to recover from the impact of the pandemic through our strategic oversight and support arrangements.

In conjunction with partners, we will begin preparation for an Inspection of Multi-Agency Adult Support and Protection Services commencing October 2021.

In Justice Services we will continue to make strategic and targeted use of Covid-19 recovery funding, including addressing the Unpaid Work backlog and identification, with partners, of new and innovative community payback placements for unpaid work.

We will continue to develop our whole system response to domestic violence in collaboration with our partners as well as increased development in areas of bail supervision, structured deferred sentences as alternatives to custody or CPO disposals.

Sharon Robertson
Interim Chief Social Work Officer

Report to: People Committee

Date of Meeting: 18 November 2021

Subject: 1:1 Digital Device Deployment Programme

Report by: Catriona Scott, Improving Outcomes Manager

1.0 Purpose

- 1.1. The purpose of this report is to update People Committee on the progress of the 1:1 Digital Device Deployment Programme, which was agreed in the 21/22 Budget at Council on 24 March 2021.

2.0 Recommendations

- 2.1. It is recommended that Committee notes :
- 2.2. The projected deployment timeline and plan at paragraph 3.12.
- 2.3. progress to date at paragraphs 3.13

3.0 Background

- 3.1. The capital budget to support the 1:1 digital deployment programme as follows, was agreed by Council on 24 March 2021:

Year 1: £ 426,000
Year 2: £ 478,000
Year 3: £ 478,000
Year 4: £ 478,000
Year 5: £ 250,000
Year 6: £ 250,000
Year 7: £ 250,000
Year 8: £ 250,000
Year 9: £ 250,000
Year 10: £ 250,000

- 3.2. The 1:1 digital rollout aims to provide Clackmannanshire's learners with a digital device to support their learning, whilst ensuring equity of access for all.
- 3.3. The programme aligns with the aims of the Education Service Digital Learning Strategy and Implementation Plan 2019-2022 (Appendix A). During lockdown, Scottish Government Digital Inclusion funding resulted in the previous deployment of

828 devices between August and November 2020. Additionally, MCR Pathways issued 10 devices to the care experienced young people, whilst Community Learning and Development secured 150 devices from Connection Scotland for families and learners. Schools also financed digital devices / repurposed old devices to support young people in need where this was possible.

- 3.4. Leadership: our head teachers and staff recognised the importance of digital technologies within the classroom during lockdown. We are changing the way we teach in line with the way young people now learn. Digital technology allows them 24/7 access to their learning.
- 3.5. Teachers and pupils were able to meet with success during remote and blended learning models over the last year and a half through advancing their digital knowledge at pace. By providing digital devices, we can ensure that young people can access their learning within and out with the school building.
- 3.6. The equity afforded by the 1:1 roll out will allow all young people to access teacher support, collaborate with peers and use their devices to learn and present their learning in diverse formats. For when the devices being used by young people in school, a Wi-Fi network 'clacks-book' specifically for Chromebooks has already been set up by Education IT and is available in all schools. During lockdown, 140 young people who did not have internet access were offered connectivity solutions (O2 MiFi's) via the Scottish Government Digital Inclusion Funding. These are on a one year contract until December 2021.
- 3.7. XMA will offer bespoke Professional Learning training for staff once devices have been distributed.
- 3.8. Work has commenced with our Regional Improvement Collaborative (RIC) on a pilot project, looking at sharing senior phase subjects across Forth Valley. Additionally, our three academies are collaborating as part of the secondary transformation, in order to pool resources to offer more subjects so that all young people can access their preferred pathway. This includes working with Dollar Academy.
- 3.9. By being able to access their own device, young people will be able to access the national e-learning offer from Education Scotland (ES), supporting them with their learning.
- 3.10. Regional Improvement Collaborative and Education Scotland are offering supports for learning sustainability. We have worked with them to compile a 'Digital Needs Analysis' and will now look to promote Digital Schools Awards within our schools and Cyber Resilience and Internet Safety sessions for learners.
- 3.11. This deployment project will run for 10 years; the first 4 years of the project will see the multiple year group device deployments and then years 5-10 will be about maintaining the deployed devices through replacement and refresh cycles.
- 3.12. Projected Timeline of 1:1 Digital Device Deployment is shown below.

Year No.	Calendar Year	Planned Deployment Scope
Year 1	2021-2022	Chromebook Deployment to All S2-S6 Pupils 1948 Chromebooks iPad Deployment to approx. 121 ASN pupils
Year 2	2022-2023	Chromebook Deployment to all P5-S1 pupils
Year 3	2023-2024	Commence iPad Deployment to P1-P4
Year 4	2024-2025	Complete iPad Deployment to P1-P4
Year 5	2025-2026	Maintenance phase for existing devices identify year group devices in most need of refresh and refresh devices
Year 6	2026 - 2027	Same as year 5
Year 7	2027 - 2028	Same as year 5 but revisit procurement paperwork
Year 8	2028 - 2029	Same as year 5
Year 9	2029 - 2030	Same as year 5
Year 10	2030 - 2031	Same as year 5

3.13 Progress to date of 1:1 Digital Deployment Programme

Budget		£ 426,000		
Orders	Item Description	Amount	Remaining	Status
Main 121 Purchase Order	1,948 Chromebooks and 131 iPads	£ 409,759.47	£ 16,240.53	SPENT
Chromebook Spare Pool	33 Chromebooks	£ 6,410.91	£ 9,829.62	SPENT
iPad MDM Licences	131 MobileIron Licences	£ 3,275	£ 6,554.62	COMMITTED SPEND
iPad App Budget	£50 per iPad for Apps	£ 6,550	£ 4.62	COMMITTED SPEND
Budget Remaining		£ 4.62		

3.14 Deployment Status

School	Quantity	Item	Deployment Status
Alloa Academy	500	HP Chromebook 11A G8 4/16GB	Delivery TBC Parental Agreement Forms Issued Deployment Team ready
Alva Academy	670	HP Chromebook 11A G8 4/16GB	Delivery TBC Deployment Team ready Parental Agreement ready
Lornshill Academy	778	HP Chromebook 11A G8 4/16GB	Delivery TBC
Alloa Academy EASN Dept.	33	10.2-inch 8th Gen iPad Wi-Fi 32GB	Delivery TBC iPad App list shared with Education IT colleagues Staff looking at other apps
Alva Academy ASD	15	10.2-inch 8th Gen iPad Wi-Fi 32GB	Delivery TBC Staff looking at other apps
Alva Primary ASD	36	10.2-inch 8th Gen iPad Wi-Fi 32GB	Delivery TBC Staff looking at other apps
Lochies	37	10.2-inch 8th Gen iPad Wi-Fi 32GB	Delivery TBC

4.0 Implications

4.1. Clackmannanshire is in year 1 of an accelerated Chromebook deployment. Commencing this during a global pandemic brought additional challenges. The delays in delivery are being addressed and year one devices are expected to be with young people throughout November 2021.

5.0 Sustainability Implications

5.1. The deployment will be phased but the plan is to roll out as quickly as budget will allow, so that the maximum number of devices will be ordered and deployed each year.

6.0 Further capital investment will be required beyond year 10 for replacement/upgrade. Resource Implications

Financial Details

Year 1:	£ 426,000	Capital Funding
Year 2:	£ 478,000	Capital Funding
Year 3:	£ 478,000	Capital Funding
Year 4:	£ 478,000	Capital Funding
Year 5:	£ 250,000	Capital Funding

Year 6:	£ 250,000	Capital Funding
Year 7:	£ 250,000	Capital Funding
Year 8:	£ 250,000	Capital Funding
Year 9:	£ 250,000	Capital Funding
Year 10:	£ 250,000	Capital Funding

7.0 Staffing

In order to ensure that the 1:1 digital device deployment is managed and implemented accurately, a project manager is in post and is leading on this initiative.

8.0 Exempt Reports

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

10.0 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)

Education Service Digital Learning Strategy and Implementation Plan 2019 - 2022

11.0 Equalities Impact

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

12.0 Legality

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

13.0 Appendices

Appendix A

Education Service Digital Learning Strategy and Implementation Plan 2019-2022

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
Catriona Scott	Improving Outcomes Manager	2469

Approved by

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Strategic Director (People)	



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CLACKMANNANSHIRE COUNCIL EDUCATION SERVICES

DEVELOPING
A DIGITAL CULTURE
IN EDUCATION



A STRATEGY FOR TRANSFORMING LEARNING
ACROSS CLACKMANNANSHIRE
2019-2022



WELCOME TO OUR DIGITAL STRATEGY

We are very proud to deliver this ambitious digital learning strategy for the children and young people of Clackmannanshire.

We live in a period of major transformational change. We must embrace the opportunities that digital technology and the internet presents and we must support our children and young people with the challenges it brings.

Digital technology will have a major impact on future careers for our children and young people, both in the way that they work and in the work that they do.

The strategy will help us to improve access to digital devices and the internet as well as developing the skills of our school leaders, educators and learners

It will ensure that Clackmannanshire's schools are future-focused and that they make the most of digital tools to benefit learning and teaching.

August 2019



DIGITAL CLACKS

TRANSFORMING LEARNING



Cllr Graham Lindsay
Education



**Clackmannanshire
Council**

www.clacks.gov.uk

Comhairle Siorrachd
Chlach Mhanann



Anne Pearson
Chief Education Officer



**Clackmannanshire
Council**

Comhairle Siorrachd
Chlach Mhanann



RATIONALE

Technology is changing the way in which we live, learn and work. Across Scotland local authorities, businesses and education are increasingly using a 'Cloud First' approach to digital. This approach seeks to make information and services available 24/7, from any device, anywhere in the world.

The Scottish Government policy is clear digital technology can make a substantial contribution to the improvement agenda by enriching education across all areas of Curriculum for Excellence.

This strategy runs parallel to [Clackmannanshire Council's Digital Strategy 2019-2025](#) enabling the Council of the Future, and builds upon the '[Enhancing learning and teaching through the use of digital technology](#)' strategy published by the Scottish Government.

"If used effectively and appropriately, digital technology can enhance learning and teaching, equip our children and young people with vital skills and crucially, it can lead to improved educational outcomes." (Education Scotland, 2016)

The 'Enhancing learning and teaching through the use of digital technology' strategy aims to ensure that Digital Learning is embedded across Curriculum for Excellence (CfE), an integral part of initial Teacher Education and part of the Professional Standards set by the General Teaching Council for Scotland (GTCS).

The Organisation for Economic Cooperation and Development (OECD) recognises, in its publication – The Future of Education and Skills, Education 2030, that today's learners face unprecedented challenges and opportunities because of the rapid advances in technology which *unless shared with a purpose* may widen inequalities and exacerbate sound fragmentation.

This Education Services strategy also seeks to support the Scottish Government's wider DIGITAL OFFICE priority - delivering a digital first approach that enables councils to provide better services to their citizens.



DIGITAL OFFICE



AIMS OF OUR STRATEGY

SKILLS

To further develop the skills and confidence of all educators in the appropriate and effective use of digital technology.

ACCESS

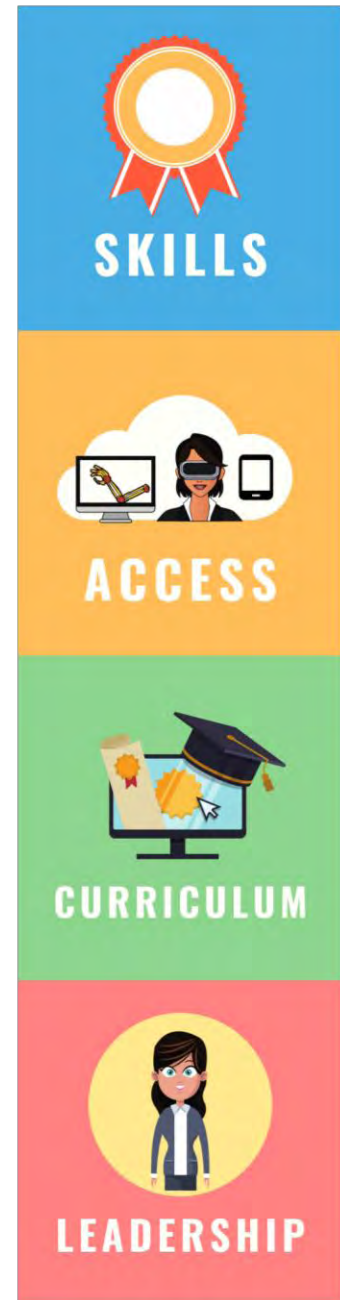
To improve access/remote access to a range of digital technology for all learners.

CURRICULUM

To ensure that digital technology is evident in all areas of curriculum design, delivery and assessment.

LEADERSHIP

To empower leaders to drive forward and further develop innovation and investment in digital technology.

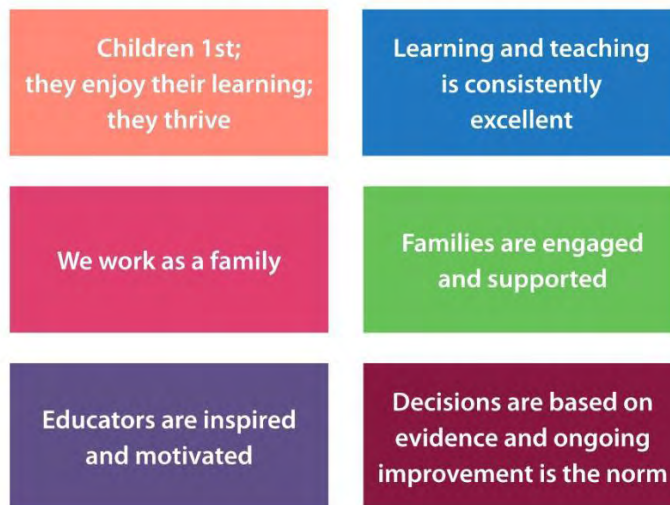




INTRODUCTION

The Education Service has six big goals and this digital strategy seeks to support all six. Learners and staff will benefit from the use of digital tools and this should in turn affect learning and teaching experiences within our schools. Technology is already being used to engage more effectively with families and there is increasing evidence that digital can help deliver services effectively and efficiently.

Education Service - 6 Big Goals



 Clackmannanshire
Council
www.clacksweb.org.uk

Clackmannanshire Context

The Education Service in Clackmannanshire serves three secondary schools, eighteen primary schools, three standalone nurseries, eleven nursery classes, two specialist provisions and one special school, supporting a school population of approximately 6,650 pupils and 1,280 members of staff.

The school estate approach to digital infrastructure has been to group schools into clusters focussed around each of the three secondary schools. All schools have wireless, wired connectivity and a variety of digital technology available including PCs, laptops, Apple Macs and iPads. Most classrooms feature an interactive whiteboard and many are adding visualisers and coding robots.



Digital Schools

The 'Developing a Digital Culture in Education' strategy will build upon the good work we have already been doing. We have invested in infrastructure to be able to support the use of video conferencing and Bring Your Own Device in teaching and learning. We have used video conferencing successfully to deliver lessons between classrooms in our three secondary schools. Guest wifi is already available in all of the academies and this has been used successfully to develop the capacity to support a full BYOD roll out in future.

There are currently (May'19) two schools which have been awarded the 'Digital School Award', with one of the schools additionally achieving the Cyber Resilience and Internet Safety Badge. There are a further five Clackmannanshire schools working towards achieving the 'Digital School Award'. All of the major technology companies Apple, Microsoft and Google offer schools various accreditation programmes and as the projects driving this strategy are put into action there's scope for accreditation being an opportunity for our schools.

National initiatives such as Digital Scotland have seen internet access improve dramatically in Clackmannanshire and now 99% of properties in Clackmannanshire will access superfast fibre broadband.

Digital Tools

Glow, Microsoft 365, Wordpress Blogs, Show my Homework and Twitter are already used to support learning and teaching and links with parents. All education services across Scotland are progressing with their use of digital tools within Education, some favour the use of Microsoft software accessed from a windows based IT estate, while others favour Google running on Chromebooks and others heavily support the use of iPads. This strategy doesn't seek to be tied to any one particular hardware or software estate and instead work towards the right technology being available at the right time in the right place and meeting the right need.

Digital Hubs

The Council's digital strategy seeks to create digital hubs within the authority, Ceteris, Co-Lab and tourist hubs are aiming to become a focus for the local community in terms of digital access. Education will look to connect with these hubs and seek to improve awareness and encourage new ways of working.



NIF Framework

This digital strategy will directly impact upon Clackmannanshire National Improvement Framework (NIF) Plan's 4 priorities:

1. Improving attainment, particularly Numeracy and Literacy
2. Closing the attainment gap
3. Improving the health and wellbeing of children and young people
4. Improving employability skills and post-school destinations





SKILLS

AIM: DEVELOP THE SKILLS AND CONFIDENCE OF OUR EDUCATORS

We will develop our educators' skills in appropriate and effective use of digital technology to support teaching and learning for the purpose of developing lifelong learning skills. It will be our educators and not the digital technology itself that will be the key to delivering improved educational outcomes for our children and young people. Our children and young people will only get the most out of digital technology when it is skilfully deployed to support their learning. It is vital therefore that our educators have the skills, confidence and knowledge to know when and how digital technology can be deployed effectively.

The development of skills amongst educators will be enhanced by a Career Long Professional Learning programme, supported by Education Scotland and other partners. This will encompass Internet Safety, Cyber Resilience, Digital Literacy and Computational Thinking.

ACCESS

AIM: IMPROVE ACCESS TO DIGITAL TECHNOLOGY FOR ALL LEARNERS

Although access to digital technology will not by itself lead to an improvement in educational outcomes, it is central to that aim. If all of Clackmannanshire's learners are to benefit from an education enhanced by digital technology, action must be taken not only to bring the digital infrastructure of education establishments up to standard but also continually to review and improve that provision to achieve sustainability.



CURRICULUM

AIM: ENSURE THAT DIGITAL TECHNOLOGY IS A CENTRAL CONSIDERATION IN ALL AREAS OF CURRICULUM ASSESSMENT AND DELIVERY

The importance of our learners being able to use a variety of digital technologies and possessing a range of digital skills in today's increasingly digitised world is clear. All educators have a responsibility to ensure that learning in this evolving digital world continues to be relevant and engaging to our children and young people. We can embrace the opportunities digital provides in enhancing and extending learning opportunities via anytime, anywhere support, resources and online collaboration and productivity tools. We can learn from business and transform the way we deliver content and resources. It is possible now to create high quality multimedia learning content such as digital video explanations, animations, virtual tours and podcasts. This means that we have an opportunity to enhance and extend learning to benefit our children and young people in ways we could never before have imagined. In analysing the associated data we can personalise learning and gain insights to support learners in ways that just would not before have been possible.

LEADERSHIP

AIM: EMPOWER LEADERS TO DRIVE INNOVATION AND INVESTMENT IN DIGITAL TECHNOLOGY FOR LEARNING AND TEACHING

The increased use of digital technology in our education establishments will require careful planning and due consideration of the local context. Leaders must be central to that planning process.

IMPLEMENTATION OF THE STRATEGY

A full Project Management Plan will be developed, tracked, monitored and evaluated through the Clackmannanshire National Improvement Framework (NIF) Programme.



PROJECT DELIVERY

There are a number of projects currently underway which will contribute to how Education Services will realise their ambition of 'Developing a Digital Culture in Education'.

- Project 1: Digital Clacks
- Project 2: FLIP Plus
- Project 3: 1+2 Clacks
- Project 4: Flexible Learning Individual Pathways in School (FLIP in school)
- Project 5: Flexible Learning Individual Pathways in School (FLIP on demand)
- Project 6: Access, Infrastructure, G Suite for Education and Chromebooks

Project 1: Digital Clacks- leadership, strategy, CLPL and transformation

In delivering on our vision and strategy we will follow a staged implementation plan that meets priority needs:

- Engage with schools and partners to inform our delivery and rollout plans.
- Conduct audit of staff confidence and infrastructure experience

Actions

- Establish team and engage partners. Set up Digital Action Group and Digital Clacks Programme Board from Education services and key partners/ stakeholders
- Identify Digital Leads for each school and create networking opportunities- physical and virtual
- Create 'Digital Clacks' branding and engagement channels for all work in promoting our overall Digital Learning Strategy and supporting schools to implement- website and social media for collaboration and sharing ideas/support
- Launch and promote Clackmannanshire's Digital Learning Strategy to all schools via face to face events and online channels
- Provide leadership support for tech spending best practice. Offer advice, guidance and support for infrastructure and investment



- Conduct audit of staff confidence in both a) Digital collaboration and b) Technologies outcomes. Aim for demonstrable increase on 2020 data
- Increase range of CLPL opportunities both online and in-person
- Share ideas, innovations and online app guides via Digital Clacks web and social channels plus events
- Contribute and benefit from digital developments within the Regional Improvement Collaborative
- Increased Access to devices in all schools and support for 1:1 rollouts
- Increase number of Google Certified Educators/ Apple teachers/ Microsoft Educators
- Hold Digital Clacks Teachmeets
- Ongoing increase in Digital Schools Awards across estate
- Ongoing increase in adoption of virtual classroom tools across all schools
- Digital culture is established and embedded
- Include Digital Learning in local authority review visits and ensure it is key focus
- Support leaders in supporting their colleagues in further developing and enhancing their skills.
- Actively share knowledge and examples of how digital technology can enrich education and facilitate digital skills development across education establishments and local authority boundaries.
- Ensure that leaders understand that Digital Learning should be prioritised to ensure it is embedded across the curriculum.



- Inspire and support leaders to develop high quality digital content for parental engagement and school communications

Project 2: Flexible Learning Individual Pathways in School (FLIP) Plus

FLIP PLUS is a virtual/distance approach we are developing initially for a priority group of young people who do not access school

- We will provide accessible technology, collaboration with Community Learning and Development (CLD) Support Workers and engaging, relevant virtual learning opportunities to support to these young people.
- Develop online spaces, collaboration and efficient digital management processes for the CLD team's Youth Awards Programme.

Actions

- Creation and development of Virtual Platform for FLIP- Flexible Learning Individual Pathways
- FLIP Phase 1- FLIP site created, G Suite domain registered (flipclacks.org) and order of 30 Chromebooks +4g for pilot users in target group- FLIP PLUS (not in school priority)
- FLIP Phase 2- roll out devices and FLIP (G-Suite) virtual learning accounts for CLD Awards programme and activities pilot group and their systems/procedures. Onboard staff and students.
- FLIP Phase 3- roll out FLIP accounts and onboard schools at risk groups to access from school and undertake CLD Awards as self study/ in-school supervision.
- FLIP Phase 4- widen range of virtual learning opportunities to include badged challenges that any young person could undertake at anytime and submit for verification.
- FLIP Phase 5- wider roll out of anytime 'Learning Essentials' to include Literacy, Numeracy, HWB and Digital Skills activities + resources with points system quizzes for self assessment.



Project 3: 1+2 Clacks

1+2 Clacks will make best use of digital apps and collaboration tools to support delivery of the 1+2 strategy for languages learning

- We will harness digital technology to provide efficient and effective delivery of languages learning to our children and young people
- We will develop a resources website and virtual classroom for collaborative projects, Professional Learning and live lessons.

Actions

- Creation and development of 1+2 Clacks virtual learning space and Professional Learning support site
- Create 1+2 leads group and arrange collaboration opportunities
- 1+2 Phase 1- Site designed and launched with resources content from around the web
- 1+2 Phase 2- Launch LIVE learning between schools following a calendar of events and recorded for virtual learning space
- 1+2 Phase 3- Power Language deployed
- 1+2 Phase 4- Integrate 1+2 badged challenges into FLIP site



Project 4: Flexible Learning Individual Pathways in School (FLIP in school)

FLIP IN SCHOOL is an approach we are developing for a group of young people who are at risk of disengaging from school

- We will provide in school access to engaging online learning experiences and wider achievement opportunities with a focus on Youth Achievement Awards, HWB and Digital Learning
- We will develop on demand learning challenges and self-service resources. Collate and curate existing online resources to benefit learners

Actions

- Ensure that all learners and educators within the local authority area can access relevant digital tools and services by assigning them with a Glow login or independent G-Suite access
- Ensure that all learners and educators within the local authority area can access relevant digital tools and services by assigning them with a Glow login or independent G-Suite access
-
- Develop online learning opportunities for all children and young people to support and enhance learning in key areas of Literacy, Numeracy and Health and Wellbeing
- Offer online learning opportunities for our children and young people to develop their learning in target areas of Digital Literacy and Computing Science
- Support and encourage schools, education establishments and CLD work to explore digital career paths with children and young people by providing access to digital workforce resources and experiences
- Support all education establishments to expose learners to exciting new technologies e.g. VR/AR and robotics



Project 5: Flexible Learning Individual Pathways in School (FLIP) on Demand

Flexible Learning Individual Pathways in School - FLIP ON DEMAND will provide flexible, anytime learning experiences and distance learning opportunities for any/all of our children and young people to enhance learning and increase choice.

- Increase choice and extend pathways by widening our distance learning opportunities and have schools provide virtual SQA courses and experiences

Actions

- FLIP is developed further to include increased range of SQA qualifications for extended choice and flexibility of curricular offer
- FLIP offers greater range of virtual work experiences and virtual apprenticeships
- FLIP offers increased range of badged challenges
- FLIP engages further with Forth Valley College to widen the offer to include college courses

Project 6: Access, Infrastructure, G-Suite for Education and Chromebooks

We are partnering with Google and Council ICT Services to deliver an Independent G Suite for Education domain to meet the needs of our FLIP PLUS group and CLD work.

This will give us a fully-featured G Suite for Education admin account which will allow us to gain independent control of accounts, manage devices and provide safe and restricted access to YouTube and other apps for learning

Evidence from other schools and local authorities in Scotland, as well as internationally, it is clear that using Chromebooks in education as part of a Digital Learning Strategy is having recognisable impact on learning and teaching in schools. With that in mind, we will support our schools that are keen to use Chromebooks and use G-Suite.



- Develop an ambitious vision and strategy for the use of digital technology in education with access as a key consideration.
- Invest in sustainable digital infrastructure focusing on: ease of use, ease of management, battery life, boot-up time, lifespan, personal logins and FREE apps as opposed to licensed software
- Ensure that digital technology is a key consideration in all local authority investment programmes pertaining to improvements in the education estate.
- Facilitate dialogue between local authority IT and education departments to ensure that education establishments receive appropriate and effective digital access and that the future needs of learners are proactively and regularly considered.
- Support education establishments with funding to upgrade their current IT equipment and advise them on best value equipment and sustainable solutions.

Report to People Committee

Date of Meeting: 18 November 2021

Subject: Education Reform Consultation

Report by: Catriona Scott, Improving Outcomes Manager (People)

1.0 Purpose

- 1.1. To advise People Committee on the Scottish Government's plans for consultation on education reform, further to the recommendations of the Organisation for Economic Co-operation and Development (OECD) review, to replace the Scottish Qualifications Authority (SQA) and reform Education Scotland (ES).
- 1.2. To inform People Committee of how we plan to take this consultation forward, so that the views of Clackmannanshire stakeholders are represented.

2.0 Recommendations

- 2.1. It is recommended that People Committee note and comment on these proposals.

3.0 Background

- 3.1. The OECD published two reports on aspects of Scottish education. The first, 'Scotland's Curriculum for Excellence: Into the Future' was published in June 2021. Whilst this report recognised that Curriculum for Excellence offers an inspiring and widely supported philosophy of education, it highlights the need for a more structured and strategic approach to curriculum review and implementation in Scotland, noting in particular that the structure, learning practices and assessment approaches in the Senior Phase need adapting to be consistent with Curriculum for Excellence's vision, to allow for a smooth curriculum experience from 3 to 18 and beyond.
- 3.2. The second OECD report, 'Upper-Secondary Education Student Assessment in Scotland: A Comparative Perspective', was published in August 2021. This report was written to complement the first OECD report and sets out a number of possible ways in which improvements could be made to the alignment between Curriculum for Excellence and assessment in the Senior Phase.

- 3.3. On 22 June 2021, Education Secretary Shirley-Anne Somerville announced that all 12 of the OECD review's recommendations would be accepted in full, including recommendations on curriculum, assessment and qualifications which would see the Scottish Qualifications Authority (SQA) replaced and Education Scotland substantially reformed.
- 3.4. Subsequently, Professor Ken Muir was appointed as advisor to the Scottish Government on the reform of the Scottish Qualifications Authority and Education Scotland. Professor Muir has established a supporting panel which includes diverse representation including, amongst others, academia, practitioners and organisational change experts.
- 3.5. Professor Muir's work commenced in August 2021 and this multi-faceted role includes leading wide engagement and formal consultation, on the reform of Scottish Qualifications Authority and Education Scotland. This will include consideration of functions relating to qualifications (including accreditation), assessment, curriculum, inspections and professional learning. This will also include advising on how best to replace SQA with a possible new curriculum and assessment agency. The work is expected to last six months in total, before his final report to Scottish Government.
- 3.6. The Scottish Government, on behalf of Professor Muir, launched a national consultation document on plans to replace the Scottish Qualifications Authority (SQA) and reform Education Scotland (ES). This consultation seeks the views of all those with an interest in education, including parents, carers, young people, teachers and lecturers and seeks opinions and ideas on:
- the replacement of the Scottish Qualifications Authority.
 - the possible creation of a single specialist agency for curriculum and assessment.
 - plans to substantially reform Education Scotland, including removing inspections from its functions.
- 3.7. A series of twilight webinars will support the written consultation and these have been advertised. Professor Muir is also working with Children's Parliament, Scottish Youth Parliament and Together to support children and young people to have their say on the reforms. The written consultation is open until **26 November 2021** and Professor Muir is expected to make recommendations to Ministers on the reform plans in January 2022.

4.0 Considerations

- 4.1. Clackmannanshire Council will seek the views of stakeholders and provide a People Directorate response to the consultation.
- 4.2. Officers will meet with Focus groups including:

- School Staff (Teachers and Learning Assistants)
- Headteachers/ Depute Headteachers
- Children and young people.
 - Materials produced by the Children’s Parliament specifically for this purpose (Appendix 1) will be utilised for this focus group.
- Parents/Carers
- Centre Teams
- Partners

4.3. Responses will be collated by Catriona Scott (Improving Outcomes Manager) and will inform a collective response to the consultation, on behalf of the People Directorate. This response will be available as an appendix by the time the paper comes to Committee

4.4. The link to the consultation will be shared widely with our establishments, partners and on our social media platforms, so that individual responses can also be submitted directly to the Scottish Government, through the education reform webpage: <https://www.gov.scot/policies/schools/education-reform/>

5.0 Resource Implications

5.1. *Financial Details*

5.2.

5.3. *Staffing*

Staff will be required to work with children and young people to support them with the consultation, so that learner voice is heard.

6.0 Exempt Reports

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

7.0 Declarations

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

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

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

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

8.0 Equalities Impact

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

9.0 Legality

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

10.0 Appendices

Appendix 1 <https://www.childrensparliament.org.uk/education-reform/>

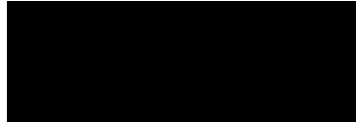
11.0 Background Papers

- 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
Catriona Scott	Improving Outcomes Manager	2469

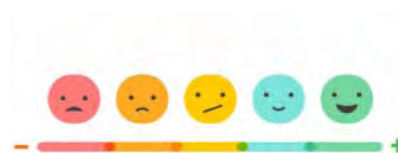
Approved by

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Strategic Director (People)	

Education Reform: consulting with children and young people

[Children's Parliament](#) > Education Reform: consulting with children and young people

Professor Ken Muir is currently conducting a consultation on education reform for Scottish Government. A public consultation has been launched (link below). **To help support the participation of children and young people Children's Parliament, Scottish Youth Parliament, and Together are providing materials that colleagues can use.**



How can we share children and young people's views?

There are several ways to ensure children and young people's views can contribute to the consultation.

There is an online survey for young people, who are attending secondary school or college, to complete independently. This can be accessed here: bit.ly/YPEduReform

There is an online tool that adults can use to support a group of young people (ages 12 to 18) to get involved. This can be accessed here: survey.alchemer.eu/s3/90387855/Education-Reform-Responding-as-a-group-of-young-people

There is an online tool that adults can use to support a group of primary-school-age children to get involved. This can be accessed here: survey.alchemer.eu/s3/90387790/Education-Reform-Responding-as-a-group-of-children

Downloadable packs are also available for adults to support in-person groups of young people (ages 12 to 18) or primary-school-age children to get involved –

[Education Reform: Children's group \(Facilitation pack\)](#) Download

[Education Reform: Young people's group \(Facilitation pack\)](#) Download

How to use the consultation packs

We have created a guide to help you facilitate children and young people's participation.

[Education Reform: Facilitation guide](#) Download

The children and young people consultation process is open until Friday 19th November.

The materials above are for engaging and reporting directly on the views of children and young people.

Adults, professional agencies, and organisations can respond via the public consultation here:

gov.scot/publications/independent-review-education-scotland-scottish-qualification-authority-professor-kenneth-muir/

This consultation is being managed by Children's Parliament, Scottish Youth Parliament, and Together (Scottish Alliance of Children's Rights). It is supported by Scottish Government.

Report to People Committee

Date of Meeting: 18 November 2021

Subject: Kinship Care Support

Report by: Gillian Buchanan, Service Manager, Corporate Parenting

1.0 Purpose

- 1.1. The purpose of this report is to update the People Committee on the on-going developments of the kinship service within Clackmannanshire and to seek views on a Draft Strategy and Implementation Plan.

2.0 Recommendations

- 2.1. It is recommended that the Committee note and comment on the development of kinship services and the contents of this paper.

3.0 Considerations

- 3.1. Supporting children to remain in their communities with strong family links is a key priority objective for Clackmannanshire and for The Promise. Within Clackmannanshire there is still a high dependency on placements for accommodated children outwith their local area. A comparator with other local authorities based on Scottish Government figures, highlights that Clackmannanshire's reliance on purchased fostering and residential provision is significantly greater than the national average. Whilst this overall imbalance of placements outwith authority is reducing as the number of kinship placements increases, this remains a key target for the service to keep children and young people in their local community wherever possible in line with The Promise.
- 3.2. The Promise reinforces the need for more children to live safely and thrive within their own family and community. The national Promise Plan 21-24 has Five Priority Areas and Whole Family Support is one of the 5 priority areas. As the People Directorate develops its plans to deliver on the Promise, it is anticipated this will create and further support a culture where practice has a focus on family supports and networks, including any potential kinship options, for children. This is likely to further increase kinship care placements in Clackmannanshire.

- 3.3. Kinship care whilst having elements of similarity with foster care ie the child is looked after within a family based environment, and requires the provision of support, guidance and advice to carers in their own right; also has some very distinctive features. The carers have existing relationships with the birth parents, and there needs to be a robust assessment to explore how they will manage children who have invariably experienced trauma, and the challenges and complexity in meeting these needs alongside managing complex family dynamics and divided loyalty. Equally, children in kinship placements have similar experiences to children in other types of alternative care in terms of exposure to adversity and trauma in their early years. Kinship carers therefore require ongoing support to meet the needs of children and young people in their care.
- 3.4. During 2020/21, linked to COVID-19, there has been an increase in demand and complexity of need and this has resulted in an overall increase of looked after children to 267 by July 2021, up 8% from 248 in July 2020. The biggest and most significant change in our care experienced population has been a doubling of the numbers of children and young people placed with kinship carers (mostly family members) over the past four years. To illustrate in 2016/17 there were 64 children with looked after status with kinship carers, but as of 31 August 2021 there were 122. When children cannot safely return to their parent(s) and they require long term stability, known as permanence, kinship carers are supported to progress Residence Orders. In Clackmannanshire there are currently an additional 62 children and young people secured by a residence order. Of our looked after population in kinship placements, three quarters have been able to remain in their local area.
- 3.5. Kinship placements currently account for approximately 55% of our looked after population in Clackmannanshire and this reflects a clear objective to identify family and friends as a first option for a home when a child can no longer live with their parents and requires alternative care. Kinship care, traditionally seen as a 'cheaper' option for children who can no longer live at home, is now a preferred option for supporting children to remain in their local communities and connected with their friends and family wherever possible. The increase in kinship placements can be linked to the implementation of a small stand alone Family Group Decision Making (FGDM) Team in Children's Services. The team was initially established in 2018 and then relaunched with a ring-fenced team in June 2020 and they have worked across the service to develop safe family plans with immediate and extended families recognising family assets, and that families are the experts of their lived experiences.
- 3.6. In light of the growing provision of kinship care, the existing service provision required development, both to meet the demand for support and assistance for kinship carers, but also to ensure timely and robust assessments of kinship carers takes place. Additional monies from Covid funding have supported the reduction of a backlog of 30 outstanding kinship care assessments and to date 20 of these are underway using a pool of independent assessors.

- 3.7. As part of ongoing service redesign to meet demand and changing requirements, 2 posts have been identified within Children's Services to champion kinship provision as well as a team leader post. As part of the Service plans to #KeepthePromise, this team will drive change, applying the principles of the Scottish Approach to Service Redesign, seeking and designing services around children and families, involving them from day one. This includes consultation with our kinship carers about the supports they need to help them care for their children.
- 3.8. A Draft Kinship Strategy and Plan is attached at Appendix 1 This details the key priorities for the service in its early stages of development. This will be further developed as part of the Promise and updates will be brought forward to People Committee, and as part of reporting on the Children's Services Plan 2021-2024.

4.0 Sustainability Implications

- 4.1. The development of a more robust kinship service is integral to the overall care strategy within Children's services.

5.0 Resource Implications

5.1. Financial Details

- 5.2. The budget forecast for the total spend on kinship for 2021-22 is £1,215,000 with a current projected overspend of £185,990. This total includes both children looked after and those children where their placement has been secured by a residence order. It is important to note that whilst the budget for kinship is likely to be exceeded, kinship would still be the preferred route for any child who can no longer live at home.
- 5.3. A Kinship placements currently amount to approx. £10k per year. In comparison, an external residential placement can exceed £200k per annum whilst a purchased foster placement is on average £45k per annum. Not only are both these provisions more costly but they also invariably mean that a child has to move outwith their local areas and community. Growth in kinship should be viewed as progress - as a spend to save investment with generally better outcomes.

5.4. Staffing

There are no implications for staffing arising from this report.

6.0 Exempt Reports

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

7.0 Declarations

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

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

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

(2) Council Policies (Please detail)

8.0 Equalities Impact

8.1 The development of kinship services and support addresses the history of inequality and negative outcomes often faced by the care experienced community.

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

Yes No X

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 X No

10.0 Appendices

Appendix 1 – Draft Strategy and Development Plan

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 X (please list the documents below) No

The Promise – update report to People Committee 25 March 2021(<https://www.clacks.gov.uk/document/meeting/264/1064/6958.pdf>).

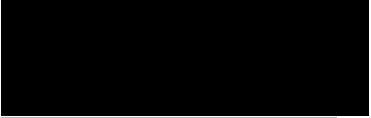
The Promise – update report to People Committee 16 September 2021
(<https://www.clacks.gov.uk/document/meeting/264/1094/7120.pdf>)

The Scottish Approach to Service Redesign
(<https://www.gov.scot/publications/the-scottish-approach-to-service-design/>)

Author(s)

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Approved by

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Strategic Director (People)	

Clackmannanshire Council Kinship Care Team

Draft Strategy and Development Plan

Date: October 2021

Introduction

Kinship care is becoming an increasingly used type of placement for children who require to be looked after away from home. The advantages are obvious; it allows children to often remain with their own families or with those who know them well, can improve a sense of identity and often allow them to remain rooted in their own communities. There are also significant challenges, particularly in relation to managing family dynamics and in some cases addressing historical parenting issues of the applicants. However, kinship care is still viewed as a positive placement for many young people, and is consistent with The Scottish Government review of looked after children, The Promise (2020), which has an identified aim of improving the number of children and young people who can be looked after within their own communities and network of family and friends.

Remit of the Team

Clackmannanshire Council introduced a new kinship care team in May 2021, with the aim of working closely with our colleagues in core childrens' services and our Family Group Decision Making (FGDM) team to identify appropriate kinship care options. Once these are identified, the role of the kinship care team will be to :

- Complete kinship assessments on prospective carers;
- Establish and manage a kinship care panel;
- Make recommendations to the panel about whether prospective carers should be approved;
- Provide ongoing support to kinship carers, either through individual support, groupwork provision or training;
- Ensure financial arrangements are put in place to support placements, and are reviewed regularly;
- Assess any new kinship care enquiries.

Vision for the Service

Wherever possible, we want children who can no longer remain at home to be supported by their wider family network so they can remain in their local community and maintain the connections and relationships that are important to them. Our kinship service will develop supports based on robust assessments and what carers tell us they need.

Our Strategy

- Get to know our kinship population, exploring individual circumstances and providing supports based on that knowledge.
- Develop a range of supports that are proportionate to those needs
- Work alongside partner services to ensure children’s needs are being met
- Ensure assessments of kinship carers are timely and focused on building capacity to meet the needs of children they are or will be caring for
- Prioritise the identification of kinship placements that require more immediate intervention and support to prevent placement breakdowns and disruption for children.

The action plan below sets out the key priorities and tasks for the service development for 2021-22.

Action Plan

	What is the planned outcome?	How will we achieve this?	Timescale	How will we know outcomes have improved?
1	Everyone within wider social work services, carers, young people and other agencies are aware of the role and remit of the kinship care team.	Team and management to draw up role and remit for the team, circulate and attend core & duty team meetings to discuss.	November 2021	Referrals to the team are appropriate.
2	The team is fully staffed and able to concentrate on their specific remit.	The vacancy within the Team is filled. The current social worker within the team has her caseload re-allocated if necessary to allow her to perform her new role.	January 2022 December 2021	Support to carers improves as the team is fully staffed and able to dedicate their time to supporting and assessing carers.
3	We are aware of all kinship carers and young people we are supporting.	The kinship TL works with business support to pull together up to date database of carers and young people.	December 2021	There is confidence that the database is accurate and up to date, with communication with carers improved.
4	Referral protocol for FGDM, kinship and PCA teams in place and all social work staff aware of this.	Referral protocol to be drawn up by TL’s for FGDM, kinship and PCA and thereafter disseminated to other social work teams.	November 2021	Referral process is working well – FGDM do initial work to scope out preferred kinship options before kinship team do assessments, simultaneous to PCA assessment, with reduction in drift of

				permanence plans for children.
5	The service is aware of the circumstances, support requirements and risks for carers who have a residence order.	Kinship TL to carry out a review of all children / young people in residence order placements to establish if they need ongoing social work support.	December 2021	All children and young people receive the support which is proportionate to their needs, identified by feedback from carers and young people.
6	Financial support is fair, needs-led and has review systems in place that are clear and not labour intensive.	Review of financial processes and allowances to take place, involving management, staff and business support. Once review is agreed, this should be disseminated to carers for consultation.	December 2021 January 2021	Carers feel supported financially and this is based on the needs of the children. Procedures are easy to understand with review process built into this
7	Clackmannanshire Council has clear and concise policies and procedures.	The team and kinship TL to develop appropriate policies and procedures, which will be consistent with the Promise, and thereafter disseminate to the other SW teams.	December 2021	All teams are aware of our policies and procedures and how to access them – these are comprehensive and mean that there is a guide to resolve any eligibility or procedural issues.
8	Kinship Panel is established and provides independent scrutiny of kinship assessments.	Kinship Panel to be set up, using previous members of the Panel – attempts to be made to ensure at least one person on the Panel is care experienced.	November 2021	Assessments are independently scrutinised and support required by carers identified at an early stage.
9	Support and training needs of kinship carers are identified.	Survey to be carried out into support and training needs of carers. From this survey feedback, support and training plan to be drawn up with partner agencies.	November 2021 December 2021	Carers feel greater support is on offer, both formal and informal, and training opportunities increase their knowledge. Attendance at support groups improves.
10	Carers who need more intensive individual support are identified and given assistance to scaffold their placements.	Regular discussions to take place at allocations meeting to identify families in need of extra support from the kinship team.	Ongoing	Placements are stabilised and there are fewer placement breakdowns.

11	Protocol for transition to TCAC team is devised, with carers, young people and all social work staff aware of this.	Kinship & TCAC TL to draw up a protocol for transition between kinship and TCAC, for consultation with the wider team and young people before being rolled out.	January 2022	Young people do not fall through the gap between kinship and TCAC.
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Report to People Committee

Date of Meeting: 18 November 2021

Subject: Update on the Regional Improvement Collaborative

Report by: Iain McGhee, Development Officer Forth Valley and West Lothian Regional Improvement Collaborative

1.0 Purpose

- 1.1. The purpose of the report is to update the Council on progress made by the Regional Improvement Collaborative in supporting educators in Clackmannanshire.

2.0 Recommendations

- 2.1. It is recommended that the People Committee note and comment on:-
- (i) The contents of this report
 - (ii) The Forth Valley and West Lothian Regional Improvement Collaborative Recovery Plan 2021-22 (Appendix 1)
 - (iii) The progress made against the Recovery Plan 2020-21 in terms of Governance, Numeracy, Literacy, Health & Wellbeing and Curriculum and Online learning (Appendix 2)
 - (iv) The priorities outlined in the Recovery Plan 2021-22 (Appendix 3)

3.0 Considerations

Background

- 3.1 The Forth Valley & West Lothian Regional Improvement Collaborative (RIC) was set up in 2017 with phase 1 of the regional improvement plan developed in January 2018. Phase 2 of the regional improvement plan was published in September 2018 following funding from Scottish Government and the recruitment of a dedicated full time RIC Team. In 2019 a three year strategic plan 2019-2022 was created and adopted (See Appendix 1)

- 3.2 In April 2019, Education Scotland moved to a regional model to support the implementation of national policy at regional and local level. A recovery plan for 2020-2021 (Appendix 2) was also developed to support the existing plan following a review of priorities in light of the COVID-19 situation and the impact that this has had on the education of children and young people in the region and throughout Scotland.
- 3.3 The Lead officer for the RIC is appointed on rotational basis from the four Local Authorities; with the Lead Officer assuming the role on an eighteen month term. The current Lead Officer is Lorraine Sanda, Strategic Director (People), Clackmannanshire, who took over the role in August 2020. Iain McGhee was seconded from Alloa Academy in October 2020 to undertake the role of Development Officer, supporting the Lead Officer.
- 3.4 In February 2021 a new governance structure was put in place (See Appendix 3). The new structure is designed to be more inclusive, allowing a wider range of stakeholder's views to be heard and recognised.
- 3.5 The RIC currently has six Workstreams in operation which form the Connect Team; Literacy, Numeracy, Health & Wellbeing, STEM, Curriculum and Online Learning and Performance. An update of the work carried out by these Workstreams and the progress made against the Recovery Plan is outlined in Appendix 4.
- 3.6 A large scale consultation in relation to our RIC's Vision and Values was carried out in May/June. As a result of this, a new vision and set of values were adopted.

'To build a collaborative culture to close the socio- economic gap and improve outcomes for every learner'

Equity	Everyone has the right support to succeed
Empowerment	Creating the conditions and opportunities to shape our futures
Collaboration	Working and learning together to improve outcomes

Every six months there is a focus on a particular value. The current focus is on Equity, with Empowerment becoming the focus in January 2022.

- 3.7 In August 2021 a new Recovery Plan was adopted (see Appendix 5). The overarching aims of this plan are:-

Focussed on measuring improvement in the following key areas:-

- Creating greater equity at system, LA, cluster, school and classroom level
- Increasing the empowerment of our children, young people and staff,
- Improve outcomes for all including sustained positive destinations
- Improving outcomes for those at the lower end of the socio economic spectrum at a faster rate than the rest.
- Supporting and improving curriculum development, pedagogy and assessment

- Developing further effective collaboration at all levels.

Reporting of impact on these areas will be based around our three core values.

3.8 A review of the role and functions of Regional Improvement Collaboratives, carried out by the Scottish Government, had begun pre Covid and was paused at the height of the pandemic. This review resumed in the summer and the final report on this is expected to be published at the end of October.

3.9 A joint self-evaluation with Education Scotland was undertaken in October/November 2021 focussing on assessing the progress of the RIC in relation to

(i) The priorities set out in the 2020-2021 recovery plan and 2019-2022 regional plan.

(ii) The impact of work undertaken

(iii) Identification of key challenges to provide a route map for next steps.

This exercise will be completed in mid- November and a report with recommendations will be produced for consideration by the Directors. Any recommendations accepted will be ad Members will be provided with copies of this self- evaluation report.

4.0 Sustainability Implications

4.1. There are no sustainability implications

5.0 Resource Implications

5.1. The RIC is funded on an annual grant application basis from the Scottish Government. Last session there was an significant underspend as a result of unfilled vacancies or staff being recalled from secondment to return to their original establishments as a result of the pandemic. As a result 16k was returned to each of the four Local Authorities to support Covid recovery.

5.2. This session a grant application for £889 900 was accepted. Table 1. Below outlines the projected spending for this session.

Regional Improvement Collaborative Forth Valley and West Lothian			
	Staffing	Non-Staff Costs	Total Funding Requested
		£	£
Workstream Title e.g. Quality Improvement	Cost £		
Literacy	140,417	4,000**	144,417
Numeracy	137,883	4,000**	141,883
Curriculum & Virtual	86,338	30,000*	116,338
Improving Performance (1X Data Coach employed in each Local Authority)	245,457		245,457
Developing the work of the RIC	136,449		136,449
Leading the work of the RIC	65,378		65,378
Health & Wellbeing	45,878	4,000**	49,878
Total	857,800	42,000	899,800

*For stage 2&3 development of the Inspiration Hub

** To support Workstream activities, resources, IT etc.

Staffing

There are currently four people currently employed in Clackmannanshire whose salary is either fully or partially paid from the RIC grant.

I McGhee – Development Officer 1.0 fte

L Graham - Data Coach 1.0 fte.

L Sanda - Lead Officer 0.5 fte

M Boyle - Education Business Manager 0.2 fte

6.0 Exempt Reports

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

7.0 Declarations

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

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

Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all	<input type="checkbox"/>
Our families; children and young people will have the best possible start in life	X
Women and girls will be confident and aspirational, and achieve their full potential	X
Our communities will be resilient and empowered so that they can thrive and flourish	<input 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 **X** No

10.0 Appendices

Appendix 1- RIC Strategic Plan 2019-2022

Appendix 2 - RIC Recovery Plan 2020-21

Appendix 3 – Governance Structure

Appendix 4– RIC progress report

Appendix 5 – RIC Recovery Plan 2021-22

11.0 Background Papers

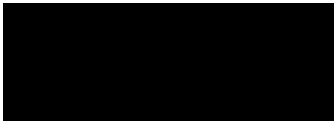
11.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

Yes (please list the documents below) No

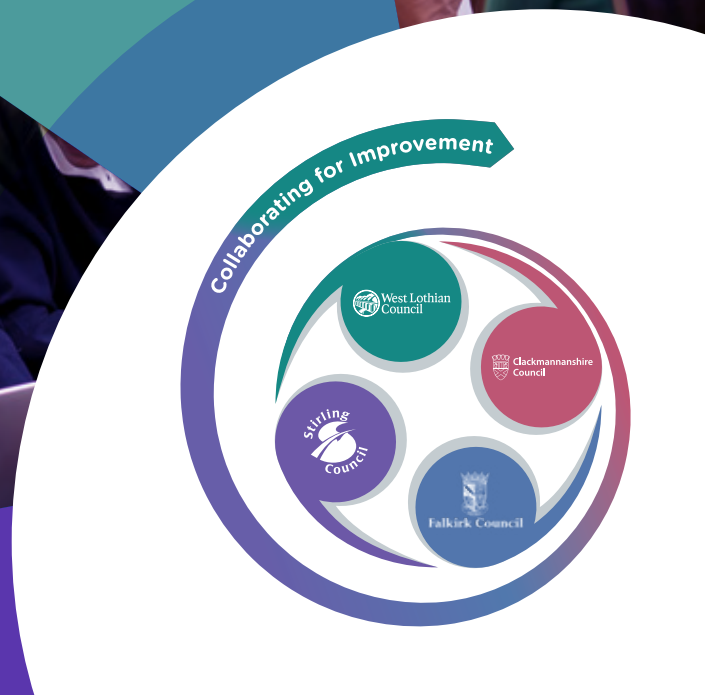
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Approved by

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Strategic Director People	

Forth Valley & West Lothian Regional Improvement Collaborative Plan **2019-2022**





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Section 1

Introduction & background

Introduction

The Forth Valley and West Lothian Regional Improvement Collaborative (RIC) is ambitious to achieve excellence through raising attainment in all Curriculum for Excellence areas with a particular focus on numeracy and literacy. Our Improvement Collaborative will focus on closing the poverty-related attainment gap by ensuring that every child engages with the highest standards of learning and teaching to develop a range of skills, qualifications and achievements to allow them to succeed and achieve a high quality positive and sustained destination when they leave school.

Our approach will be shaped by teachers, practitioners, pupils, parents and partners working together with a common purpose to give all our children and young people the highest quality educational experience and best outcomes for life.



Elaine Cook

Lead Officer for Forth Valley
and West Lothian Regional
Improvement Collaborative
Depute Chief Executive,
West Lothian Council



Robert Naylor

Director of Children's
Services
Falkirk Council



Anne Pearson

Chief Education Officer
Clackmannanshire Council



Kevin Kelman

Chief Education Officer
Stirling Council

Background

In September 2017, the Scottish Government, local government and Education Scotland agreed that regional improvement plans should be developed “*which identify the improvement priorities within their respective regions in order to inform the design and delivery of a collective and cohesive support package shaped by local needs.*” (National Improvement Framework, 2018).

It was agreed that each Collaborative should formulate a regional improvement plan, based on school improvement plans, local authority improvement plans and the National Improvement Framework.

As a first step, our regional improvement plan (phase 1) was developed in January 2018. This introduced the overarching themes and priorities which were agreed as an immediate focus: Numeracy, Literacy, Early Learning and Childcare. Through consultation with stakeholders it was agreed that Professional Learning would be central to building the work of our Collaborative and supporting the priorities of each work stream theme. Also underpinning the strategy has been the use of data as an analysis tool to support strategies to make improvements in performance.

In September 2018, we published phase 2 of the plan and at this stage reviewed the scope and

reach of planning with the addition of funding from the Scottish Government. This enabled a team of people to be recruited to solely focus on Improvement Collaborative aims and priorities. We also reviewed governance arrangements and formalised our approach to governing the plan as a regional collaborative of four local authorities. As a result of the establishment of a dedicated full time RIC Team, phase 2 saw an increase in the pace of progress with priority work stream aims being achieved. As we move in to this next iteration of the plan, a fuller range of functions has been reflected to build on and develop plans to achieve our vision of a fully progressive collaborative.

In April 2019, a Regional Improvement Team from Education Scotland led by Jackie Halawi (Senior Regional Advisor) was appointed to support the work of the Regional Improvement Collaborative.

This Regional Improvement Plan is for the Forth Valley and West Lothian Improvement Collaborative and takes account of the following national and local plans and advice for Falkirk, West Lothian, Stirling and Clackmannanshire:

- 2019 National Improvement Framework and Improvement Plan for Scottish Education
- Education Reform-Joint Agreement (Scottish Government, June 2018)
- Regional Improvement Collaborative plan 2018-2019
- Local Outcome Improvement Plans
- Integrated Children’s Services Plans
- School Improvement Plans 2019-2020

This phase of the plan has been informed by:

- The review of the Forth Valley & West Lothian Regional Improvement Plan (Phase 2)
- Regional Improvement Collaboratives (RICs): Interim Review, November 2018



Section 2

Vision and
strategic priorities

Building the vision

Vision for the Regional Improvement Collaborative

The vision for the Forth Valley and West Lothian Improvement Collaborative is founded in the twin aims of the National Improvement Framework for Education in Scotland:

Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and

Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

The principles of our RIC are underpinned by shared values of respect, commitment and building strong relationships with each other. Our Collaborative will build effective relationships and work in creative collaboration with each other.

During our annual conference 'It's a Good Time to Collaborate' in May 2019, we heard from Professor Andy Hargreaves, Research Professor at Boston College, Visiting Professor at the University of Ottawa and a Distinguished Visiting Professor at Hong Kong University, who supports the use of Collaborative Professionalism as the approach to working together effectively as a Regional Improvement Collaborative. This is based on extensive research into collaborative cultures in Education in countries including Norway and Canada.

This approach to collaboration is central to our own Collaborative's aim to improve the quality of learning and teaching in every school and educational establishment, and so achieve our vision of excellence and equity for our children and young people.

Our plan is intended to be used by leadership teams and practitioners in every school and educational establishments throughout our Regional Improvement Collaborative. It will also inform RIC work-stream teams who include leads from our Local Authorities and Education Scotland, and partners such as our colleges, university and Community Learning and Development teams.



Ensuring every child has the same opportunity to succeed

Achieving Excellence in Learning

Our vision aims to support learning with meaning and purpose that will equip young people with the skills and attributes, qualifications and achievements that will enable them to contribute to and succeed in the young workforce of the future.



curriculum for excellence



Successful Learners

Effective Contributors

Responsible Citizens

Confident Individuals

In doing this, we will review our approach to developing Curriculum in light of the refreshed narrative (national advice provided by Education Scotland, September 2019). A fresh look at the principles of curriculum design will support our aims to build an excellent and equitable curriculum for all children and young people. We will look at the totality of the curriculum but with a clear focus on specific areas (based on data information and analysis):



Building Collaboration

Since the establishment of the Improvement Collaborative in November 2017, we have built strong relationships with each other across the four councils and this is based on a partnership of trust and commitment to the delivery of our joint plan.

We have fostered a consultative approach to build an inclusive and reflective culture where all stakeholders' voices are listened to and considered in any development work. Our Regional Improvement Collaborative is led by a strong leadership team with a deep understanding of system wide improvement and how to enable its growth.

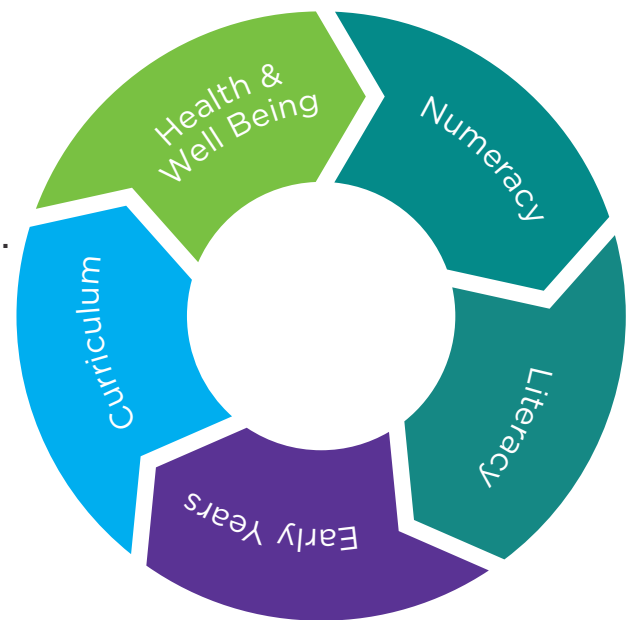
Central to our ethos is one of empowered leadership where practitioners and officers work closely together and across our Regional Collaborative. Practitioners are encouraged and have the ability to make connections that will improve learning and teaching, and impact positively on outcomes for children and young people.

Connecting

Our work stream priorities are connected and inter-woven to provide a cohesive approach to developing aims and implementation. Our Connect Team's membership consists of the work stream leaders, meet on a regular basis to share progress and ensure a holistic approach to collaboration.

Our vision is to connect schools, educational establishments, practitioners and partners by building extensive networks using digital technology and face to face opportunities to meet. This is being supported by identifying neighbourhood groups based on similar characteristics where relevant collaborative work can be undertaken.

In considering our network participation, we would like it to evolve as our practitioners and school leaders shape and develop the culture of collaborative professionalism. We have acknowledged self-generating improvement



collaborative teams that in many cases are grass roots initiated, and we nurture their growth and development in working towards our aims. We are supporting the development of an empowered system where partnership working is the key to reaching improvement in children and young people's outcomes.

Using Improvement Methodology

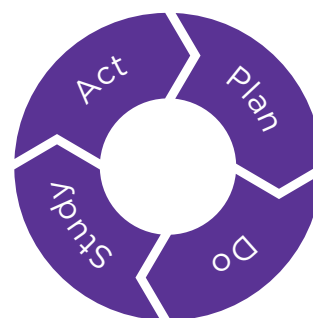
We underpin our planning using Improvement Methodology supported by the National Children and Young People’s Improvement Collaborative and our Improvement Adviser team.

This is supporting each work stream in understanding the drivers for improvement and the actions that need to be taken to achieve it. The methodology provides learning on how to implement, measure and track progress.

We use the model for improvement which is based on the following questions:

- **What are we trying to accomplish?**
- **How will we know that a change is an improvement?**
- **What change can we make that will result in improvement?**

Each project has started on a small scale and considered tests of change before progressing to a model that can be scaled up. Examples of this are demonstrated in the Numeracy, Literacy and Early Years and Childcare reviews and plans. This proven approach ensures that the strategies being used are evidence based, carefully planned and thoughtful in predicting outcomes for children and young people.



We take a holistic approach to improving outcomes for children

Career Long Professional Learning

A central principle of the Improvement Collaborative is that we value the continuous development of our colleagues and enable collaborative practice to take place.

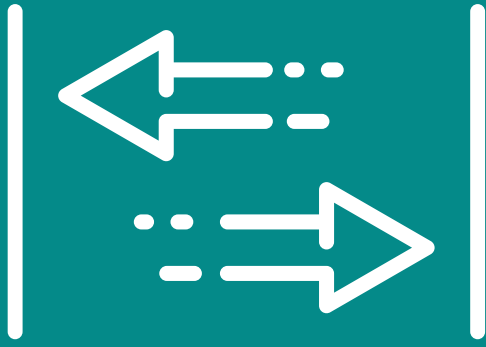
Our vision for CLPL is ambitious and we have taken the opportunity supported by the Scottish Government's funding to design and create a bespoke programme of professional learning that is innovative in nature and carefully constructed.

The Forth Valley and West Lothian RIC CLPL offer has been developed by practitioners and informed through consultation with schools, educational establishments and partners. Our course designers have been informed by research based on the principles of a visible learning environment. There is a framework and structure that supports a consistent delivery approach and high quality interaction with participants, as well as embedding reflective practice on learning and monitoring progress of its use in the classroom.

To support the delivery of a full range of quality marked initiatives in Numeracy and Literacy for children and young people aged 3-18, the Improvement Collaborative has had

the foresight to create both a Numeracy and Literacy Academy with physical classroom spaces for professional trainers and learners to work in an inspiring environment that promotes deep learning supported by pedagogical expertise.

Our work stream teams and Academy participants will be supported in evaluating each quality improvement strategy by an expert team including the Improvement Collaborative's Educational Psychology team, Improvement Advisers and consultant advice from Stirling University. We envisage a system being established that will support the co-ordination of all professional learning activities across the Improvement Collaborative, as well as provide a collated overview of CLPL uptake, and statistical analysis to support evaluation. We are working to produce a sustainable model of delivery of CLPL based on a 'Training the Trainer' approach in building confidence, expertise, and leadership capacity.



Section 3

Principles Of Planning Aligning Plans

Principles of planning

Each Local Authority has set out their improvement priorities taking in to account the National Improvement Framework as follows:

- Children and young people are at the heart of what we do
- We take a holistic approach to improving outcomes for children
- We are focused on strengthening the middle across the region - leadership at all levels
- A bottom up approach – the needs and improvement of schools and educational establishments will remain at the forefront of planning
- The voice of teachers, parents, pupils, communities and the third sector will be sought, valued and listened to at all stages of planning and reporting
- Decisions will be based on evidence and research, taking account of a range of the best international research and practice
- Ongoing improvement based on improvement methodology and theory of change will be the norm, with clear measurement plans, relating to impact and outcomes for children
- We will promote local diversity
- Activity will support additionality across educational establishments and the regional improvement collaborative
- Ideas and Innovation will be encouraged.

Our Plan will:

- be based on a detailed analysis of the latest relevant data on educational performance within the region.
- draw on data and information from other key sources, including health, justice and local community planning information.
- make clear how schools will access the support for improvement they require.
- make clear to Head Teachers and Heads of Establishments what is being provided to support them.
- support continuous improvement in curriculum design and development.
- work towards providing sector and subject specific support and advice in all eight curriculum areas.
- will support the development of high quality learning, teaching and assessment methodologies.
- build collaborative partnerships through innovative projects with a widening range of groups.

Children and young people are at the heart of what we do



National, Regional and Local Plans

National Priorities

The overarching key strategic priorities set out in the National Improvement Framework are reflected in all local authority and school plans.

These are, as set out in the National Improvement Framework:

- Improvement in attainment particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and well being
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

Each plan is also focused on the national drivers for improvement:



Each Local Authority has set out their improvement priorities taking in to account the National Improvement Framework as follows:



Clackmannanshire
Council

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

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children's and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people



Falkirk Council

Learning to Achieve

- Raising attainment and achievement: Raise attainment for every child and young person and enable them to make excellent progress through their learning journey 3-18 years.
- Wellbeing, equality and inclusion: Improve processes to support attainment and positive destinations for Falkirk's vulnerable children and young people.
- Skills and attributes development: Improve attainment and positive destinations for Falkirk's young people.



Prosperous, Healthy, Achieving, Resilient

- The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.
- Raise attainment for every child and enable them to make excellent progress through the Broad General Education.
- Improve children and young people's mental health and wellbeing.
- Support young people to further develop skills and knowledge which allows them to fulfil their potential in both their careers and in wider life.



West Lothian
Council

Achieving Excellence and Equity

- Improvements in attainment including numeracy and literacy.
- Closing the gap between the most and least disadvantaged children particularly in numeracy, literacy, health and well-being, positive destinations, early learning and childcare.
- Improvements in Children and Young People's health and well-being.
- Improvement in employability skills and sustained, positive school-leavers destinations for all young people.

Regional Priorities

In considering each of the Local Authority priorities, and the National Improvement Framework, Forth Valley and West Lothian Regional Improvement Collaborative will continue to focus on the following:

- Improving attainment in literacy and numeracy for children and young people aged 3-18 years.
- Closing attainment gaps between the most and least disadvantaged children and young people for numeracy and literacy.

In addition, this year there will be a priority focus on the following:

- Improvement in health and well-being of children and young people.
- Improvement in curriculum developments and learning and teaching to support employability skills and sustained positive destinations.

The four Local Authorities are sharing plans, building connections with each other and engaging with the newly formed Regional Improvement Team (Education Scotland) to maximise partnership working to achieve the aims of local and regional priorities.

In addition, each Local Authority is developing their plans for working with Education Scotland's Regional Improvement Team.

Improvement
in health and
well-being of
children and
young people





Support
planning and
development
of the STEM
strategy

Regional Improvement Team (Education Scotland)

The Regional Improvement Team (Education Scotland) for Forth Valley and West Lothian is working with each local authority and will provide an overview of their work with each and identify areas that could be progressed in a collaborative local, regional or national approach.

The overview of improvement priorities for each Local Authority has been collated and provides detailed plans for partnership working.

In initial discussions between the RIC Directors and the Regional Improvement Team (Education Scotland), areas of support were requested based on the work stream priorities. Subsequently, the Regional Improvement Team produced an action plan for Session 2019-2020 which has been agreed with the RIC Directors and is included in the Forth Valley and West Lothian Improvement Collaborative Regional Improvement Plan, Work Stream plans 2019-2020

| The Core Ask of Education Scotland

- Commission reports for each Local Authority on a PEF overview to inform progress with reducing the poverty related attainment gap.
- Provide detailed analysis and narrative of recent inspection reports for the 4 LAs with RIC overview.
- Provide 'data literacy' expectations of HMI school inspections.
- Provide support for the RIC CLPL programme- facilitators, links to expertise.
- Attend and contribute to established work stream meetings

| Supporting new work streams:

- Health and Well Being
- Commission reports for each Local Authority on a PEF overview to inform progress with reducing the poverty related attainment gap.
- Provide detailed analysis and narrative of recent inspection reports for the 4 LAs with RIC overview.
- Provide 'data literacy' expectations of HMI school inspections.
- Provide support for the RIC CLPL programme- facilitators, links to expertise.
- Attend and contribute to established work stream meetings.

| STEM

- Support planning and development of the STEM strategy.

| Curriculum

- Support digital requirements of the RIC virtual campus.
- Support specific subject networks eg. Computing, Social Sciences.
- Support assessment and moderation strategy and planning.

| Supporting established work streams

| Numeracy

- Collaborate with the Numeracy team to validate whole class approach to teaching numeracy at P1 and P2.
- Support in developing the numeracy specific Pupil Support Worker course.

| Literacy

- Sharing of ES' strategies and mechanisms for sharing practice across wider audiences.
- Sharing of ES' research-based plans and priorities in Literacy.



Section 4

Review Of Phase 2 Summary Report

Review of Phase 2

A summary review of Phase 2 progress is attached in Appendix 1.

Feedback on the Phase 2 Plan

The following areas were highlighted in feedback provided to the Improvement Collaborative in October 2018 from the Scottish Government and Education Scotland:

- 1 Provision of Governance arrangements could be strengthened
- 2 More information on tracking performance progress
- 3 Widen partnership working

To address point 1, through consultation with key people involved in governance, a Governance Plan was created. An updated

version of the Governance Plan is included in this plan.

To address point 2, advice was sought from the RICs Improvement Advisors who worked with each work stream to support the use of improvement measures to identify baselines, track and monitor progress, and set realistic targets for each project.

To address point 3, a number of partnerships have been established and developed. These are discussed in the summary report and throughout the work stream plans.

Communication and Engagement Strategy

In phase 2, the lead team created a Communication and Engagement Strategy. This was developed to increase awareness of the work of the regional collaborative, and build networks of practitioners who are engaged in working collaboratively with each other on the RIC priorities. Details of progress are provided in the summary report of phase 2 and next steps are in the updated Communication and engagement strategy included in this plan.

A range of engagement events have taken place to provide practitioners with the opportunity to become more involved with the work of the RIC, network and develop relationships across local authorities and be supported with learning that develops collaborative professionalism.

Some of the planned activities which have taken place are:

- Leadership and Improvement Methodology programme delivered by National Improvement Advisers- RIC SCLIP (Scottish Coaching and Leading for Improvement), December 2018 and February 2019, 6 days training event for 30 practitioners.
- 'It's a Good time to be Two', 12th February 2019, 250 Early Years practitioners conference.
- A series of 4 Head Teacher meetings per session (Primary/Early Years and Secondary) are being planned with each local authority hosting and leading on the themes for each session. The first meetings took place in May 2019.
- 'It's a Good time to Collaborate', 29th May 2019, 350 teachers and middle leaders with representation from every school/educational establishment, conference engaging with the work-stream priorities. Keynote speakers included Dr Elaine Cook (FV&WL Lead Director), Professor Mark Priestley (University of Stirling) and Professor Andy Hargreaves (Boston University).
- The CLPL Programme has delivered two symposiums (November and December 2018, 70 practitioners attending each) with a focus on self- evaluation, evidencing progress and pace and challenge in learning and teaching.
- Local Authorities invited each other to events for example, the West Lothian PEF Conference (15th March, 2019); The Falkirk Learning Festival with Sir John Jones (15th June 2019); STEM@the Helix event for all secondary schools (May 2019).

Budget Spend and Recruitment Planning

In October 2018, the Regional Collaborative was successful in its bid for funding to support the delivery of the phase 2 plan. Funding was used to recruit a full time team of lead people to develop and progress the aims of the plan. The lead Director and lead Development Officer for the Improvement Collaborative have both been funded from the grant, and from February 2019 the following posts have been appointed to support the work stream priorities: Lead Quality Improvement Officers – Numeracy (2), Literacy (1), CLPL (1); Performance Officer (Data Analysis); Support Officers for Early Years (4, one for each Local Authority); Data Coaches (4, one for each Local Authority); Numeracy Pedagogues (2); Business Management Support (0.5).

There are seven areas of budget spend:

- Developing the work of the RIC
- Leading the work of the RIC
- Numeracy
- Literacy
- Early Learning and Childcare
- Improving performance
- Career Long Professional Learning

As well as recruitment of staff, funds have been used to research, develop and launch a bespoke programme of professional learning for the FV&WL Improvement Collaborative which will be ready to launch in September 2019.

Work Stream Progress in Phase 2

A summary of each work stream’s progress is provided in the summary report (Appendix 1).



funds have been used to research, develop and launch a bespoke programme of professional learning



Section 5

Consultation outcomes

You said
We did

In January 2019, a full consultation was undertaken with schools and educational establishments in Forth Valley and West Lothian. A summary of key findings and actions taken is provided:

64 schools or educational establishments responded to the consultation. This is approximately a 29% response. Responses were provided from 76% Primary, 14% Secondary, 10% Additional Support Needs & Officer Teams.

We asked

What would be your preferred means of communication to engage with other schools and staff across our RIC?

You said



We did

- Early Years Conference for 250 practitioners (February 2019)
- Middle leaders and teachers Engagement Conference for 300 practitioners (May 2019)
- Secondary Head Teachers morning (June 2019)
- Primary and Early Years Head Teachers and Heads of Establishment morning (May 2019)
- Calendared 4 Primary/Early Years and 4 Secondary Head Teachers meetings for Session 19/20
- Launched 18 Curriculum networks (secondary subjects) (February 2019)
- Created Numeracy, Literacy and CLPL networks at the Engagement conference (May 2019)
- Launched twitter account (February 2019) currently with 848 followers
- Launched You Tube channel (July 2019)
- Created and launched FV&WL RIC Blog (February 2019)
- Provided digital platform linking tiles across the Regional Collaborative

We asked

What areas of professional learning would you like to be offered through the support of our RIC?

You said

73%

Developing the Curriculum Assessment & Moderation

61%

Learning & Teaching

59%

Using data for analysis & improvement

50%

Empowering leadership

42%

Aspects of Literacy

41%

Aspects of Numeracy

41%

Digital platform

We did

- Provide a Curriculum development programme (4 days) for senior leaders led by the University of Stirling-September 2019 launch.
- Launch of 18 Curriculum networks in West Lothian (February 2019) covering full range of subjects in the senior phase. Being developed to open up to all 4 local authorities through Microsoft teams- September 2019.
- Preliminary discussions and plans developed with Forth Valley and West Lothian Colleges to support a STEM strategy (details in the STEM plan).
- Support of various Curriculum areas in the FV&WL CLPL programme including STEM, Numeracy, Literacy, H&WB.
- Agreement to focus on PSE development in partnership with Education Scotland and the new H&WB RIC work stream team.
- Partnership agreement with Winning Scotland Foundation (WSF) to provide Numeracy Mindsets programme (1 year course with 75 practitioners starting in September 2019); Co-designing Literacy Mindsets in partnership with WSF and the University of Strathclyde (Session 19/20).
- Development of a Numeracy Academy 3-18 (details in the Numeracy plan) launching start of Session 19/20.
- Development of a Maths Strategy-National 5 level, (details in the Numeracy plan) starting in August 2019.
- Development of a Literacy Academy 3-18 (details in the Literacy plan) launching during Session 19/20.
- Assessment and Moderation event led by Education Scotland and assessment co-ordinators.
- Provision of Data Analysis session at the regional conference (May 2019) and development of 4 session course for the RIC CLPL programme (Session 19/20).
- Appointment of 4 Data Coaches – primary and secondary- to support practitioners in using data for improvement and improve confidence in data literacy.
- Partnership programme in collaboration with Stirling University-Systems level change, empowering leadership.
- Bespoke FV&WL RIC Columba 1400 programme (3 cohorts) for Head Teachers, Education Officers, Education Scotland RIC team.
- Improvement Methodology programme (6 days)- with the National Improvement Team.

You said
We did

We asked

Which curriculum areas would benefit from regional collaboration?

You said

72%

Health & Well Being

61%

Numeracy & maths

59%

Languages

47%

Technologies

39%

Sciences

31%

Expressive Arts

30%

Social Studies

27%

RE/RME

We did

- Create a programme of professional learning to support Maths and Numeracy (See Numeracy Academy).
- Create a programme of professional learning to support Literacy (See Literacy Academy).
- Undertook preliminary research of work being undertaken currently across the Collaborative on Health and Well Being (H&WB). The outcome is that a new H&WB work stream will be formed and its aims are set out in the phase 3 plan.
- Shared the outcomes of the Social Studies programme which West Lothian led with its Principal Teachers of Curriculum in Session 2018-19. The programme will be extended to Session 19/20 with collaboration widening across the Improvement Collaborative.
- Shared the progress of the STEM strategy for Falkirk in particular the work of the RAISE Primary Science project. This will inform the Improvement Collaborative's Phase 3 plan for Curriculum and STEM development.
- Develop the use of Curriculum networks throughout the Improvement Collaborative.

We asked

Please provide suggestions of how the RIC could support future improvements for each of these priorities

You said

More grass roots involvement

Alignment of key people with a??

Learning from other schools

Key comments on the following themes:

Sharing good practice: Sharing interventions to trial in class through resources from the Pupil Equity Fund.

We did: The PEF Leads from each Local Authority met and shared the key strategies which have worked and were being used successfully in schools. These are being discussed with schools in each council. Each Local Authority has also invited colleagues to attend their annual PEF Conference in Session 2018/19.

Numeracy: Support teaching methodologies; share evidenced based improvements; focus on pedagogy; drive to improve attainment.

We did: Numeracy report available from Phase 2, summary report and phase 3 plan.

Literacy: Develop a writing culture; provide a literacy audit tool for validated self -evaluation; use Education Scotland colleagues to validate literacy developments; focus on pedagogy; build consistency of reading skills across schools/clusters/local authorities; practitioner led professional reading that has been effective in reducing reading gaps.

We did: Summary report available from phase 2 and phase 3 plan. Examples to support Reading development available on the FV&WL RIC blog.

Literacy: Develop a writing culture; provide a literacy audit tool for validated self -evaluation; use Education Scotland colleagues to validate literacy developments; focus on pedagogy; build consistency of reading skills across schools/clusters/local authorities; practitioner led professional reading that has been effective in reducing reading gaps.

We did: Summary report available from phase 2 and phase 3 plan. Examples to support Reading development available on the FV&WL RIC blog.



Early Years: Robust assessment; reducing workload by sharing preparation of resources; providing guidance and training on Early Years 'learning through play' to raise attainment in numeracy and literacy; high quality CLPL such as Froebel training.

We did: The ELCC team shared resources and strategies to reduce overlap of resource development and to develop their strategies together for the Early Years expansion. The EY Conference provided training on 'learning through play' and a self-evaluation toolkit of progress measures. Froebel training was delivered throughout the Improvement Collaborative. Professor Ferres Laevers, University of Leuven, Belgium invited to hold a conference to support Early Years development in November 2019.

Career Long Professional Learning: Self-evaluation in practical ways to involve all stakeholders; visit other schools; shadowing; share improvement methodologies; building leadership capacity (middle and HT); Network meetings with work stream focus.

We did: A self-evaluation model has been developed in partnership with the Improvement Collaborative's Principal Educational Psychologist team. This is supporting evaluation of professional learning and ongoing reflection and monitoring of its use in practice. An agreement has been reached so that senior and middle leaders can support each other with reviews and visit each other's schools. The neighbourhood grouping of schools is supporting this initiative. Stirling University has developed a leadership programme to support the Curriculum and this will be delivered in Session 19/20.

Moderation: Provide bank of holistic assessments in literacy and numeracy which have been moderated; moderate beyond the local council context; create example pieces and bank of holistic assessments/benchmarked.

We did: Moderation and Assessment co-ordinators from each Local Authority have established a Regional Improvement Collaborative team. They have shared approaches and invited practitioners to joint events to support training in the use of moderation and assessment strategies.

Build confidence in using data for improvement: Provide training at a range of levels in the use of data for improvement.

We did: Range of training provision provided and new programme developed for Session 19/20. In listening to our stakeholders, we have begun to address the following questions:

We asked

What would you want your school to gain from being part of our RIC?

You said

91%

Learning from other schools' good practice

69%

Improving performance together

59%

Closing the poverty related attainment gap

58%

Moderation of Curriculum for Excellence on a wider scale

58%

Working on self-evaluation with each other

55%

Gaining a different perspective on our work

funds have been used to research, develop and launch a bespoke programme of professional learning





We asked

What else would you want your school to collaborate on as part of our RIC?

You said

- Sharing expertise in SEBN
- Create neighbourhood HWB profiles
- Inclusion, progress and achievement
- Approaches to meeting additional support needs
- Supporting positive mental health of staff to build resilience
- Efficiency and not to reinvent the wheel
- Good parental practice-sharing
- Network within subject areas
- Well- being/nurture initiatives which have worked well
- Family learning
- Innovative ways of schooling- structure of the school day
- Share DYW and GIRFEC practice

We did

- SEBN leads have met to share expertise.
- Performance Team developing H&WB profile and neighbourhood groups within it.
- Initial Head Teacher meeting facilitated discussion.
- New RIC Team being launched Session 19/20.
- RIC CLPL programme supported by Unions input.
- New H&WB Team will progress this ask.
- Leads from each LA have met and formed a team to share strategies. CLPL programme supporting 4 session training course with Education Scotland input.
- Practitioner and HT meetings; RIC Blog sharing resources. Microsoft Teams files for Curriculum networks and work stream teams.
- 18 Curriculum networks established in West Lothian and being expanded across the RIC in September 2019.
- CLPL programme supporting 4 session training course with Education Scotland input. Numeracy Team providing training as part of the Numeracy Academy.
- Curriculum DHTs group established for the RIC. Development programme being led by University of Stirling.
- Performance Team updating RIC Profile to include DYW data. This will inform new Curriculum and STEM strategy for the RIC. GIRFEC will be shared through the new H&WB Team's plan.



We asked

Please add ideas that you have to support/contribute to the development of the Regional Improvement Collaborative. What added value would there be from your experience?

You said

- Hosting visits from other colleagues
- Opportunities for school leaders and teaching staff to meet and discuss improvement priorities
- Pilot interventions and/or conduct small tests of change, evaluate findings
- Structured approach to Special Needs establishments working together more closely
- Align inset days
- Expand college links to increase breadth in the curriculum
- Discuss flexible curriculum and range of qualifications being developed
- Establish quality improvement partnerships- engage in school evaluation from different perspectives

We did

- Neighbourhood schools groups identified.
- Validated Self Evaluation teams being created.
- Head Teacher & Heads of Establishment meetings arranged-4 per session.
- Improvement priorities shared.
- A range of projects being undertaken across all of the work streams.
- Initial meeting taken place and new plan being developed.
- Draft document produced with possible alignment agreed for Session 19/20. 20/21 under current discussion.
- Agreements in place to work with Forth Valley and West Lothian Colleges on Curriculum, STEM and Numeracy, Virtual Campus developments.
- Discussion about Virtual Campus being progressed. Scoping visit to E-Sgoil undertaken. Phase 3 plan developed to take forward.
- Agreement to undertake programme of Validated Self Evaluation reviews together. Team of Quality Improvement Officers developing framework for Session 19/20.



Section 6

Performance and improvement profile

Profile of Forth Valley and West Lothian Region

The Forth Valley and West Lothian Improvement Collaborative serves an area of 3070 square kilometres. Stirling Council's area covers 70% of the overall Collaborative geography which ranges from rural highland and lowland in Stirling, through urban and post-industrial mining, steel and manufacturing communities in all four authorities. The Collaborative has a total population of 484,700 or slightly less than 9% of Scotland's population.

The Collaborative provides core education services to nearly 68,000 pupils in 173 Primary, 29 Secondary and 16 Additional Supports Needs Schools. This is just under 10% of Scotland's school pupils and 9% of Scotland's schools. A detailed picture of ASN schools is attached in Appendix 2.

The teaching workforce is made up of 2425 Primary Teachers, 2306 Secondary Teachers and 217 Additional Support Needs Teachers. Early Learning and Childcare places are provided across the Collaborative for 7,875 three and four year olds.

Early Years

Across the region Early Learning and Childcare provision is made through nursery classes, stand-alone local authority extended day 50 week centres, private and voluntary sector providers and through some child minding services.

The quality of provision across the region is good based on Care Inspectorate reports but there is a need to maintain quality with the expansion of provision. Notably, between 2010/11 and 2016/17, all Local Authorities within the Forth Valley and West Lothian Collaborative region achieved higher quality ratings than the Scottish average. In 2016/17 rates within the region ranged from 93% to

Across the Forth Valley and West Lothian Collaborative region 60 data zones fall within the 15% most deprived in Scotland according to SIMD 2016, with Clackmannanshire having 15% of their data zones in this category, Falkirk 11%, Stirling and West Lothian both 7%. Clackmannanshire is a Scottish Attainment Challenge (SAC) authority and there are SAC schools in each of the other LAs, as well as a significant amount of PEF funding being allocated across the region.

100%, compared to the Scottish average of 92%.

Reviews were introduced by the Scottish Government in 2013 to assess children's developmental status and to record any concern or disorder against a selection of developmental domains (social, emotional, behavioural, attention, speech, language & communication, gross motor, fine motor, vision and hearing). In 2015/16 approximately 72% of children in Scotland met developmental milestones at these reviews. Within the Forth Valley and West Lothian region equivalent percentages currently range from 71% to 79%.

Attainment: Broad General Education

The recorded CfE levels across the regional collaborative as a whole are in line with, or marginally better than the national average for all stages in reading, writing, listening & talking and numeracy. Each has also shown an increase from 2016/17 to 2017/18. This is also true for all stages across all five SIMD quintiles.

However the percentage of pupils attaining the expected levels in numeracy drops from P1 to P4 and again to P7. This is the case for all four authorities, as it is for Scotland as a whole.

Numeracy in the Forth Valley and West Lothian has demonstrated improvements in P1,4 and 7 from 2016/17 to 2017/18. One of the early targets of the regional collaborative has been to identify interventions to address this drop and seek to drive up attainment levels, particularly in numeracy, across the region. Another early area identified is Reading and this will be a focus of the Literacy strategy.

Senior Phase (all S4 Leavers in 2017)

Across the regional collaborative as a whole the average tariff point score for our children and young people is above the national average for SIMD quintiles 2-5. However, it is significantly below the national average in quintile 1 (most deprived) with only West Lothian and Falkirk performing better than the national average. Clackmannanshire's performance in quintiles 3,4 and 5 have increased from 2015/16 to 2017/18 but are below the national average

except in quintile 4. In quintiles 2,3,4 and 5 Falkirk have increased from 2015/16 to 2017/18, while Stirling has increased in quintiles 3,4 and 5 for the same period and is above the national average. West Lothian has increased in quintiles 2 and 4, remaining the same in quintile 3 and slightly decreasing in quintile 5 from 2015/16 to 2017/18 but remains above the national average in all quintiles.

Positive Destinations

The percentage of school leavers in a positive destination on leaving school in 2016/17 across the regional collaborative was the same as the national average (93%) and both have increased to 94% in 2017/18. It is noted that the proportion of school leavers entering Higher and Further education in 2017/18 is in line with

the national figure of 41% and below (24% compared to 27%) respectively. Work will be undertaken to better understand why this is the case with the aim of driving up the aspiration of our young people to attain higher level qualifications.

Attendance

Attendance at Primary School across the regional collaborative is broadly in line with the national average at around 95% for all primary stages.

In S1-S3 overall attendance across the regional collaborative is also in line with the national average. However, across all four authorities' attendance drops from S1 to S2 to S3 to around 90%. This represents, on average, every pupil missing one day of school in ten. Work will be undertaken to provide a more detailed analysis of patterns of attendance across the

collaborative. This will be cross-referenced with the success of Pupil Equity Funded targeted initiatives to improve attendance rates.

A full insight into the performance data for the Improvement Collaborative is attached in the Performance Profile (Appendix 3). This includes a narrative and links to the Local Government Benchmark Framework. The table below links the data sets within the profile to the work stream performance measures and informs their analysis, strategy and planning for improvement.

National Improvement Framework Driver – Performance Information

In line with national guidance on Developing Regional Improvement Plans, the Forth Valley and West Lothian Collaborative will plan on the basis of all available evidence on performance within the region, including school attainment data. It is a priority for the Collaborative to make intelligent use of the data and wider performance information and ensure that there is a balance between data analysis and broader collaborative inquiry.

The Collaborative has worked to collate and oversee shared data to analyse and inform priority areas to target, and to provide information for the teams to develop their ideas and plans. Numeracy and Literacy CfE levels and HMI reports have provided a good overview. The Performance Team works with each team to draw together agreed baseline data and progression updates. They have developed a data pack for the wider use of the RIC. As each new work stream forms in phase three, in-depth data will be required to support planning and target specific outcomes. The

team is also supporting the development of a RIC data sharing agreement, and has completed a data impact assessment.

The Performance Team have summarised and collated inspection reports from September 2016-March 2018 for special, primary and secondary schools. These provide a summary of quality indicator evaluations with key strengths and areas for development (section 5, Performance Profile). Each work stream is using this information to support the focus of their project.

What do we want to achieve?



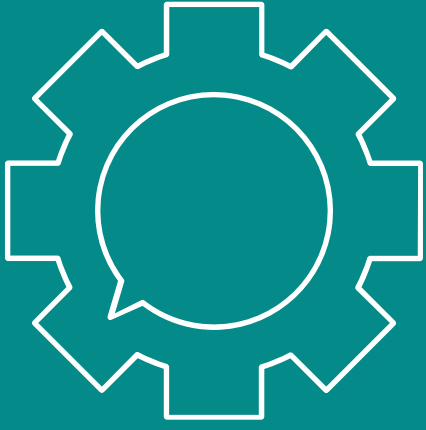
- ✓ Improvement planning will be carefully designed to maximise the quality of information and ensure that evidence sources are fit for the intended purpose, based on improvement methodology.
- ✓ Evidence is used across the Collaborative to gain a deeper understanding of improvement.
- ✓ Practitioners across the Collaborative are more confident in data literacy.

Measures of success will be:

- ✓ External feedback on planning and reporting across the Collaborative will be recognised as based on good use of data and evidence and effective planning.
- ✓ Resources and support for data analysis at the centre is reduced.

What will we do?

- ✓ Gather data and establish baselines.
- ✓ Identify families of schools based on socio-economic and attainment schools.
- ✓ Develop School Improvement Partnerships across the Collaborative.
- ✓ Develop subject and curriculum area partnerships across the Collaborative.
- ✓ Share evidence based approaches to close the poverty related attainment gap.



Section 7

Delivering for the region: the next phase

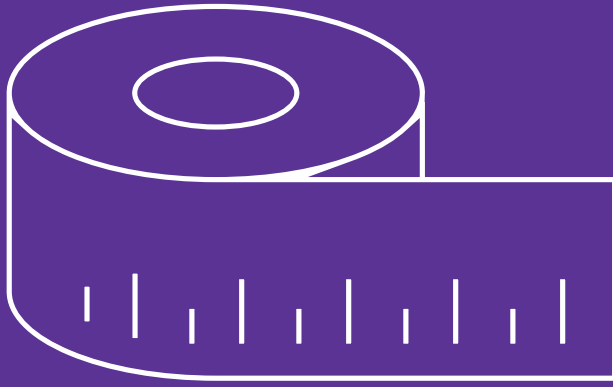
Priorities of the RIC

The Forth Valley and West Lothian Collaborative has carried out an analysis on the available performance data for the region. Taking account of the National Improvement Framework and the Strategic Priorities, as well as an analysis of school improvement plans, the following work-streams for the 2019-2020 Plan have been prioritised and agreed:

Priority Focus	NIF Drivers	Work Stream Aims	Work Stream Lead
Numeracy	Teacher professionalism School improvement Performance information	Raise attainment and reduce the poverty related attainment gaps in numeracy Develop collaborative learning approaches which build staff capacity to deliver high quality learning experiences in numeracy	Peter Valentine Lynne McBain
Literacy	Assessment of children's progress Teacher professionalism School improvement Performance information	To bring together a range of professionals with a relentless focus on supporting teachers and a range of other staff who provide support to improve children and young people's educational attainment	Lindsey Duncan
Early Learning and Childcare	Teacher professionalism Assessment of children's progress School improvement Performance information	By the end of 2020, 100 % of children aged 2-3 years old will experience good or very good quality ELC in establishments in the FVWL RIC	Judith Edwards
Health and Well Being	Teacher Professionalism School Improvement Assessment of children's progress Performance Information Parental engagement	Support positive mental health and well-being of children, young people, staff and school communities. Review PSE programme Develop parental engagement and family learning Support schools with evaluation: Ensuring Wellbeing, Equality and Inclusion.	Gillian Campbell
Curriculum: Developing the Curriculum & STEM	Teacher professionalism Assessment of children's progress School improvement Performance information	Develop the Curriculum and ensure that it is equitable and accessible for all children and young people Develop pathways that raise attainment and close the poverty related attainment gap	Leigh Watson

Two overarching work streams support overall improvement and collaborative activity in the region. These themes support each of the priority focus areas of Numeracy, Literacy, Early Learning and Childcare, Health and Well Being and Curriculum development. These work streams are:

Priority Focus	NIF Drivers	Work Stream Aims	Work Stream Lead
Career Long Professional Learning	<ul style="list-style-type: none"> Teacher professionalism School leadership School improvement Parental engagement Assessment of children's progress Performance information 	<ul style="list-style-type: none"> To address expectations of the NIF which are being taken forward by each of the work-streams To empower teachers, head teachers, parents and communities to deliver excellence for children and young people 	Stefan Wyroslawski
Performance Information	<ul style="list-style-type: none"> Performance information School improvement Assessment of children's progress Teacher professionalism 	<ul style="list-style-type: none"> Maximise the use of information and ensure that evidence sources are fit for the intended purpose, based on improvement methodology Evidence is used across the Collaborative to gain a deeper understanding of improvement Practitioners across the Collaborative are more confident in data literacy 	Michael Davis



Section 8

Measurement plan

Key Indicators and measures to evidence progress

In line with the 2019 National Improvement Framework, a basket of measures will be used to assess progress of RIC priorities. This will provide a comprehensive and consistent approach with key performance indicators being tracked across the Forth Valley and West Lothian Improvement Collaborative in relation to the four key strategic priorities of the NIF.

Strategic Priorities of the NIF	Prioritised Activity of the RIC	Measures
Improvement in attainment	Literacy Plan Numeracy Plan Early Learning and Childcare Plan CLPL plan Subject networks Performance data and profile	Teacher professional judgement: Literacy CfE levels Numeracy CfE levels Maths award data Level 5, 6 and 7 awards 3.2 HMIE reports
Literacy	Literacy Plan Numeracy Plan Early Learning and Childcare Plan CLPL plan Subject networks Health and Well Being plan Performance data and profile	Closing the gap data for levels 5 and 6 Closing the gap data for numeracy and literacy 3.2 HMIE reports Levels 5 and 6 awards
Early Learning and Childcare	Health and Well Being plan Early Learning and Childcare plan Collaborative Partnerships	Attendance rates Exclusion rates Health and well-being survey data Developmental milestones
Improvement in Employability skills and sustained positive destinations	Curriculum development plan STEM plan Numeracy plan Literacy plan Performance data and profile	SCQF 4, 5,6 and 7 awards Achievement Awards Participation measures Leaver Destinations



Section 9

Governance and Reporting Plan

Governance and Reporting

In line with the agreement between COSLA and the Deputy First Minister, and the report of the subsequent joint Steering Group, the Forth Valley and West Lothian Improvement Collaborative has agreed a model of governance that will retain local accountability, working in partnership with Education Scotland and the Scottish Government.

The structure for the Improvement Collaborative has been agreed and established. The Collaborative has developed a Governance model that effectively reflects the principle of leading from the middle, collaboration and bottom up.

The Governance structure ensures that the leadership and work stream groups are responsible for developing the "offer" to schools and practitioners, with the reference and engagement groups helping to develop the "ask". Engagement groups are comprised of

practitioners and wider stakeholder groups.

The Lead Officer reports on the progress of the Collaborative to respective Chief Executives and to local elected members via the relevant education committees of each council. Centre colleagues are also updated on the work of the RIC.

The first RIC Governance plan was produced in November 2018 and the updated version is shared on the next page.

Governance Plan August 2019

Governance Arrangements

Each Local Authority has its own unique set of circumstances. The experiences and learning from the SAC and PEF inform the way we work in partnership with each other.

The Forth Valley & West Lothian Regional Improvement Collaborative aims to improve outcomes for children and young people in line with the National Improvement Framework for Education:

- Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed and
- Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty related attainment gap.

Each Local Authority is responsible for the provision of education for children and young people in terms of planning and delivery and will be accountable for attainment and achievement outcomes. The Improvement Collaborative will provide 'added value' to the work of each local authority and will engage in an annual review which is informed by robust evaluation and a

Strategic and Operational Leadership

The work of the Improvement Collaborative will be supported by a number of strategic and operational teams. The purpose and role of each team within the governance arrangements are as follows:

1 Regional Board Membership

Chief Executive Officers and Education Spokespersons of Falkirk, Clackmannanshire, West Lothian and Stirling.

Purpose

- To share the vision of the Collaborative.
- To drive the success of the FV&WL RIC plan.
- To support and facilitate collaborative projects and working together.
- To oversee the RIC grant allocation from the Scottish Government.

revised plan submitted to the regional board.

It has been agreed by the four Local Authorities that lead roles will be aligned to provide coherence to the work that is being undertaken on a regional basis. The Chief Executive Officer, RIC Lead Director and RIC Lead Development Officer will sit within one local authority for an 18 month basis which will then be open to review. Any change would involve discussion with Education Scotland before approval of a new RIC Lead director.

Funding: Forth Valley & West Lothian Grant

The Scottish Government has given the RIC a grant for 1 year from 1st August 2018 to July 31st 2019. It has been agreed that monies will sit separately from the 'Lead' local authority for auditing purposes. A report on the use of grant funds has been produced and sent to the Scottish Government (July 2019).

Staff employed to support the work of the Improvement Collaborative do so on a secondment basis and are line managed by their local authority Lead Director. They remain accountable to their local authority.

Reporting

The Regional Board will receive reports on the progress of the Improvement Collaborative from the Regional Lead Director and will meet biannually (March & September). Chief Executive Officers will be responsible for political reporting arrangements and sign off the plan in their own local authority. The Chief Inspector of Education Scotland will be involved in signing off the annual plan and will be updated on progress through the Education Scotland Regional Adviser. The Regional Lead Director will attend the National Council of RIC Lead Officers and will share progress of RICs at a national level.

2 Lead Directors Team

Membership

Relevant Director/Chief Education Officer with responsibility for Education from each Local Authority. The RIC Lead Development Officer and Senior Regional Adviser from Education Scotland are also members of this team.

Purpose

- To provide direction for the vision and aims of the Improvement Collaborative.
- To support the Connect Team (work stream leads) in shaping and delivering outcomes for each priority.
- To ensure that all partners and stakeholders are fully consulted and engaged in the development of the Improvement Collaborative.
- To share key developments in Local Authorities and consider opportunities for collaborative working that will support improvement outcomes.
- To evaluate the overall performance of the Improvement Collaborative and support a robust measurement plan.
- To facilitate clear communication between the key groups leading the work of the Improvement Collaborative.
- To review and report on the impact of the grant on progress in achieving outcomes.

Reporting

The Lead Directors team reports to the regional board. It meets every six weeks and receives updates on progress of the work streams from the RIC Lead Development Officer. Formal reports will be produced from each work stream quarterly which will be presented to the lead directors team for evaluation of progress. The evaluation of progress will be supported by the Performance Team. Each director will present regular progress of the Improvement Collaborative to elected members at each local authority's committee meetings.

3 Lead Directors Team

Membership

Regional Improvement Collaborative Lead Development Officer; Lead Quality Improvement Officer from each work stream- Numeracy, Literacy, Early Learning & Childcare, Health and Well Being, Curriculum, CLPL(Career Long Professional Learning); Performance Team Lead Officer; representative from the Communication Team.

Purpose

- To add value to the work of each Local Authority.
- To bring coherence across the priority work streams and work collaboratively to plan and develop themes for improvement.
- To use information from the RIC Performance Profile to inform the direction of focus and to identify areas requiring improvement to support achieving excellence and equity aims.
- To further develop the Communication and Engagement strategy in collaboration with the Communication Team.
- To inform practitioners, leaders and partners about the work of each work stream.
- To support and develop a culture that empowers practitioners and develops systems leadership capacity by delivering quality professional learning programmes and providing opportunities to lead the growing range of projects supporting the Improvement Collaborative priorities.

Reporting

The Connect Team reports to the Lead Directors Team. It meets monthly and will produce quarterly reports for the Lead Directors Team. It will also provide updated plans on an annual basis. Reporting will be supported by data from the Performance Team.

4 Work Streams

Membership

Work stream Lead Quality Improvement Officers; practitioners & Education Officers representing each local authority; representative from the Performance Team; representative from the Communication Team (both will attend aligned with the venue which rotates); RIC Improvement Advisor; Care Inspectorate (ELCC Team); Numeracy pedagogues (Numeracy Team); Forth Valley & West Lothian College representative; linked Education Scotland Officer.

Purpose

- To support the development of 'the Ask and the Offer' of the RIC.
- To create and produce driver diagrams and action plans for each priority.
- To clarify overarching aims and provide detail of what is to be achieved.
- To develop measurement plans that demonstrate baseline measures, tracking and monitoring of progress, targets and outcomes.
- To reflect on and act on the analysis provided by the Performance Team to develop robust processes to measure, collect and collate data which will be analysed to inform progress.
- To co-ordinate and monitor progress of sub-teams leading on the range of related projects for each priority theme.
- To communicate the work of the group to all stakeholders and partners and build collaborative networks to support developing themes.
- To engage with stakeholders on the work and progress of projects and inform next steps from feedback through RIC Consultation events/evaluations and meeting with RIC reference groups.

Reporting

The work streams – report to the RIC Lead Development Officer. They will meet monthly with diaries agreed for the year.

5 Performance Team

Membership

RIC Performance Officer; data analyst from each local authority; input from RIC data coaches (1 for each local authority)

Purpose

- To provide a full Performance Profile for the Improvement Collaborative.
- To provide data, analysis and narrative for the regional profile including performance.
- To provide data to inform work stream progress and next steps.
- To support the development of work- stream measurement plans.
- To support and build confidence in practitioners using data for improvement.

Reporting

The Performance Team reports to the Lead Directors Team. The team is supported by the National Analytic Team (Scottish Government).

Communication Team

The Communication Team comprises an IT/Digital Learning lead from each local authority with input from local authority Communication Officers. The role of the team is to develop the RIC digital platform that provides a communication portal for collaboration across the four local authorities. A digital sharing agreement will support communication throughout the Improvement Collaborative.

The team will work with work-streams to develop relevant communication media for example, twitter, webinars, and blogs. They will also support strategies for PR in advertising professional learning opportunities and RIC events.

Engagement Groups

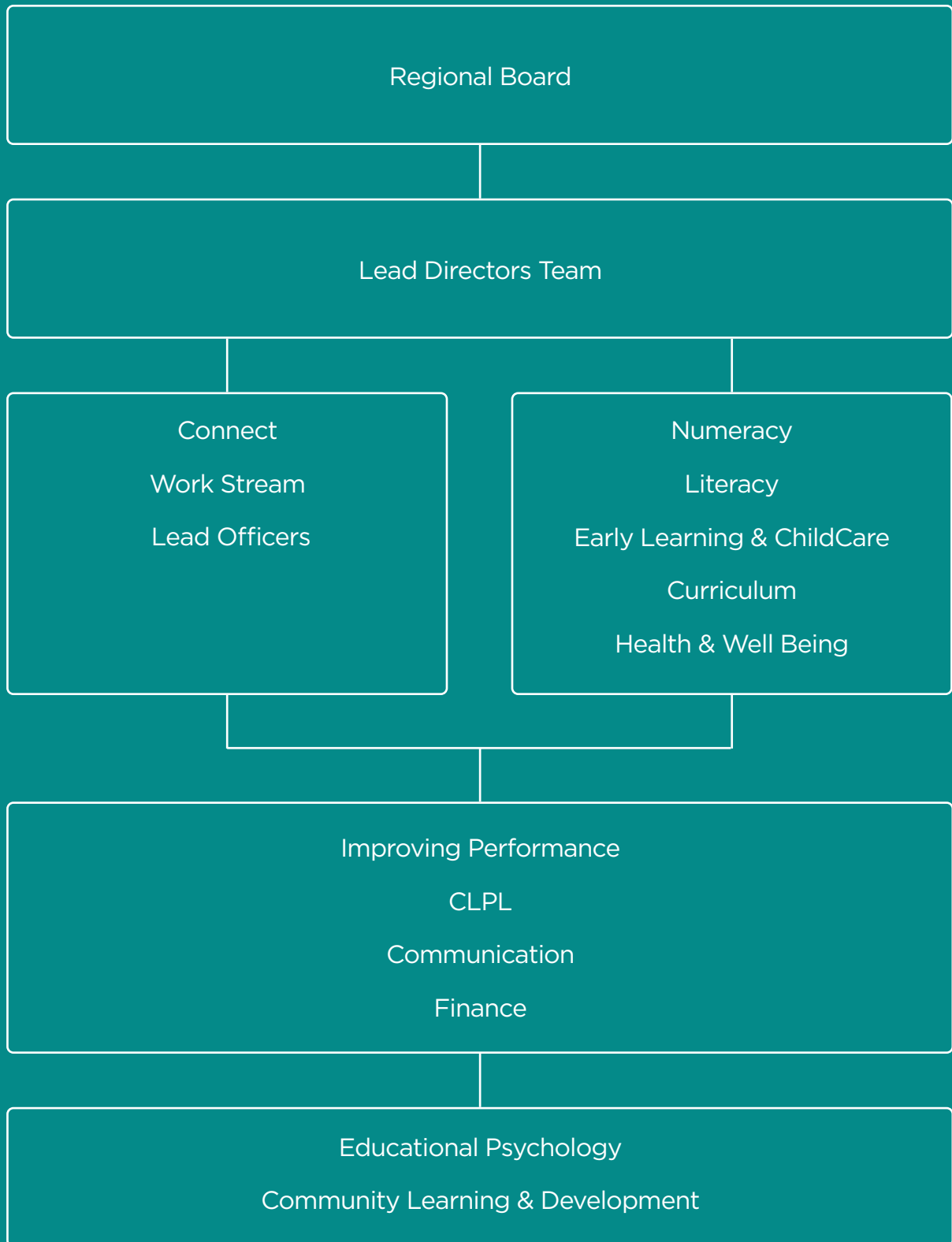
Reference Groups have been formed and comprise Early Years, Primary and Secondary Head Teachers. Practitioners and Pupils groups will be formed in Session 2019-2020 to consult on current and evolving priority themes, and support building the scope of the Improvement Collaborative.

Professional Associations meet with the RIC Lead Director and Lead Development Officer, and a formal calendar of engagement meetings is established.

Widening Collaboration

As the scope of the Improvement Collaborative expands, new groups are forming and will be considered in the wider planned vision. Projects led by Education Psychology Teams, CLD, ASN, Local Authority PEF Teams and Finance Teams are established and developing. Groups not directly leading on priorities will be included as 'self-generating RIC teams' and welcomed to spread the collaborative nature of the region.

Forth Valley & West Lothian Regional Improvement Collaborative



Membership of Teams

	Clacks	Falkirk	Stirling	West Lothian
Strategic Board CEO Education Chair	Nikki Bridle Cllr Graham Lindsay	Kenneth Lawrie Cllr Adanna McCue	Carol Beattie Cllr Susan McGill	Graham Hope Cllr David Dodds
Elected members	People Committee	Education Executive	Children & Young People Committee	Policy Development & Scrutiny Panel
RIC Lead Director				Elaine Cook
Lead Directors Team	Anne Pearson	Robert Naylor	Kevin Kelman	
RIC Lead Development Officer				Siobhan McGarty

Connect Team	Numeracy	CLPL	ELCC	Literacy
Work Stream Lead Quality Improvement Officers	Peter Valentine Lynne McBain	Stefan Wyroslawski Performance Performance Michael Davis	Judy Edwards	Lindsey Duncan

Partners

- Education Scotland
- University of Stirling
- Forth Valley College
- West Lothian College
- Winning Scotland Foundation
- Gateway- CPD Manager
- La Salle Education (Mathematics); Maths Recovery Council; Edgehill University; Oxford University Press
- Scottish Book Trust



Appendice 1

Forth Valley & West Lothian
Regional Improvement
Collaborative
Summary Report
Phase 2, 2018-2019

The FV&WL priorities for 2018-2019:

Numeracy

The aims of the Numeracy work stream are to reduce the poverty related attainment gap from early to first level, and to develop collaborative learning approaches which build staff capacity to deliver high quality learning experiences in numeracy.

Using the principles of Improvement Methodology, a small scale project was undertaken with a number of schools from each local authority. The project involved staff being trained in a specific numeracy intervention strategy to support children in Primary 2 who had gaps in their Numeracy knowledge and understanding. The staff were coached throughout the project and supported in tracking progress. The attainment outcomes for nearly all children supported by this improvement approach increased. A full report of the project is available from the Numeracy team.

The lead Numeracy team has undertaken considerable research and development of a range of intervention strategies to develop Numeracy and Mathematics. The result is that a substantial collaborative offer has been designed, developed and is ready for implementation for Session 19/20. A range of partners have been commissioned to provide high quality training and continuous support to practitioners including teaching and support staff. Partners include Edge Hill University, La Salle Education and Maths Recovery. A Numeracy Academy has been designed with a site identified to create a physical classroom space for the training programmes. 2 full time Numeracy expert pedagogues have been appointed and will deliver the training programme.

Literacy

The aim of the Literacy work stream is to develop collaborative learning approaches which build staff capacity to deliver high quality literacy learning experiences for all. The Literacy Team reviewed Curriculum for Excellence (CfE) levels and identified Reading as an area for improvement from 3-18. Through consultation with practitioners and consideration of current strategies throughout the Improvement Collaborative, 3 aims were identified:

1 Developing Teachers' Professional Judgement

Literacy QAMSOs have worked with the lead team to develop a high quality moderation pack for Reading in order to build practitioner confidence in professional judgement. They have developed a digital sharing space (on the FV&WL RIC Blog) to support pedagogy. They have identified best practice and are sharing across the Improvement Collaborative.

2 Building a Reading Culture

A sub group of the Literacy Team has developed approaches to build practitioners' skills in pedagogies required to engage learners in building a reading culture. At the

FV&WL Conference, 'It's a Good Time to Collaborate', the team shared research based approaches to developing positive reading attitudes and skills. They have identified a small number of teachers within each local authority to become lead

teachers in reading who will develop capacity of practitioners through collaborative delivery of CLPL, networking opportunities and supporting tests of change.

3 Early Vocabulary Development

A framework of successful interventions currently used across the four authorities has been created and shared with practitioners. The team has established a partnership with The Scottish Book Trust and has entered into a pilot with 40 schools from across the Improvement Collaborative to accredit reading and develop a national award.

With the appointment of a full time Literacy lead officer in July 19, the scope of the Literacy plan has expanded to include a Literacy Academy which is under design and is currently at the research/scoping phase.

Early Learning and Childcare

The aim of the Early Learning and Childcare work stream is to achieve 100 % of children aged 2-3 years old experiencing good or very good quality ELC in establishments in the Regional Collaborative by the end of 2020.

The ELCC team undertook an analysis of inspection reports across the Improvement Collaborative and gauged that on average, the quality of learning and teaching was good. They developed a framework to support educational establishments in using self-evaluation effectively to identify areas for improvement and plan strategically to implement change. The team led a conference in February 2019 (It's a Good Time to be Two) with significant input from HMIE colleagues and Improvement Advisors. This supported 250 practitioners in developing their understanding of improvement methodology and self-evaluation indicators used by HMIE during the inspection process. A market place showcasing organisations such as the Scottish Childminding Association and Bookbug, and a series of workshops led by

practitioners from across the 4 local authorities showcased examples of good practice in working with 2 year olds. The workshops focussed on music and early literacy, increasing practitioners knowledge in speech and language development, increasing parental engagement through quality conversations/ improving educators skills in engaging with families, flexible and responsive planning , improving outcomes for children using personal learning plans and increasing expressive arts experiences for two year olds.

The team has shared their approaches to the expansion programme for Early Years and supported each other with current challenges and future planning. They devised remits and appointed 4 Support Officers who will support each local authority in developing Early Years pedagogy, as well as linking with the work of each of the Improvement Collaborative's work streams.

Career Long Professional Learning

The aim of the work stream is to address expectations of the NIF which are being taken forward by each of the work-streams, and empower teachers, head teachers, parents and communities to deliver excellence for children and young people in the Regional Collaborative.

The CLPL work stream undertook an analysis of recent inspection reports throughout the Improvement Collaborative. They identified the areas of Learning, Teaching and Assessment as a focus for improvement and developed a series of professional learning activities to address this key indicator determining school progress. 140 practitioners attended 2 symposiums and provided positive reflective feedback on the usefulness of the events.

With the appointment of a full time lead for CLPL, the momentum of the work stream plan increased and the lead team developed a significant RIC CLPL offer. This was designed to address the priorities of the RIC and the outcomes of the Improvement Collaborative consultation in January 2019 ie. the 'ask and offer'. The new and bespoke FV&WL CLPL

programme (launching September 19) has been developed by a team of approximately 40 facilitators and partners from a range of organisations including Education Scotland, Stirling and Strathclyde Universities, Forth Valley and West Lothian Colleges, Police Scotland, Teaching Unions, school leaders, RIC Community Learning & Development officer team, Educational Psychologist team. The facilitators have collaborated together at a series of conferences to design and agree the format and standardise the approach to the programme.

The themes of the programme aim to address NIF priorities and include the Numeracy Academy, development of a Literacy Academy, Health and Well Being sessions, STEM, family learning, parental engagement, and additional support needs. Participants will be able to access the programme through a new system which will enable signing up, support professional review and development, and provide analytical data for the CLPL team.

Performance Information

The aim of the work stream is to maximise the use of information and ensure that evidence sources are fit for the intended purpose, based on improvement methodology; evidence is used across the Improvement Collaborative to gain a deeper understanding of improvement; practitioners across the Improvement Collaborative are more confident in data literacy.

Each of the work streams has been supported by Improvement Advisors to support the development of their aims and measurement processes.

The Performance Team has created a profile of key data and developing trends from the start of the Regional Collaborative in Session 17/18.

Each work stream has used the data to inform their priorities, aims and strategy.

The Performance Team has delivered a range of CLPL activities for practitioners, middle and senior leaders for example, at the FV&WL Conference, 'It's a Good Time to Collaborate' in May 2019. They have also devised a 4 session offer for Session 19/20 as part of the RIC CLPL programme. This is designed to build confidence in practitioners using and analysing data. The team are also working with the Data Coaches from each local authority to identify schools and provide analytical support for each Numeracy and Literacy project.

Feedback on the Phase 2 Plan

Strengthening Governance arrangements

The Governance arrangements of the Collaborative have been discussed between the Chief Executive Officers, Education Spokespersons and the lead Directors. The outcome is that a FV&WL RIC Governance Plan has been written which provides an overview of each RIC group including the creation of a new Regional Board (membership: CEOs and Education Spokespersons of each Local Authority). The membership, purpose and reporting mechanism is explained for each group within the Governance plan. The Governance plan and an 'Achievements to

Date' paper have been shared with Elected Members at each of the LA committee meetings.

It has been agreed that the CEO, RIC Lead Director and RIC Development Officer roles will sit within one LA for an 18 month period and will then be reviewed. The first period has been completed and on the 1st March 2019, Robert Naylor (Director of Children's Services, Falkirk) completed his tenure as RIC Lead and Elaine Cook (Depute Chief Executive Officer, West Lothian) took up the position.

Developing the Performance Profile

The Performance Team has developed a suite of performance measures that align with those within the National Improvement Framework. They have collated relevant data and are now able to demonstrate progress with at least one comparative figure in some of the measures.

For the profile to be fully populated, a RIC Data Sharing Agreement is required. This is currently in progress, and a draft version is being reviewed by legal teams in each of the four local authorities.

The aim of the profile is to provide a progress overview with a high line set of measures, and also provide progress measures for each of the work stream priority aims. A further data set under early development is a directory map of 'next practice' schools who will share evidence based progress of intervention strategies that are demonstrating improvements in raising attainment and closing the poverty related attainment gap.

Communication & Engagement Strategy

The Communication and Engagement Strategy was launched in October 2018 and is supported by the creation of a RIC Communication Team. As well as sharing the phase 2 plan, a range of communication updates have been provided to schools and educational establishments through e-bulletins, power-point presentations for inset meetings, and the RIC lead team regularly attending Head Teacher and Local Authority Officer meetings.

The new FV&WL RIC Digital Platform was launched on the 12th February 2019 and provides information and updates about the work of the RIC. This is supported by a RIC twitter feed and You Tube.

A FV&WL RIC Consultation on the 'Ask and Offer' of the RIC was carried out in January 2019 with a full analysis and Summary paper being produced to highlight key outcomes. Key points from the summary include:

- 64 schools/educational establishments responded (29%)
- A significant ask is for schools to share good practice especially PEF interventions and to be supported in building confidence in the use of data for improvement
- Professional Learning asks: Self- evaluation in practical ways to involve all stakeholders; visit other schools; shadowing; share improvement methodologies; building leadership capacity (middle and HT); Moderation- provide bank of holistic assessments in literacy and numeracy; moderate beyond council context; create example pieces and a bank of holistic assessments/benchmarked.
- The preferred means of communication to engage with other schools and staff across the RIC is to develop a seminar/RIC events programme and build up networks.
- The top area of professional learning that schools and educational establishments would like to be offered through the support of the RIC is Developing the Curriculum (73%).
- The main curriculum areas that would benefit from regional collaboration are H&WB, Numeracy and Maths, and Languages.
- 91% of respondents asked for learning from other schools' good practice.

The Improvement Collaborative's Primary and Secondary Head Teacher Reference Groups were established in February 2019, and have met to discuss the outcomes of the Consultation, as well as provide feedback on proposals to take the 'Offer' forward. They also act in a consultancy role about collaborative developments with Head Teachers, Heads of Establishments, practitioners and partners.

The RIC Development Officer and Lead Directors keep partners updated on RIC progress and have attended meetings with teaching and non-teaching unions, Ed Psych teams, CLD and FE/HE.

A range of engagement events have taken place which provided practitioners with the opportunity to become more involved with the work of the RIC, network and develop relationships across local authorities and be supported with learning that develops collaborative professionalism. A series of FV&WL RIC themed conferences are being developed for Session 19/20 to widen engagement with work stream projects and build collaborative networks and partnerships.

The RIC Grant and Recruitment

The FV&WL Regional Improvement Collaborative received a grant of £899270 in November 2018 (to run from August 1st 2018 – 31st July 2019) and developed a recruitment plan to enlist staff to each post. To date, the following posts have been appointed:

Post	Local Authority	Start Date
Improvement Collaborative Lead Director	Falkirk West Lothian	Aug 2018-Feb 2019 March 2019
Improvement Collaborative Lead Development Officer	West Lothian	August 2018
Numeracy leads (FT)	West Lothian Clackmannanshire	March 2019
Literacy lead (FT)	West Lothian	July 2019
CLPL lead (FT)	Stirling	March 2019
RIC Performance Officer (FT)	West Lothian	February 2019
Data Coach (FT)	West Lothian	March 2019
Data Coach (FT)	Falkirk	August 19
ELCC Officers x 4 (FT)	Stirling, Clackmannanshire	August 19
Comms Officer (0.2)	Clacks/Falkirk/Stirling/West Lothian	March 2019
Business Manager (0.2)	West Lothian	March 2019
Numeracy expert Pedagogues (2)	West Lothian	August 2019

The grant has paid for professional learning activities, the Winning Scotland Foundation project, and research support from Stirling University. A new CPD (career long professional learning) system to support the co-ordination and evaluation of CLPL has been developed with the Gateway organisation for all four local authorities. A range of scoping and research activities have been undertaken for example, a visit to the E-Sgoil in the Western Isles to look at their virtual campus and consider how it will be developed for the Improvement Collaborative.

Building Collaborative Relationships

| A number of partnerships are developing across the RIC:

| Communication & Engagement Strategy

Principle Educational Psychologists have completed a joint numeracy project together and they are formalising work with the RIC Numeracy team to be built in to the next stage of the RIC plan. They are also supporting the professional learning programme with course delivery and consultation advice about self-evaluation processes.

Exploring common themes has led to a partnership agreement being developed with **Forth Valley and West Lothian Colleges** to support a joint STEM strategy. This will focus on skills development at Primary Science level and collaboration with the RIC Numeracy Academy to develop research based approaches to Numeracy learning and teaching in schools and colleges.

A collaborative partnership has been established with the **University of Stirling**. The outcome from discussion is that the collaboration entails:

- 1 Consultancy on a range of issues including early years; numeracy; literacy; curriculum; pedagogy and assessment, children's rights and participation; and STEM.
- 2 Research services, including baseline data generation and analysis, evaluation and research to understand process/dynamics.
- 3 A 4 day programme of curriculum development through critical collaborative professional enquiry, aimed at senior/middle leaders with responsibility for curriculum in their schools.
- 4 A 6 seminar programme plus recall session of professional learning in promoting system level change through enhancing pedagogical practices.

The **Winning Scotland Foundation (WSF)** presented a successful pitch to a representative group from the FV&WL Improvement Collaborative and as a result their project has been developed with the Numeracy team. This entails a 1 Year training programme (Masters level accredited by Glasgow Caledonian University): Numeracy and Growth Mindset, being offered to teams of practitioners/senior leaders. A cohort of 75 teachers will begin the programme in Session 2019-20. The WSF and the FV&WL RIC have also started a joint project to co-design 'Literacy and Growth Mindset' with support from Strathclyde University, and are at the early stages of a joint venture to develop Science Mindset.

To support collaborative networking, a directory of people has been created which is informing the RIC map being designed and developed by the Communication and Performance teams. The mapping has aligned neighbourhood school groups and supported the first joint Head Teacher meetings in May and June 2019. A series of 4 meetings have been arranged for Session 19/20 where each local authority will host and lead a Primary/Early Years and Secondary meeting to build collaborative partnership working together.

This summary report along with detailed reports from each work stream, feedback from practitioner events and consultations will inform planning for the next phase.



Appendice 2

Workforce planning

Workforce Plan

The workforce plan provides an overview of the current commitment in terms of officer time and requirements of the plan for Phase 3. This also reflects the work done during the period from August 2018 until the end of July 2019.

It is anticipated that officers will be able to commit more of their time to the work of the collaborative as individual authorities re-profile their existing activities and commitments to established processes in line with both the priorities already identified and further work-streams as they emerge. In addition there will be a commitment of time, both from promoted staff and front-line practitioners from across the four council areas, as collaborative work-streams continue to develop.

The Lead Directors Group oversees project management and administrative support. The Improvement Collaborative has worked with both the Scottish Government Analytical Services Team and with the Improvement Service to assist with the development of the Regional Improvement Plan. It has been recognised that additional dedicated capacity

is needed within the collaborative to provide further analytical support and so a Performance Officer has been appointed to this work on a full time basis (seconded). As part of the second phase of the plan, a full time Regional Improvement Collaborative Lead Development Officer was appointed and supports the development of the plan and co-ordinated approach to delivery.

A collaborative wide workforce profile provides a profile on a sectoral basis. From this profile the collaborative identifies future staffing needs to assist with planning for project delivery on areas such as ELC expansion (4 Support Officers have been appointed in August 2019, one from each Local Authority); subject specific shortages to inform curriculum planning; and CLPL needs to ensure succession planning for management and leadership roles.

Role	Responsibilities	Time Commitment
Lead Director Elaine Cook (West Lothian) Depute Chief Executive Officer	Lead the strategic development of the Improvement Collaborative and Chair the Lead Directors Team. Provide updates to the Scottish Government, Education Scotland and the Forth Valley & West Lothian Regional Improvement Collaborative Board.	0.5 week
Core Leadership Team Directors/ Chief Officers Elaine Cook (West Lothian) Anne Pearson (Clackmannanshire) Kevin Kelman (Stirling) Robert Naylor (Falkirk)	Work with the Lead Director to promote and embed a collaborative culture. Drive progress through oversight and direction of the themed areas of focus, and support development of new priority themes for development in the next phase of the plan.	6 weekly Lead Directors Team meetings. Monthly update to Extended Leadership Team in own local authority. Estimate of 1 day per fortnight dedicated to the work of the collaborative.
Lead Development Officer Siobhan McGarty (West Lothian)	Provide an overview of the Collaborative to build coherence throughout the RIC plan. Provide guidance with a framework to develop the next phase of the plan. Connect the range of work streams and lead groups to further develop the strategic direction of the RIC. Develop the Communication and Engagement strategy to widen awareness and develop effective communication across the RIC. Lead next consultation about the current work of the RIC.	Full Time

Role	Responsibilities	Time Commitment
Work Stream Lead Quality Improvement Officers Judy Edwards (Stirling) Lynne McBain (Clackmannanshire) Peter Valentine (West Lothian) Stefan Wyroslawski (Stirling) Lindsey Duncan (West Lothian) Performance Officer Michael Davis (West Lothian)	Gather and analyse data and evidence to develop detailed action plans in each of the themed areas. Lead the development and delivery of action plans with each work stream team. Design, develop and plan a professional learning programme and specialist advice/support for individual schools and “families” of schools with the same characteristics. Identify successful practice and evidence this. Plan approaches to take best practice to scale. Develop measurement plans that evidence progress and working towards improvement targets.	Each QIO is Full Time
Literacy Team : Lead QIO Lindsey Duncan Carol Turnbull (Falkirk) Carolyne McDaid (Stirling) Jacqui Burns (Stirling) Emma McFarland (Clacks) Marion Cochrane (West Lothian) Elaine Craigen, (Falkirk)	Provide feedback on current and future planning, support the development of the ‘Ask and Offer’ of the Improvement Collaborative.	6 weekly meetings Estimate of ½ day per week dedicated to the work of the collaborative.
Reference Groups Head Teachers and Heads of Establishment: Early Years/ Primary/Secondary Pupils/Practitioners/Parents	Provide feedback on current and future planning, support the development of the ‘Ask and Offer’ of the Improvement Collaborative.	6 weekly meetings Estimate of ½ day per week dedicated to the work of the collaborative.
Numeracy Team: Lead QIO Lynne McBain Lead QIO Peter Valentine Lynda Stewart, PT Numeracy (West Lothian) Mary Rendle, PT Numeracy (West Lothian) Maureen McNaughton (West Lothian) Susan Thompson (Falkirk) Kay Robertson (Stirling) Adrienne Aitken (Clacks) Judy Edwards (Stirling)	Support the Lead QIO to deliver the actions set out in the Numeracy plan.	6 weekly meetings Estimate of ½ day per week dedicated to the work of the collaborative. PT Numeracy-Full Time
Data Coach Team: Stuart McIntyre (West Lothian) Kimberley Robinson (Falkirk) Nicola Roberts (Stirling) Leigh Graham (Clacks)	Support the Lead QIOs for Numeracy and Literacy to deliver the actions set out in each plan. Work within own local authority to support the ‘Closing the Gap’ priorities identified in the LA plan.	Each Data Coach is Full Time
Early Learning & Childcare Team: Lead Service Manager Judy Edwards Support Officer Team: Yvonne Lindsay (Clacks)	Support the Lead QIO to deliver the actions set out in the Early Learning and Childcare plan.	6 weekly meetings Estimate of ½ day per week dedicated to the work of the collaborative. Support Officers range from part to full time.

Role	Responsibilities	Time Commitment
Career Long Professional Learning Team: Lead QIO Stefan Wyroslawski Rhona Jay (Falkirk) Laura Baird (Falkirk) Sandra Logan (Stirling) Anne Hutchison (Clackmannanshire) Iain McDermott (West Lothian)	Support the Lead QIO to deliver the actions set out in the CLPL plan.	6 weekly meetings Estimate of ½ day per week dedicated to the work of the collaborative.
Performance Team: Lead Officer Michael Davis Siobhan McGarty	Support the Lead Officer to deliver the actions set out in the Performance plan.	6 weekly meetings Estimate of ½ day per week
Communication and Engagement Team Lead: Siobhan McGarty Malcolm Wilson (Falkirk) Laura Compton (West Lothian) Vicki Sherry (Stirling) Lorna Murdoch(Clacks)	Develop and enhance a digital platform for the Improvement Collaborative. Support the RIC with media developments, digital learning including the design and implementation of the RIC Virtual Campus.	6 weekly meetings. Project work which is estimated as ½ day per week during peak periods of development.
Education Scotland Advisers Attainment Advisers Improvement Advisors	Support the work of each work stream and the overarching RIC plan.	Time allocations to be established.
Administrative support Claire Tough	Provide admin support to the lead director & development officer	Full Time
Business Support Yvonne McDonald (West Lothian)	Support the business needs of the Improvement Collaborative.	1 day per week
Communication Support West Lothian Comms Team	Support the communications and media needs of the Improvement Collaborative.	Commissioned work approximately ½ day per week
NEW TEAMS to be established: Lead: Siobhan McGarty Curriculum devpt; STEM; Health and Well Being	Establish new teams and leads to take plans forward.	6 weekly meetings. Estimate of ½ day per week dedicated to the work of the collaborative.



Appendix 3

Communication and Engagement Strategy

Communication and Engagement

It is a priority of the Improvement Collaborative to further develop and communicate the vision of what we aim to achieve and how we will do this together.



What have we achieved so far?

- A phase 2 Communication and Engagement plan has supported a range of strategies to raise awareness of the work of the Improvement Collaborative, and engage practitioners and partners with developing priorities.
- The plan was used to respond to the 'Ask' from practitioners throughout the RIC. As a result, an increased number of face to face engagement events took place with an increasing number being planned for phase 3.
- The governance plan created in phase 2 also helped to formalise and plan for regular work stream meetings, build coherence to planning across the priority areas and improve communication links between work streams and associated partners.
- The RIC blog has supported the sharing of RIC developments and collaborative professionalism between practitioners across the Improvement Collaborative.

Role	Responsibilities	Time Commitment	Time Commitment
All schools and learning community staff are familiar with the RIC plan.	The plan was shared with all schools and educational establishments.	Share the 2019-2022 plan with all schools, educational establishments, and partners. Discuss at HT meetings and provide power-points to support insets with staff.	RIC development officer Head Teachers Heads of Establishments
An up to date picture of the needs and ask of the RIC stakeholders will inform future planning and provision.	Provide feedback on current and future planning, support the development of the 'Ask and Offer' of the Improvement Collaborative.	6 weekly meetings Estimate of ½ day per week dedicated to the work of the collaborative.	6 weekly meetings Estimate of ½ day per week dedicated to the work of the collaborative.
Practitioners, and learning communities will build knowledge of the work of the RIC, & engage in professional learning and working together collaboratively to achieve the improvement priorities of the RIC	A digital communication platform has been created and launched February 2019, that supports the development of the work of each priority, communicates the up to date work of the RIC and engages people in working together across and beyond the RIC.	Develop the use and scope of the RIC Blog. Continue to support the use of twitter and other media channels that will engage people with RIC work streams.	Communication team
Effective planning between strategic teams ensuring clear communication.	The RIC Governance plan (November 2018) supported effective planning strategy.	Build partnerships between work streams and Education Scotland links.	Connect work stream reps to support the Communication team
All practitioners will have a sound knowledge and understanding of the work of the RIC and have access to RIC CLPL and network opportunities.	A RIC newsletter was launched in October 2018 and is produced on a termly basis.	The RIC newsletter will be produced on a more regular basis and shared directly with practitioners through email.	Digital team, Education Scotland team
There is a shared understanding about the purpose and rationale of the RIC, vision and ambition. This supports the development of a RIC culture based on shared values and aims	HT Reference groups established (Primary/Early Years and Secondary) with membership from each local authority and providing a consult role.	Practitioner, Pupil, Parent reference groups to be established. Review the RIC brand and consult with media to progress the shared message and vision of the Improvement Collaborative.	RIC Development Officer Head Teachers & Heads of Establishments Practitioners Pupil Councils Parent Councils Communication team Media team

Role	Responsibilities	Time Commitment	Time Commitment
Build partnerships and progress the implementation of work stream plans.	<p>Two engagement events held: It's a Good Time to be Two (February 2019) with 250 practitioners RIC Head Teachers and Heads of Establishment meetings held in May/June 2019 for Secondary and Primary/Early Years.</p> <p>Agreement that each local authority will host a meeting next session.</p> <p>rs; It's a Good Time to Collaborate (May 2019) with 300 practitioners.</p>	<p>4 HT/Heads of Establishment meetings planned for Session 2019-2020 (Secondary; Primary/Early Years). Neighbourhood groups of schools identified based on similar characteristics and will support collaborative networking.</p> <p>New team of local authority partners – Education Officer teams and Heads of Education will be established with a focus on quality improvement.</p>	<p>RIC lead officer RIC Development officer HT Reference groups Local Authority senior education teams</p>



Forth Valley and West Lothian Improvement Collaborative

Regional improvement plan **2019-2022**

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**Forth Valley & West Lothian
Regional Improvement Collaborative
Recovery Plan
for 2020-2021**

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blogs.glowscotland.org.uk/glowblogs/fvwlrlic/tag/impact/

The Forth Valley and West Lothian (FV&WL) Regional Improvement Collaborative (RIC) is entering the second year of its 3 year plan, and has undertaken a review of priorities in light of the COVID-19 situation that has impacted on education of children and young people in the region and throughout Scotland. In response to the situation, a recovery plan has been produced which supports the existing plan as well as introducing a focus on recovery of learning for children and young people. The vision for the RIC remains to:

Drive excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and

Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

(Please refer to the full 3 year plan: [Forth Valley & West Lothian Regional Improvement Collaborative Plan 2019-2022](#) and the [Work stream plans 2019- 2022](#), for full details). The Plan will be updated in 2021 to take account of recovery planning and any adjustments to plans.

Work streams

To support the recovery of learning for children and young people, the following work streams will continue, and have revised their plans:

- Numeracy – focus on learning loss and biggest gaps (draft outline plan attached)
- Literacy – focus on learning loss and biggest gaps (draft outline plan attached)
- Health & Well Being - a review of this workstream is underway to provide clarity and meet needs of children, staff and families as a result of COVID -19
- Curriculum will now have renewed focus on Digital Learning

A new RIC Development officer has been appointed in October 2020. A revised programme and monitoring of all the workstreams will be established, supported by Project Plans, clear outcomes and milestones. Performance monitoring and improvement planning will be embedded into all plans with the lead for Performance Information work supporting the Development Officer in this role with support from Education Scotland as required.

The appointment of a Digital Officer is underway. The post will lead on the development of digital learning across the four authorities, linking with national and other developments. In particular furthering opportunities with the national e-learning offer and the RIC offer and curriculum transformation.

The STEM work stream will reconnect leads from the local authorities and build partnerships with Forth Valley & West Lothian colleges. The RAISE Science officers from each local authority will work with each other to develop the programme in primary schools supported by Education Scotland.

Other areas of collaboration and focus will continue to develop and respond to needs identified across the four authorities as the FVWL RIC matures and evolves. In particular:

- The **STEM** work stream will connect leads from the local authorities and build partnerships with Forth Valley & West Lothian colleges. The RAISE Science officers from each local authority will work with each other to develop the programme in primary schools and in response to national developments.
- **Career Long Professional learning (CLPL):** This group will continue to work together to co-ordinate and develop CLPL across the RIC supported by the RIC CPD Manager system which enables practitioners to participate in learning from any of the local authorities. Access to national CLPL programmes provided by ES will continue to be available and bespoke RIC CLPL will continue to be accessible from ES as appropriate.
- **Data Analysis** - The data coaches (one from each local authority) will continue to support schools and workstream leads in the use of data for numeracy and literacy with a key role in informing learning and

teaching strategy for improvement. They will work together collaboratively to share their learning and expertise, and with the Attainment advisor from Education Scotland. **The data coaches will also support the Performance Lead and the Development Officer with performance information.**

- Early Learning and Childcare will continue with established networks, sharing and collaborative practice.
- Community Learning and Development, Parental and Family Engagement and Educational Psychology continue to work together.
- There will be a new strand of engagement around Youth Voice and how this can be reflected more explicitly and meaningfully across the FVWL RIC.

Education Scotland staff are involved in all the workstreams, working alongside colleagues, building capacity and providing support.

Governance

The structure for the FVWL RIC is well established with a model that effectively reflects the principle of leading from the middle, collaboration and bottom up. The RIC lead officer reports on the progress of the Collaborative to respective Chief Executives and to local elected members via the relevant education committees of each council. Centre colleagues are also updated on the work of the RIC. Following the uncertainty and challenges during COVID-19, communication, engagement and governance will be revisited and strengthened to reflect new circumstances and ways of working.

The existing governance arrangements will continue, however it has been agreed that lead roles (Chief Executive Officer and RIC Lead Officer) will be aligned to provide coherence to the work that is being undertaken on a regional basis and will sit with one local authority for an 18 month period which will then be open to review. This took effect on 30th September 2020. The RIC Lead Officer will work closely with the Senior Regional Advisor for Forth Valley and West Lothian at Education Scotland and with the other RIC Leads across Scotland.

In addition, a new strategic group entitled, 'Health & Well Being Strategic Group' is being considered. The rationale and proposal for how this may be developed is set out in a consultation paper. This is currently undergoing a consultation phase with stakeholders (details within the draft proposal).

FVWL RIC Numeracy Recovery Plan summary 2020 (DRAFT)

This short-term RIC numeracy plan has been shared and discussed with LA leads, with a positive response from all LAs across the RIC. It is built on the original Numeracy plan and is adaptable to the current circumstances.

Programme/Activity	Target Audience	Rationale
Recovery interventions	Practitioners - first, second and third level learners	Create a series of recovery lessons/ diagnostic materials for first, second and third level learners. Materials can be used by teachers to reinforce and supplement learning in the classroom, and will link to key pressure points at each level. Online support will be provided for practitioners through the use of webinar sessions.
Video tutorials	Practitioners	A number of tutorial videos have been created to introduce teachers to effective lessons formats in how to further develop number sense. Lessons and activities are effective practice promoting pupil led learning. Tutorials further enhance teacher's pedagogy in creating rich learning experiences for learners. Provide opportunity for teachers to engage in online webinars with the numeracy team. Webinar participants will access video tutorials, which will provide a basic knowledge of these activities, before embarking on webinars. Lesson starter pack materials will be created for teachers. Many of the lessons and activities can be introduced in class with little financial outlay, and are based on enhancing pedagogy and teacher subject knowledge. Create video tutorials to show teachers 'the what and the how' in why manipulatives are important to use during numeracy/maths lessons. Again, webinars will be created to further enhance teacher understanding.
Early/first level training, first/second level training, second/third level training	Practitioners	The numeracy academy training in the short term will be delivered through webinars, rather than attending the numeracy academy. Although the lesson study model cannot be used in its ideal format, teachers will still be supported by the RIC numeracy team online. The team will provide support learning materials and resources, and regular online support. They will continue to facilitate a mid-training collaboration session to share effective practice.

FVWL RIC Literacy Recovery Plan summary 2020 (DRAFT)

Programme/Activity	Target Audience	Rationale
Support and liaison		
Regular sharing of resources and research via Twitter, blog & email	All FVWL practitioners	To ensure that all FVWL practitioners have easy access to current literacy research and CLPL offers.
English PTs' Network	English PTs	To bring together subject specific practitioners from the 4 LAs for support, collaboration and to share good practice.
Secondary Support for Learning PTs' Network	SfL PTs	As above.
EAL Teachers' Network	EAL Practitioners	As above.
"Let's talk about..." sessions on request	All practitioners	To bring together practitioners to discuss specific areas of concern and/or interest.
Programme - Literacy Tutoring (pilot project)	BGE English practitioners & pupils	There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind but an estimated 80% of disadvantaged pupils currently do not have access to quality individual tuition (EEF & Sutton Trust).
Outdoor Learning for Literacy	Early Years, primary & secondary practitioners	Outdoor learning will be an important component of recovery plans so sharing good practice in this area will be of value.
Reading		
Working Group - Developing teachers' professional judgement of achievement of a level in reading	Early – 4 th Level practitioners & Literacy QAMSOs	Recognition of the need for "systematic, widespread and effective collaboration" (OECD) and increased practitioner confidence in the judgement of achieving a level.
Working Group - Reading Accreditation Partnership with Scottish Book Trust	Primary & secondary practitioners	Building a Reading Culture (Working Group) has been an integral component of the FVWL RIC plan for several years; this now dovetails with the SBT Reading Accreditation (the pilot programme was successful and is now being rolled out to all FVWL schools).
Programme - Reciprocal Reading (8 weeks)	Upper primary & BGE English teachers	Reciprocal Reading is rated as high impact on the EEF Toolkit and highlighted as having *FVWL RIC Literacy Academy RR programme now has Education Scotland endorsement.
Programme - Disciplinary Literacy (8 weeks).	Non-English teachers of BGE pupils	Disciplinary Literacy is identified as a priority by EEF for "struggling students" ("Improving Literacy in Secondary Schools").
Programme - Reading Recovery: CPD for 2 practitioners who started training in 2019; IPD for 4 other FVWL practitioners	Early Years & primary practitioners	Reading Recovery is an early intervention that targets children with the most complex problems in reading and writing and enables them to reach age expected levels within 20 weeks (Reading Recovery Europe).
Programme - Paired Reading for learning	Learning assistants;	EEF "Working with Parents to Support Children's Learning" recommends providing practical

assistants & parent/carer groups	parents/carers	strategies to support learning at home. EEF “Closing The Gap: Key Lessons” highlights that teaching assistants can be used more effectively when properly trained and supported.
Writing		
Webinars - Stephen Graham recordings to be shared with all practitioners with accompanying “challenge questions”	Primary & BGE English teachers	RIC and national data reveal a clear writing gap for learners at risk of missing out. The Stephen Graham “Reading into Writing” webinars (May 2020) engaged 231 FWVL practitioners & many expressed interest in further sessions.
Webinars – Building a Writing Culture & Moderating Writing	Primary & secondary practitioners	As above. These webinars will build on the work done in May 2020.
Other		
Programme - Winning Scotland Foundation Literacy Growth Mindsets	Primary & secondary practitioners	WSF evidence shows that pupils participating in growth mindset programmes become more confident, engaged and achieve more as a result of this work. The course has been tailored to the current situation.

Appendix 3

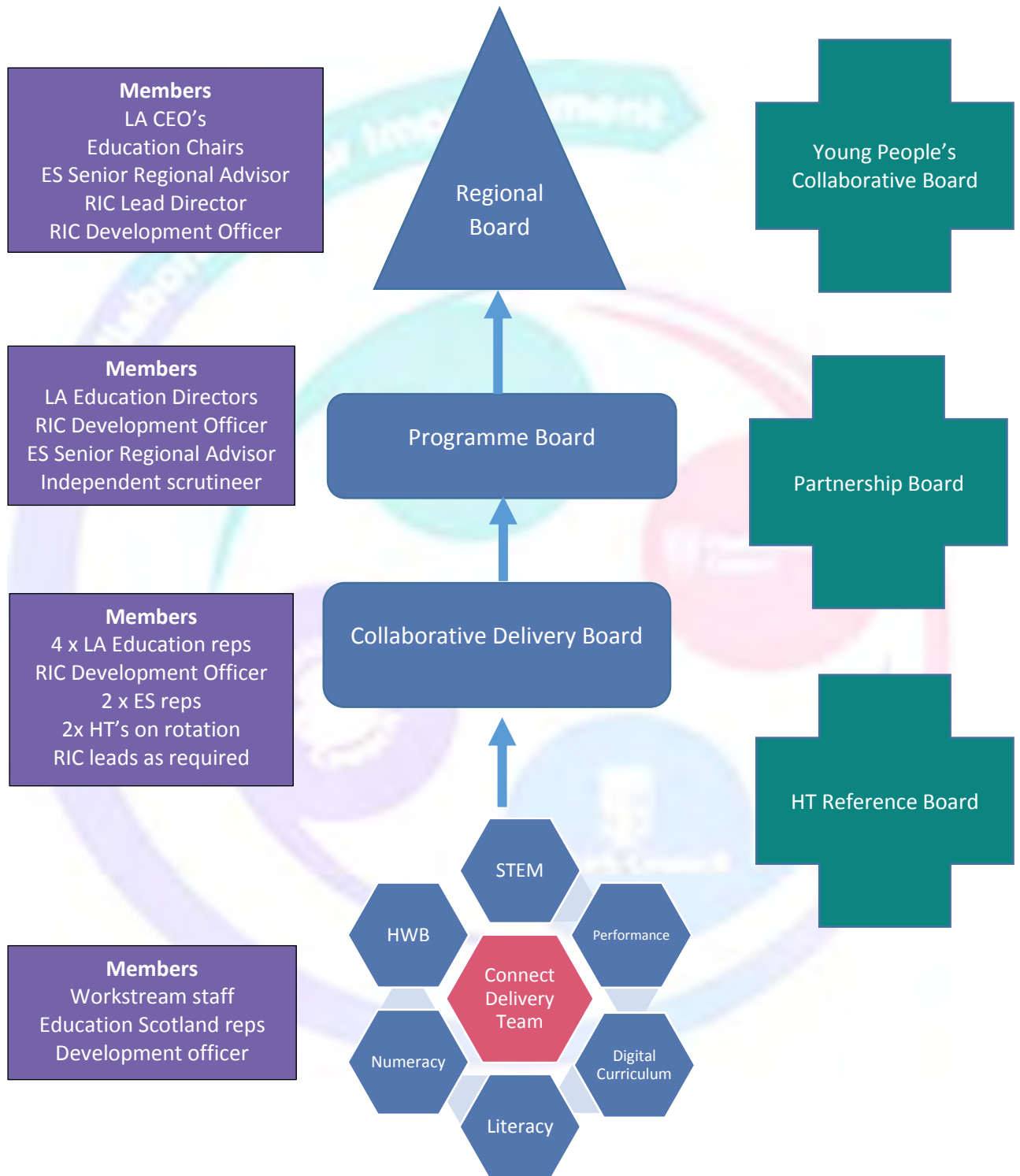
Forth Valley and West Lothian Regional Improvement Collaborative

Governance

In the Recovery Plan 2020-21 it was stated that:- *‘Following the uncertainty and challenges during COVID-19, communication, engagement and governance will be revisited and strengthened to reflect new circumstances’*

A new more inclusive governance to ensure a much wider range of stakeholder views were formally incorporated into the RIC structure was adopted and was put into place in Feb 2021. This can be seen on the following page;-

Forth Valley & West Lothian Regional Improvement Collaborative Structure





**RIC PROGRESS SUNMMARY
AND UPDATE REPORT**

OCTOBER 2021

Literacy

The literacy team met most of their stated objectives and supported educators through the following programmes

Programme	Participants	No. Of Schools/Views (Clacks figures in brackets)
Reciprocal Reading	270	47
Writing Webinars	401	526
Paired Reading	63	28
Early Years Good Practice Sessions	164	N/a
Literacy Through Play	131	
Scottish Book trust Reading Accreditation		92
Helicopter Stories	213	
Speech and language Sessions	89	
Paired reading	63	18

Additional Information

A number of Literacy networks were created in session 2020 – 21 to offer ongoing support and opportunities for collaboration. These include:- (each with representation from all 4 LAs):

Building a Reading Culture;

English PTs;

Primary NQTs;

English NQTs;

Early Years (164 members);

Literacy through Play (141 members);

Helicopter Stories (214 members);
Speech & Language (95 members);
Reciprocal Reading (270 members);
Writing (302 members);
Primary Facebook

In addition the Literacy team created a range of videos to support learners which can be found on the FVWL YouTube channel. These support children and young people doing N5 English; Higher English; Early, First, Second & Third Level Reciprocal Reading; Early, First, Second & Third Level Writing.

Outcome/Impact

Equity:

- *All interventions are research based and chosen for their potential to close the socio-economic attainment gap in literacy.*
- *Practitioners from all 4 Local Authorities are invited to all RIC Literacy sessions; the majority of sessions and programmes have had practitioners from each of the 4 Las involved.*

Empowerment:

- *Practitioners across FVWL are leading literacy interventions in their schools with support from RIC Literacy.*
- *Evaluations demonstrate that Practitioners feel more confident in delivery and that their practice in classrooms has changes as a result of these interventions.*

Collaboration:

- *To date (May 2021) 1566 FVWL practitioners have collaborated in RIC Literacy sessions and programmes – collaborating before, during and after.*
- *In session (2020-21) 9 different literacy networks were created – covering all stages from Early Years through to Senior Phase; sharing good practice & resources. These groups not only allow for the dissemination of good practice but they also act as support network for colleagues allowing for sharing of resources and solution focussed discussion. Practitioners report that they feel less isolated, better supported and that these have had a positive impact on their practice.*
- *Each Local Authority is represented in the Literacy Workstream - meetings and drop-in sessions once per fortnight – and these members contribute to the planning and evaluation of RIC Literacy programmes as well as co-leading some sessions.*

Numeracy

Intervention/Support	No of Participant Establishments/practitioners
Maths recovery	16
Early Level Recovery	23
First Level Recovery	25
Early level Vulnerable Learners	
First Level Vulnerable Learners	92
Maths through stories	175
Number sense	160
Probationer Training Number Sense	180
Choral Counting	84
Early Number sense	245
Cuisinaire Rods	61

Outcomes/Impact

EQUITY – For learners suffering the most significant gaps learner skills, confidence and engagement have increased as a result of interventions. Targeted interventions have shown significant improvement in learner achievement. Access to programmes has been broadened and more schools and practitioners than ever before have been able to access training and support. A range of resources have been produced and made more accessible to all learners across the RIC through the RIC You Tube channel and the RIC Blog.

EMPOWERMENT – Evaluations from CLPL delivered and the process measures adopted demonstrate that both teacher and learner confidence has increased in the areas targeted. Practitioners report that interventions have had a positive and sustained impact on their practice.

COLLABORATION - 85% of all primary schools across the RIC have engaged in Numeracy training/interventions. New numeracy networks have been established and are supporting colleagues in developing numeracy skills. The Workstream is meeting the needs of practitioners and adding value to Local Authority provision. This is evidenced by the fact that Courses are regularly full with many having long waiting lists. The RIC Numeracy twitter has significantly grown in reach and now has 1338 active followers.

Curriculum and Online Learning Development

The Inspiration Hub - <https://theinspirationhub.co.uk/> Our recently launched website, The Inspiration Hub, is where we can develop collaborate and empower along with addressing issues of equity across our RIC.

Part 1 of The Inspiration Hub has been a digital platform to support collaboration through our sharing of examples of developing practice from across our RIC. To date we have more than 50 examples of practice shared on the directory with more being added throughout the session. These examples of practice are searchable on stages, curricular areas and aspects of learning. The Inspiration Hub is a way we can celebrate the innovative and transformational practice in our RIC while supporting each other on our journey of improvement.

Part 2 of The Inspiration Hub will launch during session 2021/22, following consultation and data-gathering from session 2020/21. To help us, as RIC, to action our values of equity, empowerment and collaboration, we are working with partners to help identify potential pathways for learners while sharing ideas of accredited learning opportunities across all sectors. This information will form the creation of a Qualifications Directory which will be searchable through stages, curricular areas and vocational sectors. It will empower our schools and establishments to have the information they need to help ensure our curriculum meets the needs of all of our learners.

Working with SQA regarding data gathering of our Senior Phase which will be shared with our Curriculum Workstream to inform plans to support the creation of our Qualifications Directory. We are working in partnership with SQA, Tayside Regional Improvement Collaborative and West OS to evaluate our National 1-3 curriculum offerings and work collaboratively, along with our ASN practitioners to develop learning experiences and widen our curriculum offerings. We are working in partnership with SQA, SCQF and Education Scotland to support schools in their curriculum reviews in light of the recent OECD reports and the refreshed curriculum narrative.

Our FVWL RIC website <https://blogs.glowscotland.org.uk/glowblogs/fvwlric/>

Our FV&WL RIC website has been redesigned to make it easier for practitioners and school leaders be able to see the work being led through our various RIC Workstreams, as well as upcoming events and professional learning opportunities. There is also an option to contact Workstreams directly so that more bespoke, personalised support can be provided if needed.

Staff can sign up for updates so that they are sent notifications by email when updates have been provided by their choice preferences /chosen Workstreams.

Our subjects and sector networks, C Change Hubs, are being rolled out. We currently have nine networks created and more to come. These networks are a crucial way we can support curriculum, pedagogy and assessment while facilitating the conditions needed for supporting equity, empowerment and collaboration.

Finance

Last session there was a significant underspend due to staff returning to Local Authority duties during the pandemic and difficulty recruiting particular roles. As a result £16k was returned to each Local Authority to support covid recovery.

This year a grant application for £888 800 was granted by the Scottish Government to support RIC activities. Projected spending for the session is shown in the table below.

Regional Improvement Collaborative Forth Valley and West Lothian					
Workstream Title e.g. Quality Improvement	Staffing			Non-Staff Costs £	Total Funding Requested £
	Number	FTE	Cost £		
Literacy	2	2	140,417	4,000**	144,417
Numeracy	2	2	137,883	4,000**	141,883
Curriculum & Virtual	1	1	86,338	30,000*	116,338
Improving Performance	5	4.2	245,457		245,457
Developing the work of the RIC	2	2.2	136,449		136,449
Leading the work of the RIC	1	0.5	65,378		65,378
Health & Wellbeing	1	1	45,878	4,000**	49,878
Total	14	12.9	857,800	42,000	899,800

STEM

The collaborative STEM team has been developed and is supported by RAiSE (Raising Aspirations in Science Education) programme, and its officers. The team is currently linking with RIC Data Coaches to examine a range of data e.g., (Gender balance, socio-economic profiles) to identify gaps and areas for development. STEM leadership courses supported by Attainment Advisors, RAiSE officers and external partners have been developed.

Health & Wellbeing

The RIC Health and Wellbeing team have developed an extensive RIC wide Personal and Social Education programme on substance use at all levels from Early through to Senior phase. These resources can be accessed by any educator across our RIC via the Blog.

As part of the Covid recovery programme a HWB Principal Teacher has been appointed to support this work and develop positive proactive approaches to mental health and wellbeing of children, young people and staff across our RIC.

PERFORMANCE

The RIC funds a data coach for each Local Authority to analyse performance information to support schools in targeting the reduction of the poverty related attainment gap. Data coaches work with individual establishments and clusters helping them to use data more effectively to identify gaps and target interventions. Data coaches have a key role in gathering intelligence and sharing best practice, both within their own Local Authority and across the RIC. All data coaches regularly meet collectively with Education Scotland and Attainment Advisors to share practice. This has resulted more efficient data gathering and presentation.

In addition, data coaches use performance information to advise and support the RIC work streams to ensure that their programmes are targeted to achieve maximum impact.

Highlighted Additional Work Undertaken

UNCRC

With the proposed implementation of UNCRC into Scots law, it was identified that this had the potential to have a major impact in the delivery of Children's Services. The four LA's and Education Scotland agreed to develop a common plan for implementation. Phase one of the implementation plan is in place and has been delivered to teaching staff across the RIC. This is the awareness raising phase. A 'thinglink' for staff was launched which contains videos, slides, challenge questions, text etc. which takes about an hour to complete. This has received very positive evaluations from participants so far. Stirling and Clacks are slightly ahead at this point as they had the two inset days at the start of term. Falkirk and West Lothian however, have used their inset days in October to launch this. The 'thinglink' is designed for education staff, but is currently being modified for use across Children's Services and the Colleges. There will be further programmes developed for Parents/Carers and also for Children and Young People.

Education Scotland/RIC Partnership working

We use a range of social media to communicate with educators and partners across our RIC. Our main form of regular communication however, is through the jointly produced SWAY – This is published six times per session and is shared across all four Local Authorities. The next two SWAY's in this calendar year will articulate with our Equity theme.

Challenge Poverty Week – We worked closely with colleagues in Education Scotland on this. There were four aims for the Challenge Poverty Week

1. Highlight the reality of poverty
2. Challenge the stereotypes
3. Showcase the solutions
4. Increase the public support for actions to solve poverty

As a RIC we were best able to support aim 3. To that end we are actively sought best practice from across our RIC and beyond to illustrate ways in which we can

assist our children, Young people and their Families in alleviating poverty and creating greater equity. These examples came from across our RIC and will be included in our Inspiration Hub.

We are attempting to make the challenge Poverty initiative a sustainable initiative as opposed to a week long highlight. To that end we are challenging all schools/establishments and Local Authorities to focus a day on supporting local foodbanks/start-ups etc. in whatever way possible between now and the end of the year. This articulates with our Equity focus.

Other areas of significant partnership working includes:-

Digital Thinking	Senior Phase Curriculum
STEM Global Citizenship in Maths Pedagogy	COP 26

In addition we are currently working on a joint self-evaluation project to give us a broader view of how our RIC is performing, this will report to Directors in mid-November.

Easter Study and Ongoing Online Support

To support learners and families in the lead up to SQA presentation the following actions were taken:-

- Live online revision lessons were delivered online via e scoil. Our RIC had the largest number of participants across the country.
- To compliment live lessons our RIC created 54 recorded online revision lessons for a range of subjects at different levels which could be accessed via our Youtube channel. These received over five thousand views.
- A Senior phase supported study SWAY was published. This had links to a range of resources and study support. The target audience was learners and their families. This SWAY had over three thousand views.
- A range of support materials for Literacy and Numeracy for all levels were uploaded to our Youtube channel and to the RIC blog.

Next Steps

Self-Evaluation Exercise

A joint RIC/Education Scotland self-evaluation exercise is currently being undertaken and will be presented to the Directors for consideration in mid-November. This will evaluate progress made so far and make recommendations to the Directors for the next steps to be undertaken. A new three year strategic plan will be produced following on from this

Health and Wellbeing – To support our Health and Wellbeing focus we have appointed a PT Health and Wellbeing. This appointee will take up post in November. The person will be responsible for taking a proactive approach to Health and Wellbeing for children, young people and staff across the RIC. They will identify and share best practice and co-ordinate efforts and resource production to support practitioners across the four Local Authorities..

C Change Hubs

A network of c change hubs are under development, creating networks for staff to interact, share practice and support each other. These will operate in all sectors at all levels. These will be of particular value in ASN settings where staff often feel isolated and do not have the same access to support as staff working in mainstream settings.

Online Learning

Whilst we know that most children and young people found the change from face to face to online learning during the pandemic a disruption to their learning; for a small proportion of our learners (approximately 10%) there was a benefit. We are looking at how we can better support these young people, many of whom who have specific learning needs, across our RIC. This may involve for example, providing specialist online learning support/lessons at certain times.



**Forth Valley & West Lothian
Regional Improvement Collaborative
Recovery Plan
for 2021-2022**

Follow us @ #FVWLric

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The Forth Valley and West Lothian (FV&WL) Regional Improvement Collaborative (RIC) is entering the third year of its 3 year plan, and has undertaken a review of priorities in light of the continued COVID-19 situation that has impacted on education of children and young people in the region and throughout Scotland. In response to the situation, a second recovery plan has been produced which supports the existing plan as well as focussing on recovery of learning for children and young people. The vision for the RIC remains to:

Drive excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and

Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Underpinning all that we do and guiding our actions to achieve our vision are our shared values of Equity Empowerment and Collaboration

(Please refer to the full 3 year plan: [Forth Valley & West Lothian Regional Improvement Collaborative Plan 2019-2022](#) and the [Work stream plans 2019- 2022](#), for full details).

Overarching Aim

Our recovery plan is focussed on continuing to support our children and young people to rebuild literacy and numeracy, focussing particularly on those that have been hardest hit by the disruption to normal teaching and learning during the pandemic. We recognise that the health and wellbeing of our children and young people is a prerequisite to this process and therefore this will be a key element permeating all our actions and plans. Recovery will require a multi-level and multi-agency approach, requiring effective planned collaboration. Within our Connect Team we will be building collaboration across the Workstreams with a holistic data led approach to interventions to support schools, clusters and Local Authorities. Working with Local Authorities and our partners in Education Scotland we will seek to build greater collaboration across the RIC. A key element in this will be the further development of subject, stage and interest networks to provide greater opportunities to collaborate and support colleagues.

Work streams

To support the recovery of learning for children and young people, the following work streams will continue, and have revised their plans:

- Numeracy – data informed focus on learning loss and biggest gaps (draft outline plan on page 8)
- Literacy – data informed focus on learning loss and biggest gaps (outline of draft plan and range of interventions and supports attached pp5-7)
- Health & Well Being – A Health and Wellbeing PT has been appointed and they will work with the H&WB lead, the existing team and the newly appointed Health and Wellbeing officer from Education Scotland to further this agenda. Health and Wellbeing will be a key element in all Workstream activity in the coming year.
- Curriculum and Online Learning –The focus going forward is on supporting online learning, developing our inspiration hub and building a network of C Change Hubs to support development across the RIC.
- Performance – The focus going forward will be on supporting Local Authorities and Workstreams to use data effectively to target interventions to achieve maximum impact. RIC wide SNSA and performance data will be used to determine universal support.
- STEM - The **STEM** work stream will connect leads from the local authorities and further develop the partnerships with Forth Valley & West Lothian colleges. This coming session it is planned to develop an Early Years STEM network to provide intelligence to meet the needs at Early level. It is also planned to develop a STEM ASN network. This will allow for project based learning at ASN level. The STEM leadership programme will be extended and closer collaboration with other Workstreams on joint programmes are planned. The STEM Workstream in partnership with Education Scotland will take the lead on COP 26 preparations.

A revised programme and monitoring of all the Workstreams has been established, supported by RACI Project Plans, clear outcomes and milestones. Performance monitoring and data based improvement planning based will be embedded into all plans. Reporting of impact will be values based and will be focussed on measuring improvement in the following key areas:-

- Creating greater equity at system, LA, cluster, school and classroom level
- Increasing the empowerment of our children, young people and staff,
- Improve outcomes for all including sustained positive destinations
- Improving outcomes for those at the lower end of the socio economic spectrum at a faster rate than the rest.

- Supporting and improving curriculum development, pedagogy and assessment
- Developing further effective collaboration at all levels.

Other areas of collaboration and focus will continue to develop and respond to needs identified across the four authorities as the FVWL RIC matures and evolves. In particular:

- **Career Long Professional learning (CLPL):** This group will continue to work together to co-ordinate and develop CLPL across the RIC supported by the RIC CPD Manager system which enables practitioners to participate in learning from any of the local authorities. The inspiration hub will be developed to include a CLPL section where practitioners from across the RIC can access all local and national CLPL programmes and events
- **Data Analysis** - The data coaches (one from each local authority) will continue to support schools and workstream leads in the use of data for numeracy and literacy with a key role in informing learning and teaching strategy for improvement. They will plan for collecting H&WB data on a RIC wide basis, to allow for planning and reporting on this area. The data coaches will also support the Performance Lead and the Development Officer with performance information.
- **Early Learning and Childcare** will continue with established networks, sharing and collaborative practice. RIC wide training and support will be offered to practitioners.
- **Community Learning and Development, Parental and Family Engagement and Educational Psychology** continue to work together. CLD teams will work with the Development Officer to ensure that the voice of Young People is fully articulated and that they become integral co-creators in RIC planning, activities and actions.

Education Scotland staff are fully involved and are an integral element in the Connect Team and all the Workstreams; working alongside colleagues, jointly planning, building capacity, developing programmes and providing support.

Governance

A new more inclusive governance structure has been developed and is now up and running (see Appendix 1). This year arrangements will be embedded and partnership working work to further clarify roles and responsibilities between the Collaborative Delivery Board and the Programme Board will be undertaken. The Young People's Collaborative Board will have a specific responsibility for scrutiny of UNCRC implementation across the RIC.

Communication

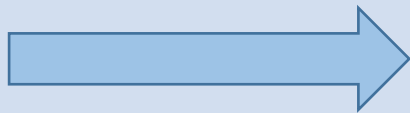
This session we intend to develop further our Inspiration Hub to allow for sharing of developing practice and creating a comprehensive all level certification database.

We will also further develop our successful joint RIC/Education Scotland SWAY publication ensuring that it not only reaches all our professionals but that the contents meet their needs. It will continue to support the development of collaboration, sharing best practice and promoting the work being carried out across Forth Valley and West Lothian to reduce the socio economic attainment gap.

FVWL RIC Literacy Plan 2021-22

Develop collaborative learning approaches which build staff capacity to deliver high quality learning experiences for all.

RIC VALUES: equity;
empowerment; collaboration



Directly support practitioners to develop their knowledge, understanding and application of research informed pedagogy which is proven to improve outcomes for children and young people.

Develop collaboration between practitioners within and across local authorities to promote leadership at all levels.

Strive to raise attainment for all and close the poverty related attainment gap by supporting reflection on performance of pupils to enable continuous improvement.

SUPPORT & COLLABORATION

- Continue to share resources, research & good practice.
- Maintain established networks.
- Re-introduce in-school support.
- Introduce targeted interventions.

READING

- Reading Accreditation (Scottish Book Trust) Working Group.
- Reciprocal Reading: continue sessions & support.
- Paired Reading: continue.

WRITING

- Create targeted intervention and offer to specific schools.
- Continue to share good practice utilising the inspiration hub.

MODERATION

Build on the SQA Moderation model to allow for greater collaboration in Literacy moderation across clusters, Local Authorities and the RIC in the B.G.E

Interventions to support Literacy Recovery

Programme/Activity	Target Audience	Rationale
Support and liaison		
Regular sharing of resources and research via Twitter, blog & email	All FVWL practitioners	To ensure that all FVWL practitioners have easy access to current literacy research and CLPL offers.
English PTs' Network	English PTs	To bring together subject specific practitioners from the 4 LAs for support, collaboration and to share good practice.
Secondary Support for Learning PTs' Network	SfL PTs	As above.
EAL Teachers' Network	EAL Practitioners	As above.
"Let's talk about..." sessions on request	All practitioners	To bring together practitioners to discuss specific areas of concern and/or interest.
Programme - Literacy Tutoring (pilot project)	BGE English practitioners & pupils	There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind but an estimated 80% of disadvantaged pupils currently do not have access to quality individual tuition (EEF & Sutton Trust).
Outdoor Learning for Literacy	Early Years, primary & secondary practitioners	Outdoor learning will be an important component of recovery plans so sharing good practice in this area will be of value.
Reading		
Working Group -	Early – 4 th Level	Recognition of the need for "systematic,

Developing teachers' professional judgement of achievement of a level in reading	practitioners & Literacy QAMSOs	widespread and effective collaboration" (OECD) and increased practitioner confidence in the judgement of achieving a level.
Working Group - Reading Accreditation Partnership with Scottish Book Trust	Primary & secondary practitioners	Building a Reading Culture (Working Group) has been an integral component of the FVWL RIC plan for several years; this now dovetails with the SBT Reading.
Programme - Reciprocal Reading (8 weeks)	Upper primary & BGE English teachers	Reciprocal Reading *FVWL RIC Literacy Academy RR programme now has Education Scotland endorsement.
Programme - Disciplinary Literacy (8 weeks).	Non-English teachers of BGE pupils	Disciplinary Literacy is for "struggling students" ("Improving Literacy in Secondary Schools").
Programme - Reading Recovery: CPD for 2 practitioners who started training in 2019; IPD for 4 other FVWL practitioners	Early Years & primary practitioners	Reading Recovery - early intervention that targets children with the most complex problems in reading and writing and enables them to reach age expected levels within 20
Programme - Paired Reading for learning assistants & parent/carer groups	Learning assistants; parents/carers	EEF "Working with Parents to Support Children's Learning" providing practical strategies to support learning at home. EEF "Closing The Gap: Key Lessons" Using teaching assistants more effectively when properly trained and supported.
Writing		

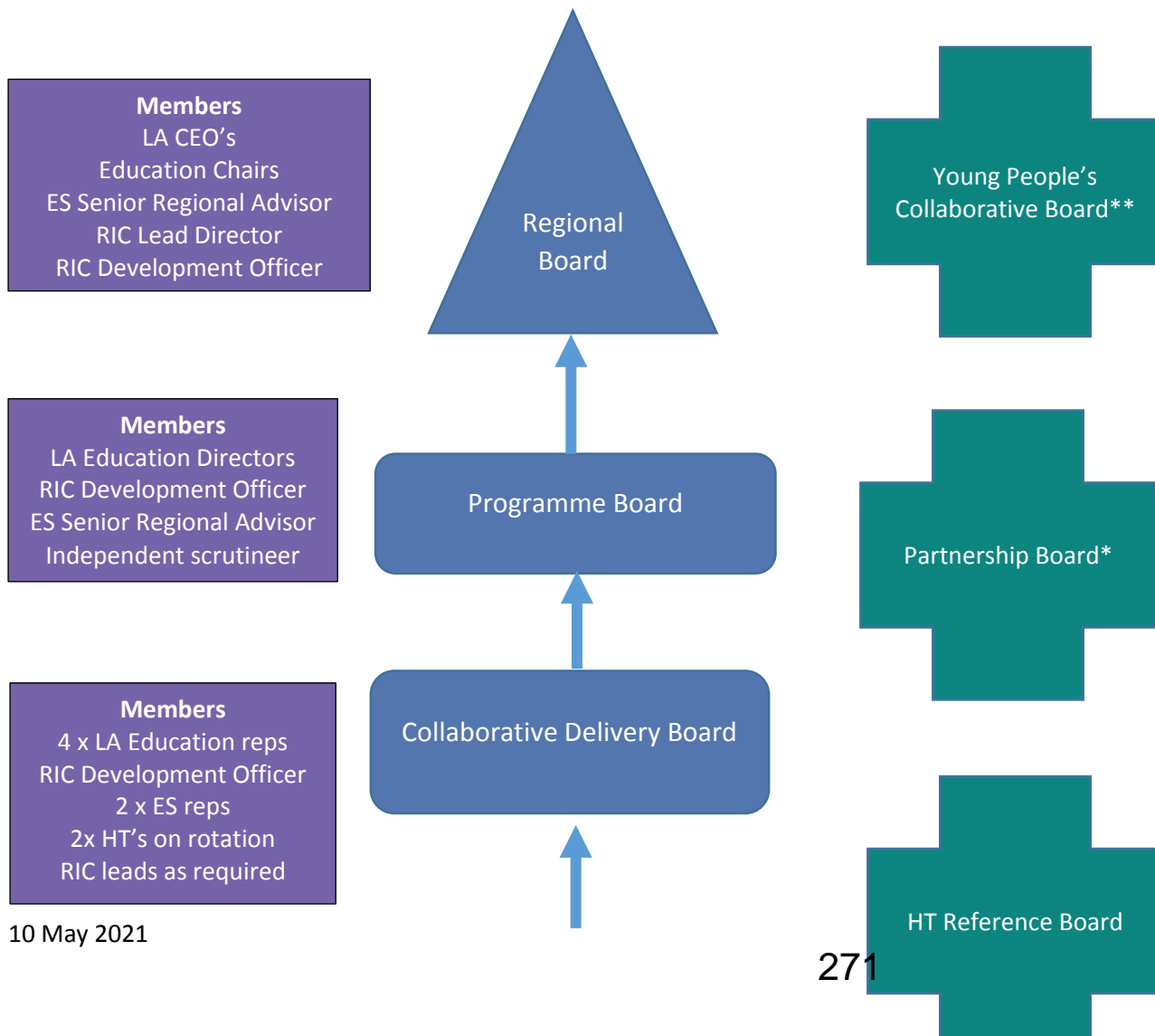
<p>Building on the existing recorded Webinars with accompanying 'challenge questions'</p> <p>'Stephen Graham 'Reading into Writing and Building a Writing Culture & Moderating</p>	<p>Primary & Secondary English teachers</p>	<p>RIC and national data reveal a clear writing gap for learners at risk of missing out. The Stephen Graham "Reading into Writing" webinars engaged 231 FWVL practitioners & many expressed interest in further sessions.</p>
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Numeracy - In August 2021 we will have a new Numeracy Team in place. The full Numeracy plan will be further developed by the new team.

Overall Aims/Values	Methodology	SUPPORT & COLLABORATION
<ul style="list-style-type: none"> • Further develop targeted data based numeracy interventions and support. • Develop collaborative learning approaches which build staff capacity to deliver high quality learning experiences for all. • Build self sustaining networks to support practitioners at School, Cluster and LA level. • Underpinning VALUES: equity; empowerment; collaboration 	<ul style="list-style-type: none"> • Use data to target areas where resources can offer greatest impact. • Ensure that Health and Wellbeing is an integral aspect of all programmes • Directly support practitioners to develop their knowledge, understanding and application of research informed pedagogy which is proven to improve outcomes for children and young people. • Use networks to develop collaboration between practitioners within and across local authorities to promote numeracy leadership at all levels. • Strive to raise attainment for all and close the poverty related attainment gap by supporting reflection on performance of pupils to enable continuous improvement. • Use the inspiration hub as a vehicle to share best practice 	<ul style="list-style-type: none"> • Continue to share and develop resources, research & good practice. • Maintain established networks, and build new networks to support staff and learners. Building ASN networks and support are a priority. • Re-introduce in-school support. • Liaise with data coaches to ensure that Numeracy interventions are focussed on areas which can provide the greatest impact. • Continue to collaborate with numeracy team in other RIC's • Develop further links with Forth Valley and West Lothian Colleges • Further develop links with other workstreams, building on the links already established with STEM and Literacy • Build on the SQA moderation model to develop collaborative Numeracy moderation across the RIC.

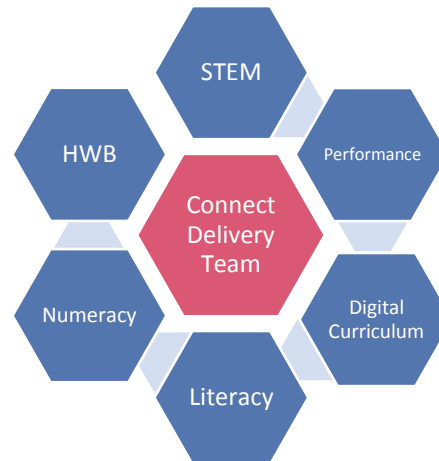
Appendix 1

**Forth Valley & West Lothian
Regional Improvement Collaborative Structure**



10 May 2021

Members
Workstream staff
Education Scotland reps
Development officer



**Core membership of Parent Councils, Colleges with invited partners included as required. Partners could include Health, Social Work, Chambers of Commerce etc.*

*** Membership to be determined by Young People at the RIC participation event in April*

	Members	Meet	Purpose
Connect Delivery Team	<ul style="list-style-type: none"> • RIC workstream staff • Education Scotland reps • RIC Development officer 	Monthly	<ol style="list-style-type: none"> 1. To add value to the work of each LA. 2. To bring coherence across the priority workstreams and work collaboratively to plan and develop themes for improvement. 3. To use information from the RIC Performance Profile to inform the direction of focus and to identify areas requiring improvement to support achieving excellence and equity aims. 4. To further develop the Communication and Engagement strategy in collaboration with the Communication Team. 5. To inform practitioners, leaders and partners about the work of each workstream. 6. To support and develop a culture that empowers practitioners and develops systems leadership capacity by delivering quality professional learning programmes and providing opportunities to lead the growing range of projects supporting the RIC priorities.
Collaborative Delivery Board	<ul style="list-style-type: none"> • 4 x LA Education reps • RIC Development Officer • 2 x ES reps • 2x HT's on rotation • RIC leads as required 	Monthly	<ol style="list-style-type: none"> 1. To provide advice and support to the Connect Delivery Team in shaping and delivering outcomes for each priority. 2. To ensure that workstream actions are in accordance with the overall vision and strategic direction of the RIC. 3. To share key developments in LAs and to identify and consider opportunities for collaborative working that will support improvement outcomes. 4. To scrutinise performance of the Workstreams. 5. To evaluate progress with development plans. 6. To oversee the consultations carried out with Advisory Boards. 7. To present papers for decision at the Programme Board.
Programme Board	<ul style="list-style-type: none"> • LA Education Directors • RIC Development Officer • ES Senior Regional Adviser • Independent Scrutineer 	Quarterly	<ol style="list-style-type: none"> 1. To provide strategic direction for the vision and aims of the RIC. 2. To approve ongoing Finance on a quarterly basis. 3. To ensure that all partners and stakeholders are fully consulted and engaged in the development of the RIC. 4. To evaluate the overall performance of the RIC and support a robust measurement plan. 5. To provide strategic support to facilitate clear communication between the key groups leading the work of the RIC. 6. To review and report on the impact of the grant on progress in achieving outcomes.
Regional Board	<ul style="list-style-type: none"> • LA Chief Executive Officers • Education elected members • ES Senior Regional Advisor • RIC Lead Director 	Bi-annually	<ol style="list-style-type: none"> 1. To share the vision of the Collaborative. 2. To drive the success of the FV&WL RIC plan. 3. To support and facilitate collaborative projects and working together. 4. To oversee the RIC grant allocation from the Scottish Government.

	<ul style="list-style-type: none"> • RIC Development Officer 		
HT Reference Board	<ul style="list-style-type: none"> • RIC Development Officer • Primary & Secondary HT reps 	Quarterly	<ol style="list-style-type: none"> 1. To provide feedback on current and future planning. 2. To support the development of RIC plans.
Partnership Advisory Board	<ul style="list-style-type: none"> • Senior Officer from FV&WL RIC • Parent Council representatives • RIC CLD rep • FV&WL college representatives • RIC Educational Psychologist rep • Identified permanent reps from partner organisations • Others for specific meetings 	Quarterly <i>in advance of Programme Board</i>	<ol style="list-style-type: none"> 1. To act as a consultative body on new ideas, plans and policies 2. To provide expert advice and support as and when necessary and/or appropriate 3. To represent the views of groups of stakeholders from across the RIC 4. To challenge and support plans, policies and interventions by the RIC across Forth Valley and West Lothian.
Young People's Collaborative Board	<i>Arrangements Ongoing through CLD leads across the RIC.</i>	Tbc	<ol style="list-style-type: none"> 1. To act as a consultative body on new ideas and plans 2. To ensure that the views and rights of young people across the RIC are fully represented in the decision making process in line with the statutory implementation of UNCRC. 3. To scrutinise RIC plans, policies and interventions in relation to UNCRC implementation. 4. To challenge and support plans, policies and interventions by the RIC across Forth Valley and West Lothian. 5. To be involved in the co creation of plans, policies and interventions by the RIC across Forth Valley and West Lothian.

CLACKMANNANSHIRE COUNCIL

Report to People Committee

Date of Meeting: 18 November 2021

**Subject: United Nations Convention on the Rights of the Child
(Incorporation) (Scotland) Bill**

Report by: Catriona Scott, Improving Outcomes Manager

1.0 Purpose

- 1.1. To advise the People Committee on the plans for the implementation of United Nations on the Rights of the Child (Incorporation) (Scotland) Bill in Clackmannanshire.
- 1.2. To update Committee on the decision of the Supreme Court taken on 6 October 2021 regarding this Bill and the resultant next steps for implementation.

2.0 Recommendations

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

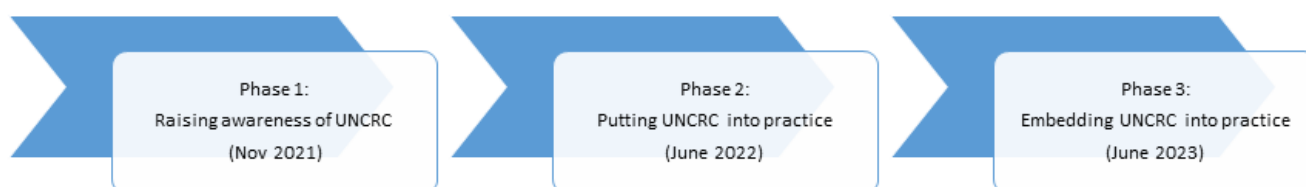
3.0 Background

- 3.1. The United Nations Convention on the Rights of the Child (UNCRC) is the global 'gold standard' for children's rights and sets out fundamental rights of all children. On 16 March 2021, the Scottish Parliament voted unanimously to bring the UNCRC into Scots Law when it passed the UNCRC (Incorporation) (Scotland) Bill.
- 3.2. Scotland is set to become the first country in the UK to directly incorporate UNCRC into domestic law. This means that it will be unlawful for public authorities to act in a manner which is incompatible with the incorporated UNCRC requirements, giving children and young people and their representatives the power to go to court to enforce their UNCRC rights.
- 3.3. The articles being brought into Scots law will include requiring public authorities, in actions concerning children, to make the best interests of children a primary consideration; to protect children from violence, injury or abuse; to recognise the rights of children with disabilities to enjoy a full and decent life; and to uphold children's rights to an adequate standard of living

- 3.4. On 6 October 2021, following a legal challenge brought by UK government law officers, the Supreme Court judges unanimously agreed that certain parts of the UN Convention on the Rights of the Child (UNCRC) (Incorporation) (Scotland) Bill, and the European Charter of Local Self-Government (ECLSG), went beyond the limits of the Scottish Parliament's powers, as set out in the Scotland Act 1998.
- 3.5. It was stressed however, that there is no issue with the Scottish Parliament's decision to incorporate the UNCRC and the ECLSG into Scots Law, but rather the concerns that certain sections of the Bills would impinge on matters which lie outside the legislative competence of the Scottish Parliament. The Bills were returned to the Scottish Parliament for further consideration and to modify areas which had been highlighted.
- 3.6. On 12 October 2021 Scottish Government announced that they remain committed to the incorporation of the UNCRC into Scots law and acknowledged that the provisions referred to the Supreme Court would have to be revisited but that they would continue to drive forward with the embedding of children's rights in Public Services to the maximum extent possible, as outlined in paragraphs 3.7, 3.8 and 3.9 below:
- 3.7. The Scottish Government has committed to a three-year UNCRC Implementation Programme in collaboration with public authorities and children and young people. Between now and March 2024 they will invest £4m over three years to support the delivery of a fundamental shift in how children's rights are respected, protected and fulfilled in Scotland. As part of the programme, the experiences, ideas and feedback of children, young people and their families will continue to inform decision-making across all levels of governance through a programme of meaningful and inclusive participation.
- 3.8. In accordance with Part 1 (duties of public authorities in relation to the United Nations Convention on the Rights of the Child), section 2 of the Children and Young People (Scotland) Act 2014, Clackmannanshire Council will report every 3 years on the steps we have taken in that period to secure better or further effect of the requirements of the United Nations Convention on the Rights of the Child (UNCRC).
- 3.9. The Embedding Children's Rights in Public Services Team will deliver one strand of the UNCRC Implementation Programme alongside its ongoing work, providing advice and support for public authorities seeking to embed a children's rights approach in their organisations. The Team will also collaborate with an advisory working group consisting of key partners from public authorities and the third sector to develop guidance on UNCRC implementation. Scottish Government plan to soon announce a detailed package of support tools to assist public bodies to evaluate, improve and innovate their approach to embedding children's rights at a local level, as well as opportunities for sharing practice and resources at a national level.

4.0 Considerations

- 4.1. Clackmannanshire's Children's Services Plan 2021-2024 has UNCRC as a key priority (Appendix 1). Colleagues across People, Place and Partnership & Performance Directorates will collaborate to scope the activity required in relation to UNCRC implementation in Clackmannanshire. This workstream is anticipated to cover the full spectrum of partners working with children and young people and will involve work to develop awareness, capacity and knowledge as well as policy, process and regulatory developments. Working alongside us in the Children and Young People Partnership will be partners in Health, Police and the third sector.
- 4.2. Forth Valley and West Lothian Regional Improvement Collaborative have worked together since April 2021 to develop and implement a plan relating to the UNCRC legislation and to produce resources and professional learning to support Children's Services with the incorporation of UNCRC into their practice and work with children and young people. There are three phases to this plan, all of which involve evaluation and review cycles.



- 4.3. The first part of awareness raising took place on August - day, with an interactive training module, developed by our Regional Improvement Collaborative, together with Education Scotland (Appendix 2, 3 and 4). This was undertaken by **all staff** across Children's Services in Clackmannanshire to ensure they understand the implications of UNCRC on policy, practice and procedure and are aware of the potential for legal challenges via the children's commissioner if children's rights are not being met. Forth Valley West Lothian 'Train the trainer' sessions have commenced with staff and an online self-evaluation form has been issued and data collated, to ascertain further professional learning needs.
- 4.4. Work has commenced with the Regional Improvement Collaborative on involving young people, parents and carers in the plans for implementation. A collective questionnaire is under development and will be used as a tool to ascertain what children, young people and families recognise and understand in relation to their rights and a UNCRC toolkit will be available online for central staff and Children's Services staff by December 2021 This will support local authorities, educational establishments and children's services organisations to consider their current and future policies/ guidance with a UNCRC lens. The Toolkit questions and prompts will allow practitioners to self-evaluate whether their policies/ guidance fully support children's rights.

5.0 Sustainability Implications

- 5.1. The outcome of the period of re-consideration by the Scottish Government will determine when and how the implementation of UNCRC legislation will be taken forward.

6.0 Resource Implications

6.1. *Financial Details*

6.2.

6.3. *Staffing*

Staff from each Directorate will work together with partners

7.0 Exempt Reports

- 7.1. 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 type="checkbox"/> |
| Our communities will be resilient and empowered so that they can thrive and flourish | <input 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

None

11.0 Background Papers

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


Yes (please list the documents below)

- Clackmannanshire's Children's Services Plan 2021-2024
- [FVWL UNCRC in-service session](#) (18 mins) – YouTube
- UNCRC Scotland 2021: [I am Sebastian](#) – Youtube
- UNCRC professional learning resource – [Thinglink](#)

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Catriona Scott	Improving Outcomes Manager	2469

Approved by

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Strategic Director (People)	

Report to: People Committee

Date of Meeting: 18 November 2021

Subject: Period Poverty: access to free period products

Report by: Kaye Hills, Improving Outcomes Team Leader (People)

1.0 Purpose

1.0 The purpose is to provide an overview of the progress across Clackmannanshire of access to free sanitary products and plans for wider partnership support and engagement.

2.0 Recommendations

2.0 It is recommended that People Committee note and comment on the contents of this paper.

3.0 Background

3.1 From September 2018, all establishments in Clackmannanshire were informed of the Scottish Government Access to Free Sanitary Provision Programme

Information relating to the service was shared with all young people from P5-S6 and their families, in accordance with the schools Health and Wellbeing Policy and Curriculum and arrangements made for sufficient stock of sanitary products to be allocated.

Provisions were made for young people to collect sufficient sanitary products to meet their needs over evenings, weekends and holidays, in such a way as to avoid anxiety or embarrassment. Supplies were also made for young people who are home schooled. Ongoing evaluation took place in partnership with Community Learning and Development (CLD) and Health and Wellbeing Leads in schools and adjustments were made accordingly.

Disruption to these plans during COVID 19 resulted in the need to develop a wider partnership approach to delivery to our most vulnerable young people

through Third Sector partners and a local authority working group (with representatives from Third Sector, Facilities Management, CLD, primary and secondary colleagues) This group continue to meet to ensure that there are sustained approaches to improved and equitable delivery and engagement.

In January 2019 the Scottish Government announced a further £4 million of funding to local authorities to expand the provision of free period products in local communities. The budget for Clackmannanshire Council to supply free period products across education and the local community from April 2021 – March 2022 is £46,000. **In a change from previous years, this funding is being allocated as a single budget at Local Authority level to allow maximum flexibility for Authorities to manage and utilise the funding.** (The funding may include staffing costs).

The Period Products (free provision) (Scotland) Bill became an Act in January 2021, building on the existing voluntary provision in education and community settings, funded by the Scottish Government since 2018/19. The act states that everyone in Scotland who menstruates should have reasonably convenient access to period products, free of charge, as and when they are required.

Work is underway to ensure that all community buildings in Clackmannanshire offer free period products and, working with our partners in Third Sector, a wider range of buildings and facilities across the authority can offer this provision. Facilities Management have identified Local Authority buildings for allocation. They will replicate the system in schools whereby cleaning staff are responsible for the ordering and restocking of sanitary products.

Products are now available in our libraries and community access points (e.g. Speirs Centre).

4.0 Considerations

- 4.1 Flexibility in the allocation of funding may need to take into account the inclusion of staffing costs, wider engagement with retailers and suppliers, support with administration, and a review of current access to include options around postal, card and voucher schemes

5.0 Next Steps

- 5.1 The partnership working group and attendance at the National Network will continue to ensure that approaches and engagement will be refined to enhance and tailor central support to meet identified needs.

6.0 Sustainability Implications

6.1 None

7.0 Resource Implications

7.1 The budget for Clackmannanshire Council to supply free period products across education and the local community from April 2021 – March 2022 is £46,000. In a change from previous years, this funding is being allocated as a single budget at Local Authority level to allow maximum flexibility for Authorities to manage and utilise the funding.

8.0 Exempt Reports

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

9.0 Declarations

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

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

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

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

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

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

The Council is effective, efficient and recognised for excellence

(2) Council Policies (Please detail)

None

10.0 Equalities Impact

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

Yes No

11.0 Legality

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

Yes No

12.0 Appendices

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

Appendix 1 Period Poverty October 2021

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 No


The Programme for Government, Business and Regulatory Impact Assessment (BRIA) of our Programme for Government 2017-2018

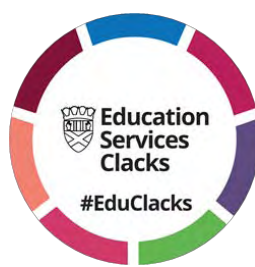
<https://www.gov.scot/publications/access-free-sanitary-products-programme-government-commitment-business-regulatory-impact/pages/1>

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Approved by

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Strategic Director (People)	



Appendix 1

Period Poverty - October 2021

The Scottish Government has committed to providing access to free sanitary products to students attending schools, colleges and universities to support equality, dignity and rights for those who menstruate and to ensure that lack of access to products does not impact on an individual's ability to fully participate in education at all levels.

From September 2018, all establishments in Clackmannanshire were informed of the Scottish Government Access to Free Sanitary Provision Programme

Information relating to the service was shared with all young people from P5-S6 and their families, in accordance with the schools Health and Wellbeing Policy and Curriculum and arrangements made for sufficient stock of sanitary products to be allocated.

Provisions were made for young people to collect sufficient sanitary products to meet their needs over evenings, weekends and holidays, in such a way as to avoid anxiety or embarrassment. Supplies were also made for young people who are home schooled. Ongoing evaluation took place in partnership with Community Learning and Development (CLD) and Health and Wellbeing Leads in schools and adjustments were made accordingly.

Disruption to these plans during COVID 19 resulted in the need to develop a wider partnership approach to delivery to our most vulnerable young people through Third Sector partners and a local authority working group (with representatives from Third Sector, Facilities Management, CLD, primary and secondary colleagues) This group continue to meet to ensure that there are sustained approaches to improved and equitable delivery and engagement.

In January 2019 the Scottish Government announced a further £4 million of funding to local authorities to expand the provision of free period products in local communities. The budget for Clackmannanshire Council to supply free period products across education and the local community from April 2021 – March 2022 is £46,000. **In a change from previous years, this funding is being allocated as a single budget at Local Authority level to allow maximum flexibility for Authorities to manage and utilise the funding.**

The Period Products (free provision) (Scotland) Bill became an Act in January 2021, building on the existing voluntary provision in education and community settings, funded by the Scottish Government since 2018/19. The act states that everyone in Scotland who menstruates should have reasonably convenient access to period products, free of charge, as and when they are required.

Discussions with colleagues in the Third Sector continue to determine how we can extend the provision to ensure our most vulnerable community members are able to access the product, particularly as Fare Share will not be supplying Food Banks from March 2022

The Scottish Government has commissioned the production of a Period Products App, showing the location of free period products throughout Scotland. It is hoped this app will be ready to launch before the end of 2021. Information regarding this is being shared with all stakeholders.

The working group will continue to ensure that approaches and engagement will be refined to enhance and tailor central support to meet identified needs. A representative from the working group attends the National Network to ensure that we continue to support the development, implementation and delivery of the policy as it relates to wider settings.

The working group will build on partnership with the Third Sector and the Tackling Poverty Partnership as a means of consulting with the local community over product/location, etc. to ensure a high standard of service delivery is available across Clackmannanshire and that those most in need of the service are supported.

In partnership with CLD and the Youth Council, on-going consultation on existing provision to young people in education services will ensure that their voices and opinions are heard.

Continuous review and development may require a more responsive approach as ongoing feedback may identify development needs that were not apparent. The working group will take this into consideration and be agile in its response to this.

Authors:

Jaki Reid, Improving Outcomes Team

Kaye Hills, Quality Improvement Officer

Report to: People Committee

Date of Meeting: 18 November 2021

Subject: Update on Expansion of Early Learning and Childcare (ELC)

Report by: Lynda McDonald, Improving Outcomes Manager

1.0 Purpose

- 1.1 This paper provides a final update on the progress of work that has taken place to deliver Clackmannanshire's Early Learning and Childcare (ELC) Expansion Plan 2017.

2.0 Recommendations

- 2.1 It is recommended that People Committee note the progress relating to the expansion of the ELC provision to 1140 hours for all 3-5 year olds, eligible 2 year olds, and comment on current status.

3.0 Background

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

3.2 Progress of ELC Expansion Plan towards 1140 hours

- 3.2.1 The expansion of funded ELC, originally intended for August 2020, was paused by Scottish Government in April 2020 to give local authorities the flexibility to focus on responding to the COVID-19 pandemic. From August 2021 all eligible children are entitled to 1140 hours of funded Early Learning and Childcare per year.
- 3.2.2 Given the readiness of Clackmannanshire in terms of infrastructure and recruitment, all ELCs, including Partner Providers offered 1140 hours to all eligible children from August 2020. The approach taken provided families with the flexibility to take up the provision of 1140 hours at an ELC of their choice. The expansion to 1140 hours has increased a child's term time entitlement

from 15 hours and 50 minutes per week to 30 hours per week, which required the service capacity to almost double.

3.3 Expansion to Park ELC

- 3.3.1 Park ELC was the last outstanding project to complete Clackmannanshire's expansion of ELC. Although the extension work to Park ELC was delayed due to the pandemic, the existing Park ELC building and rooms within Alloa Family Centre enabled service provision to continue until the extension was completed and ready for occupancy on 20th September 2021.
- 3.3.2 Park ELC is now registered for 114 children aged 2 – 5. A new experienced Head of Centre was appointed and took up post on 18th October 2021. Further work will now be undertaken to register with the Care Inspectorate to be able to provide targeted provision for a small number of children aged under 2.

3.4 Expansion of Meal Provision

- 3.4.1 All children in Clackmannanshire receive lunch as part of the 1140 hours provision. The infrastructure is in place to offer all children hot lunches in all Council establishments. Work is ongoing to improve the quality of the meal time experience for children across our settings.
- 3.4.2 Since August 2021 all children accessing a Private Partner Nurseries or childminder, who receive a funded place over lunchtime, receive a free lunch. These lunches are prepared or sourced by the provider; the cost of which is included in the hourly rate payable to partners. Where children are in blended care and split their time during a day between a childminder/private nursery and a council ELC, a decision will be reached with the family as to who provides lunch.

3.5 Scottish Milk and Healthy Snack Scheme

- 3.5.1 The Scottish Milk and Healthy Snack Scheme replaced the current UK Nursery Milk Scheme from 1 August 2021. It provides funding for a daily portion of milk and a healthy snack for children who attend an ELC or childminder for 2 hours or more per day.
- 3.5.2 All Local Authority ELC settings, all Partner Nurseries and childminders are registered for the scheme. Any childminders who have not yet responded to the call to register can still register partway through the scheme.

3.6 Partner Nursery and Childminder Provision

- 3.6.1 There are currently 5 Private Nurseries and 19 childminders in partnership with Clackmannanshire Council.
- 3.6.2 The 'provider neutral', Funding Follows the Child, approach was delayed alongside the national roll out of the 1140 hours entitlement. Since August

2021 the approach is underpinned by a National Standard which all providers, including council, private or third sector are required to meet.

- 3.6.3 Funding Follows the Child gives choice to families, enabling them to access their child's funded entitlement from any provider that meets the new National Standard, has a place available and is willing to enter into a contract with their local authority.
- 3.6.4 Under a 'provider neutral' approach, it is essential that provision is financially sustainable in order that providers across all sectors are willing and able to deliver the funded hours. In 2021/22, the rate paid to partners increased to £5.92 per hour for children aged 2 to 5 years old. The rate will continue to be monitored and increased to ensure sustainability.

3.7 Uptake of ELC Provision

- 3.7.1 As of August 2021, 879 children aged 2-5 were receiving funded ELC in Clackmannanshire. The breakdown shows that 11% are eligible 2 year olds and 89% are aged 3 to 5.
- 3.7.2 Overall 76% of children aged 2-5 received their funded entitlement in a Local Authority setting with the remaining 24% attending a Partner Provider.

3.8 Impact of 1140 hours

- 3.8.1 The increase in funding and availability of full year provision has enabled the service to support families in a number of ways. For some, this has given opportunities to access work or training and we continue to gather evidence of the impact of 1140 hours provision for families. This includes feedback from clients working with key workers through the Parental Employability Support Fund, Clackmannanshire Works.

3.9 Workforce Expansion

- 3.9.1 Since 2017/2018 there has been a significant increase in the Local Authority ELC workforce. The overall ELC staffing has risen from 128.7 full time equivalent (FTE) to 200 FTE staff, thereby creating significant local employment opportunities. This increase is due to the overall 1140 expansion of ELC provision, the increase in settings that are registered to take eligible 2 year olds and the addition of 4 new extended day/extended year settings at Sauchie ELC, Tulach ELC, Menstrie ELC and Park ELC. In addition, a new ELC class was also opened within Craigbank Primary School.
- 3.9.2 Local Authority Workforce by job type

Job type	2017/2018 FTE staff	2020/2021 FTE staff
Head of Establishment	2	4
Depute Head	2	5
Teachers	10.6	1.9
Childhood Pedagogues	0	7
Senior ELC Educators	13	15
ELC Educators	85.1	142.6
Modern Apprentices	0	10
Learning Assistants (lunchtime cover)	14	9 (5 vacancies)
Admin officers	2	3.5

- 3.9.3 In 2017 ABC Nursery was the only provision offering full day, full year provision. As part of the expansion the 4 stand alone settings of Tulach ELC, Park ELC, Sauchie ELC and Menstrie ELC now offer families the choice of full year and 8 a.m. to 5.40 p.m. provision. This has resulted in staff being able to change from term time employment to full year to ensure legal ratios are upheld at all times.
- 3.9.4 The criteria for a funded ELC place has changed to include eligible 2 year olds. All settings, with the exception of Redwell ELC and Strathdevon ELC, are now registered to provide eligible 2 places. The ratio for eligible 2 year olds is 1 adult to 5 children compared with 1 adult to 8 children for 3-5 year olds. From August 2021, the criteria for an eligible 2 place now includes all care experienced parents and clients of the Family Nurse Partnership Young Parents group.
- 3.9.5 In anticipation of the requirement for increased staff for the 1140 expansion, the Early Years Academy was established in 2017 to 'grow our own staff'. This has provided the opportunity to begin a career in Early Learning and Childcare through an 'earn as you learn' route as a Modern Apprentice. As well as targeting school leavers the academy was open to people over the age of 25 who were looking to change careers. Some of the Modern Apprentices were originally employed as Learning Assistants and this opportunity has offered career progression. The Modern Apprentices work towards a SVQ3 children and young people qualification over two years. The Academy also offered staff development by enabling existing experienced staff the opportunity to gain a qualification as an SVQ assessor or internal verifier. 4 cohorts of Modern Apprentices have been employed with 38 staff enrolled on the course to date. From the first 3 cohorts 24 are employed in ELC roles in Clackmannanshire Council. The final cohort of 10 are due to finish June 2022.

- 3.9.6 The expansion to 1140 hours had also enhanced the career progression opportunities of our ELC staff. As Menstrie and Tulach became stand alone settings, new Heads and Depute positions were created. 7 new Childhood Pedagogue posts were funded by Scottish Government to help close the attainment gap in areas of deprivation. These posts require staff to hold or be working towards a degree (BA in Childhood Practice). In Clackmannanshire all promoted ELC posts require staff to hold or be working on BA in Childhood Practice. Currently, two Heads of Establishment are nearing completion of Masters degrees in Education. This commitment to professional learning extends to our ELC educators where 26 staff currently hold their BA Childhood Practice and a further 20 staff are working towards this.
- 3.9.7 Following the permanent closure of ABC Nursery on 1st September 2021, the redeployment of staff following a job matching exercise is expected to be completed by the beginning of November 2021. Following the conclusion of that process any remaining ELC educator vacant posts will be advertised.

3.10 Muckhart

- 3.10.1 At this time we will not be pursuing the creation of an Outdoor ELC at Muckhart. A Private Outdoor Nursery has opened at nearby Fossaway and Strathdevon ELC has sufficient capacity to accommodate additional children.

3.11 P1 Deferral Pilot

- 3.11.1 Clackmannanshire have been successful in a bid to Scottish Government to participate in the second year pilot of P1 Deferral. Further information will be provided in due course.

4.0 Risks

The key risks associated are:

- Significant increases in the number of families becoming eligible for a 2 year old place could place pressure on the availability of these places within our existing provision.
- The failure of any setting to meet the National Standards would result in the cessation of any partnership agreement and removal of funded places from that setting thereby increasing demand on existing provision.

5.0 Equalities

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

5.2 The flexibility of the ELC offer in Clackmanashire gives families options to use their funded hours across settings and throughout the year to meet their needs.

6.0 Financial Implications

6.1 Prior to Scottish Government setting their budget for future years, the extent of the ongoing resources being provided to local authorities to support the ongoing expanded ELC service has not been confirmed.

7.0 Sustainability Implications

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

8.0 Resource Implications

8.1 As above in 6.0

9.0 Exempt Reports

Is the report exempt? NO

10.0 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.

11.0 Equalities Impact

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

N/A

12.0 Legality

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

Yes.

13.0 Appendices

None

14.0 Background Papers

P1 Deferral Information for parents / carers

<https://www.parentclub.scot/articles/can-my-child-defer-starting-school>

Early Learning and Childcare Expansion Delivery Progress Report September 2021

https://www.improvementservice.org.uk/_data/assets/pdf_file/0022/27850/ELC-Delivery-Progress-Report-Oct-2021.pdf

Early Learning and Childcare Statutory guidance July 2021

<https://www.gov.scot/publications/early-learning-childcare-statutory-guidance-july-2021/>

Funding follows the child and the national standard for ELC providers operating guidance December 2018

<https://www.gov.scot/publications/funding-follows-child-national-standard-early-learning-childcare-providers-operating-guidance/>

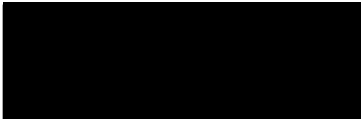
Expansion of Early Learning and ChildCare 9.11.2017

<https://www.clacks.gov.uk/document/meeting/1/802/5758.pdf>

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Lynda McDonald	Improving Outcomes Manager	2423

Approved by

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Strategic Director (People)	

Report to: People Committee

Date of Meeting: 18 November 2021

Subject: Financial Performance 2021/22 August Outturn

Report by: Chief Finance Officer

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, 2021/22. This is based on forecast information as at August 2021.

2.0 Recommendation

- 2.1 The Committee is asked to note this report, commenting and challenging as appropriate on:
- the forecast General Fund revenue overspend relating to the People Directorate for the year of £1.794m, and
 - delivery of planned savings in the year forecasted to achieve 85.3%

3.0 Background

- 3.1. The following portfolios are within the remit of the People Directorate

Table 1

PEOPLE
CARE & PROTECTION
EDUCATION & LEARNING
SUPPORT & WELL-BEING

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

4.0 General Fund Revenue

- 4.1. 4.1 Overall the Directorate's net service expenditure is forecasting an overspend of £1.794m for the year ended 31 March 2022. This is a favourable

movement of £(0.354)m since the June Outturn report to this Committee on 16 September 2021.

- 4.2 **Appendix 1** provides an overview of the financial outturn position within each Service Expenditure area.
- 4.3 **Appendix 2** sets out the main variances for the year.
- 4.4 Covid19 continues to impact the delivery of Services as we move through the Recovery phase of the pandemic. Elements of the variances attributable to Covid19 are shown within the appendix. The Council received funding during 2020/21 and 2021/22 and will allocate this funding to cover overspends relating to Covid19 as appropriate.

5.0 2021/22 Savings Progress

- 5.1 The 2021/22 budget incorporated approved savings of £2.126m. Of this total £0.682m is attributable to the People Directorate.
- 5.2 Based on analysis to date, savings of £0.582m (85.3%) are forecast to be achieved, with the remaining £0.100m (14.7%) forecast as unachievable in 2021/22.
- 5.3 **Appendix 3** provides details of budgeted 2021/22 savings progress showing the breakdown of savings that have been identified as being achievable (Green) and the saving that is unachievable (Red). 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.
- 5.4 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 ongoing and the saving will be reviewed as part of this work.

6.0 Conclusions

- 6.1 The Directorate's net service expenditure is forecasting an overspend of £1.794m for the year.
- 6.2 Of the associated approved savings of £0.682m, £0.582m is forecast to be achieved with the remaining £0.100m being forecast as unachievable in 2021/22.

7.0 Sustainability Implications

- 7.1 None

8.0 Resource Implications

8.1 *Financial Details*

8.2 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

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

8.4 *Staffing*

9.0 Exempt Reports

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

10.0 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)

11.0 Equalities Impact

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

12.0 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

13.0 Appendices

13.1 Appendix 1- Financial outturn position at August 2021

Appendix 2- Outturn variances at August 2021

Appendix 3- Summary Savings by Directorate at August 2021

14.0 Background Papers

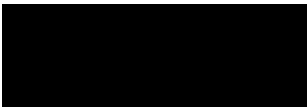
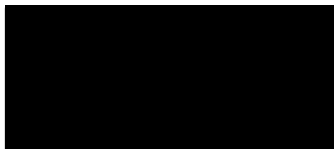
14.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

Yes (please list the documents below) No

Author(s)

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Approved by

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

People Summary 2021/22

Appendix 1

As at August 2021

	Annual Budget 2021/22 £'000	Forecast to March 2022 £'000	Variance Forecast to Budget £'000	Variance as at Jun-21 £'000	Variance Movement From Previous Forecast £'000
Strategy & Customer Services	1,603	1,703	100	122	(22)
Executive Team	64	65	1	1	0
Development & Environmental	499	462	(37)	(5)	(32)
Education Service	59,966	60,269	303	371	(68)
Social Services	15,429	16,856	1,427	1,659	(232)
	77,560	79,355	1,794	2,148	(354)

People	Annual Budget 2021/22	Forecast to March 2022	Variance Forecast to Budget at August	Variance due to Covid	Variance due to Non Covid	Variance Forecast to Budget at June	Movement in variance June to August	Narrative
	£'000	£'000	£'000	£'000	£'000	£'000	£'000	
Strategy & Customer Services	1,603	1,703	100	100	0	122	(22)	Libraries: forecast underspend of £(0.032)m,, movement of £(0.002)m from June due to reduced level of relief staff required. Leisure: forecast overspend of £0.132m, movement of £(0.020)m from June. Overspend due to shortfall in income of £0.154m. This still remains an area that could change before year end. Employee Expenditure is forecast to underspend by £(0.022)m an improvement of £(0.020)m from June due to staff leaving and low level of demand to fill posts. Posts being covered by current staff to offset reduced income.
Executive Team	64	65	1	0	1	1	0	Small forecasted overspend
Development & Environmental	499	462	(37)	(15)	(22)	(5)	(32)	Economic Development: £(0.037)m underspend, £(0.032)m movement - £(0.015)m underspend, £(0.010)m movement due to reduced volume of clients as a result of Covid; £(0.022)m underspend, £(0.022)m movement in the training unit as there is no more planned uptake through this as it is winding down.
Education								
Devolved Schools	31,279	31,279	0	0	0	0	(0)	Devolved Schools: forecast on budget as any under or overspends are carried forward. The current estimated overspend of £0.007m is reflected within Primary Non devolved flexibility, this consists of: (£0.375m) Primary, £0.123m Secondary and £0.259m ASN.
Early Years	9,576	9,710	134	39	95	243	(109)	Early Years: forecast to overspend by £0.134m made up as follows: Kidzone Out of School care £0.038m overspend relating to reduction in Income due to reduction in client numbers part offset by reduction in both staffing & non staffing costs. ABC Nursery is £0.086m overspent due to historic unachievable Income budget part offset by reduction in both staffing & non staffing costs as the facility is now closed, there is a projected overspend of £0.010m in mainstream nursery provision with forecast overspends in both staffing and non staffing budgets part offset by underspend in supply costs. The 1140hrs funding of £5.045m 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 £(0.109)m is reduction in income at Kidzone £0.015m offset by staff turnover in mainstream nursery provision of £(0.124)m
ASN Non Devolved	5,452	5,538	86	0	86	65	21	ASN Non Devolved: forecasted overspend of £0.086m. £0.089m overspend in Learning Assistants due to increasing demand, building works at Lochies £0.010m, legal costs £0.009m, Accessibility strategy £0.018m and £0.004m others. Partly offset by £(0.044)m underspend in other staffing budgets due to staff turnover & vacant posts. The movement of £0.021m is Accessibility strategy £0.018m, Lochies building works £0.004m, legal costs £0.009m and staff turnover £(0.010)m.
Primary Non Devolved	(450)	(400)	50	0	50	16	34	Primary Non Devolved is currently forecasting an overspend of £0.050m. Within the core Primary non devolved budgets a £0.043m overspend consists of staff turnover (£0.016m), Probationers waivers £0.027m and £0.032m non staffing overspend (Parent Pay charges , Seemis, Equipment & property works less unallocated per capita budget). Within Teachers "flexibility" a £0.007m overspend for DSM is being forecast. It should be noted that until devolved staffing budgets are re-aligned to reflect Academic Year 21-22 schools staffing requirements there will be a degree of uncertainty around balances in "flexibility". The movement of £0.034m relates to an increase in DSM overspend £0.006m, Probationers £0.027m and others £0.001m.

	Annual Budget 2021/22	Forecast to March 2022	Variance Forecast to Budget at August	Variance due to Covid	Variance due to Non Covid	Variance Forecast to Budget at June	Movement in variance June to August	Narrative
People	£'000	£'000	£'000	£'000	£'000	£'000	£'000	
Secondary Non Devolved	1,493	1,558	65	0	65	70	(5)	Secondary Non Devolved: forecasted overspend of £0.065m. £0.064m relates to shortfall in Music income for Academic Year 21-22 as fees can no longer be charged. It is anticipated that funding to help mitigate this will not cover the full shortfall, amount to be confirmed. The remaining £0.001m overspend is a combination of small variances. The movement of £(0.006)m relates to staff turnover
PPP Budget	8,507	8,507	0	0	(0)	0	(0)	PPP Schools Budget is currently forecasting on budget
Pupil Equity Funding	2,469	2,469	0	0	(0)	0	(0)	Pupil Equity Funding (PEF) is allocated on an Academic Year basis and any underspend is carried forward with the requirement that it is fully spend by July of the following year.
Business Management	683	662	(21)	0	(21)	(41)	20	Business Management: forecasted underspend of £(0.020)m. Vacant post and staff turnover £(0.054)m, Training £0.013m, long service awards £0.006m, NHS Income shortfall £0.006m and Council contribution to Raising Aspirations in Science Education (RAISE) £0.009m. The movement of £0.020m is due to RAISE £0.009m previously forecast on budget and staff turnover £0.011m.
Sports Development	187	197	10	45	(35)	39	(29)	Sports Development: forecasted overspend of £0.010m. A reduction in Income in various programs due to COVID £0.135m less associated savings of casual sports coaches and equipment of £(0.090)m, part offset by underspend due to discontinuation of some programs £(0.035)m. Movement of £(0.029)m: £(0.016)m due to increase in forecasted ski income less associated costs and staff turnover of £(0.013)m.
Other Areas	770	749	(21)	0	(21)	(21)	0	In other areas, underspend of £(0.021)m mainly within staffing across: Psychology Service £(0.005)m, School Crossing Patrols £(0.014)m, and Youth and Adult Services £(0.002)m.
Service Total	59,966	60,269	303	84	219	371	(68)	

People	Annual Budget 2021/22	Forecast to March 2022	Variance Forecast to Budget at August	Variance due to Covid	Variance due to Non Covid	Variance Forecast to Budget at June	Movement in variance June to August	Narrative
	£'000	£'000	£'000	£'000	£'000	£'000	£'000	
Social Services								
Children's Commissioned Services	686	836	150	0	150	150	0	Overspend relates to payments to third sector organisations.
Corporate Parenting	7,234	7,846	612	425	187	871	(259)	The main pressure points contributing to the forecasted overspend are: External Fostering £0.450m and Kinship Payments £0.162m. There are 66 children in external fostering placements, an increase of 11 since the start of the year. External Foster placements increased by 18 during 2020/21, 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. There has been a positive movement since June as a result of slippage in recruitment £(0.074)m, additional income £(0.070)m and a reduced forecast for Day Care £(0.085)m.
Fieldwork Children And Families	2,072	2,135	63	0	63	(101)	164	Forecast overspend of £0.063m as a result of pressures within Section 22 spend £0.120m and a shortfall in income £0.060m offset by an underspend on staffing of £(0.117)m. The movement is due to a increased forecast for staffing following recruitment £0.045m together with a revised forecast for Section 22 payments of £0.100m.
Residential Placements	2,702	3,334	632	1,100	(468)	790	(158)	At the end of August there were 20 children in educational placements (6 Education only, 14 Social Care/Education) with a forecast overspend of £0.572m The favourable movement is the result of Numbers falling by 3 since the start of the year. There are six ongoing placements related to Covid 19 at a cost of £1.100m. Overall there are some signs that the number of children in high cost external residential placements is on a downward trajectory, with two young people planning to move into their own tenancies Oct - Dec. Expenditure on out of area education is forecast to overspend by £0.060m. This budget relates to 20 children receiving educational support from other local authorities. The budget allowed for an inflationary increase of 1% (£30,000). To date four providers have notified the Council of fee increases ranging from 1% to 4% at a total cost of £27,000 - further increases are expected form the remaining 13 providers at the start of the new academic year.
Strategy And Planning	479	474	(5)	0	(5)	78	(83)	Underspend as a result of staffing vacancies with the movement the result of increased forecast for income.
Management Support	869	715	(154)	0	(154)	(146)	(8)	Underspend due to staffing vacancies with movement the result of additional income
Criminal Justice Service	1,387	1,516	129	0	129	17	112	The overspend is expected to be covered by short term Scottish Government Covid funding once spending plans are confirmed.
Total Social Services	15,429	16,856	1,427	1,525	(98)	1,659	(232)	
Directorate Total	77,561	79,355	1,794	1,694	100	2,148	(354)	

Management Efficiencies

Service Reference	Description of Saving	2021/22 £	Achieved/Likely to be achieved £	Amber £	Red £	Unachieved due to Covid £	Service Updates
PEMGT2	External recharges to Regional Improvement Collaborative - CASH	79,830	79,830				Saving achieved
PEMGT3	Devolved school management savings	40,009	40,009				Saving likely to achieve
PEMGT5	Saving on subscription- Community L&D	3,600	3,600				Saving achieved
PEMGT6	Saving on Book Fund	5,000	5,000				Saving achieved
PEMGT7	PPP insurance rebate	7,000	7,000				Saving likely to achieve
PEMGT8	Speech & Language therapy	37,000	37,000				Saving likely to achieve
PEMGT9	Devolved underspend- CASH	100,000	100,000				Saving achieved
PEMGT10	Educational Psychology post into mental health	30,000	30,000				Saving likely to achieve
PEMGT11	Care cubed- Review of high cost placements	100,000			100,000		There is currently a review of Commissioned Services for Children underway and this saving will not be achieved in 21/22 but will move to 22/23
Total	Management Efficiencies	402,439	302,439	0	100,000	0	

Transformation

Service Reference	Description of Saving	2021/22 £	Achieved/Likely to be achieved £	Amber £	Red £	Unachieved due to Covid £	Service Updates
PEMGT1	Transforming secondary curriculum	247,275	247,275				Saving likely to achieve
	Transforming Early Years Curriculum	32,000	32,000				Saving achieved
		279,275	279,275	0	0	0	

Summary By Type	2021/22 £	Achieved/Likely to be achieved £	Amber £	Red £	Unachieved due to Covid £
Management Efficiencies	402,439	302,439	0	100,000	0
Transformation	279,275	279,275	0	0	0
Total Division	681,714	581,714	0	100,000	0

85.3% 0.0% 14.7% 0.0%

