



**Clackmannanshire
Council**

www.clacks.gov.uk

Comhairle Siorrachd
Chlach Mhanann

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

People Committee

Thursday 27 January 2022 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

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19 January 2022

A MEETING of the PEOPLE COMMITTEE will be held VIA MS TEAMS, on THURSDAY 27 JANUARY 2022 at 9.30 am.

**LORRAINE SANDA
Strategic Director (People)**

B U S I N E S S

	Page no.
1. Apologies	--
2. Declaration of Interests Members should declare any financial or non-financial interests they have in any item on this agenda, identifying the relevant agenda item and the nature of their interest in accordance with the Councillors' Code of Conduct. A Declaration of Interest form should be completed and passed to the Committee Officer.	--
3. Confirm Minutes of Meeting of the People Committee held on 18 November 2021 (Copy herewith)	05
4. Scotland's International Environment Centre (SIEC) Young Pathfinders – report by Julia Barclay, Improving Outcomes Officer (SQA/Senior Phase) (Copy herewith)	11
5. Financial Performance 2021-22 October Outturn – report by Chief Finance Officer (Copy herewith)	27
6. HMIE return visit to St Serf's Primary School, November 2021– report by Lynda McDonald, Improving Outcomes Manager (Copy herewith)	37
7. Children's Services Partnership: Care Inspectorate Self Evaluation And Improvement Activity, 2021 – report by Sharon Robertson, Chief Social Work Officer (Copy herewith)	45
8. People Business Plan – Interim Update December 2021 – report by Lorraine Sanda, Strategic Director People (Copy herewith)	57
9. Statutory Consultation on the proposal to relocate Clackmannanshire Primary and Secondary Support Services to The Orchard, Tullibody – report by Lorraine Sanda, Strategic Director People (Copy herewith)	113
10. People Redesign – report by Lorraine Sanda, Strategic Director People (Copy herewith)	127

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 18 NOVEMBER 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 Ellen Forson (S)
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
Sharon Robertson, Chief Social Work Officer (Interim)
Lynda McDonald, Improving Outcomes Officer
Michael Boyle, Improving Outcomes Business Manager
Kaye Hills, Improving Outcomes Team Leader
Catriona Scott, Improving Outcomes Manager
Lynne McBain, Attainment Leader
Tom Black, Head Teacher, Lornhill Academy
Colin Bruce, Head Teacher, Alloa Academy
Scott McEwan, Head Teacher, Alva Academy
Iain McGhee, Development Officer Forth Valley and West Lothian Regional Improvement Collaborative
Colin McKerchar, Columba 1400
Jaki Reid, Improving Outcomes Principal Teacher
Gillian Buchanan, Service Manager, Corporate Parenting
Lee Robertson, Legal and Governance Team Leader (Clerk to the Committee)
Gillian White, Committee Services, Legal and Governance

PC(21)24 APOLOGIES

Apologies were received from Rev Sang Y Cha and from Councillor Helen Lewis. Councillor Ellen Forson acted as substitute for Councillor Lewis.

PC(21)25 DECLARATIONS OF INTEREST

None.

PC(21)26 CONFIRM MINUTES OF MEETING HELD ON 16 SEPTEMBER 2021

The minutes of the Meeting of the People Committee held on 16 September 2021 were submitted for approval.

Decision

The minutes of the Meeting of the People Committee held 16 September 2021 were agreed as a correct record and signed by the Convenor.

PC(21)27 FAMILY WELLBEING PARTNERSHIP AND THE SUMMER OF WELLBEING

The report, submitted by Lynda McDonald, Improving Outcomes Manager and Veronica Cully, Seconded Teacher, Improving Outcomes Team, provided background and an update on the Family Wellbeing Partnership and by way of example, learning from the Summer of Wellbeing Programme.

Motion

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

Moved by Councillor Graham Lindsay. Seconded by Councillor Ellen Forson.

Decision

The Committee agreed to note:

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; and
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.

PC(21)28 PERFORMANCE IN THE SENIOR PHASE (INSIGHT)

The report, submitted by Catriona Scott, Improving Outcomes Manager, provided an update on progress in relation to secondary performance in the Senior Phase (S4-S6)

Motion

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

Moved by Councillor Graham Lindsay. Seconded by Councillor Ellen Forson.

Decision

Having commented on the data and progress outlined in the report, the Committee agreed to note the report.

PC(21)29 PERFORMANCE (PRIMARY) EDUCATION RECOVERY

The report, submitted by Cathy Quinn, Chief Education Officer, provided information on the percentage of pupils who have achieved the expected Curriculum for Excellence level in Literacy and Numeracy, Session 20/21; teacher professional judgement in Literacy and Numeracy from Session 16/17, particularly in relation to closing the poverty related attainment gap; and provided an update on Education Recovery

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.

PC(21)30 ANNUAL REPORT OF THE CHIEF SOCIAL WORK OFFICER 2020-2021

The report, submitted by Sharon Robertson, Interim Chief Social Work Officer, presented 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 Committee, the report is required to be submitted to Scottish Government.

The report provided 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.

Motion

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

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

Decision

The Committee agreed to:

1. Note and endorse the contents of the Annual Report of the Chief Social Work Officer 2020-2021; and
2. Its submission to the Scottish Government.

PC(21)31 1:1 DIGITAL DEVICE DEPLOYMENT PROGRAMME

The report, submitted by Catriona Scott, Improving Outcomes Manager, updated 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.

Motion

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

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

Decision

The Committee agreed to note:

1. The projected deployment timeline and plan (paragraph 3.12); and
2. Progress to date at (paragraph 3.13)

PC(21)32 EDUCATION REFORM CONSULTATION

The report, submitted by Catriona Scott, Improving Outcomes Manager, advised 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). The report sought to inform Committee on plans to take the consultation forward, so that the views of Clackmannanshire stakeholders are represented.

Motion

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

Moved by Councillor Ellen Forson. Seconded by Councillor Graham Lindsay.

Decision

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

PC(21)33 KINSHIP CARE SUPPORT

The report, submitted by Gillian Buchanan, Service Manager, Corporate Parenting, updated the Committee on the on-going developments of the kinship service within Clackmannanshire and sought views on a Draft Strategy and Implementation Plan.

Motion

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

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

Decision

Having commented on the report including the development of kinship services, the Committee agreed to note the report.

PC(21)34 UPDATE ON THE REGIONAL IMPROVEMENT COLLABORATIVE

The report, submitted by Iain McGhee, Development Officer Forth Valley and West Lothian Regional Improvement Collaborative, updated the Committee on progress made by the Regional Improvement Collaborative in supporting educators in Clackmannanshire.

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:

1. The contents of the report;
2. The Forth Valley and West Lothian Regional Improvement Collaborative Recovery Plan 2021-22 (Appendix 1);
3. The progress made against the Recovery Plan 2020-21 in terms of Governance, Numeracy, Literacy, Health & Wellbeing and Curriculum and Online learning (Appendix 2); and
4. The priorities outlined in the Recovery Plan 2021-22 (Appendix 3).

**PC(21)35 UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD
(INCORPORATION) (SCOTLAND) BILL**

The report, submitted by Catriona Scott, Improving Outcomes Manager, advised the Committee on the plans for the implementation of United Nations on the Rights of the Child (Incorporation) (Scotland) Bill in Clackmannanshire; and updated Committee on the decision of the Supreme Court taken on 6 October 2021 regarding this Bill and the resultant next steps for implementation.

Motion

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

Moved by Councillor Donald Balsillie. Seconded by Councillor Kathleen Martin.

Decision

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

PC(21)36 PERIOD POVERTY: ACCESS TO FREE PERIOD PRODUCTS

The report, submitted by Kaye Hills, Improving Outcomes Team Leader, provided an overview of the progress across Clackmannanshire of access to free sanitary products and plans for wider partnership support and engagement.

Motion

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

Moved by Councillor Ellen Forson. Seconded by Councillor Darren Lee.

Decision

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

PC(21)37 UPDATE ON EXPANSION OF EARLY LEARNING AND CHILDCARE (ELC)

The report, submitted by Lynda McDonald, Improving Outcomes Manager, provided a final update on the progress of work that has taken place to deliver Clackmannanshire's Early Learning and Childcare (ELC) Expansion Plan 2017.

Motion

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

Moved by Councillor Graham Lindsay. Seconded by Councillor Ellen Forson.

Decision

Having commented on the current status, the Committee agreed to note the progress relating to the expansion of the ELC provision to 1140 hours for all 3-5 year olds and eligible 2 year olds.

PC(21)38 FINANCIAL PERFORMANCE 2020/21 AUGUST 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 August 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 £1.794, and delivery of planned savings in the year forecasted to achieve 85.3%.

Ends 13:00 hours

Report to: People Committee

Date of Meeting: 27 January 2022

**Subject: Scotland's International Environment Centre (SIEC) Young
Pathfinders Programme**

**Report by: Julia Barclay, Improving Outcomes Officer (SQA/Senior
Phase)**

1.0 Purpose

- 1.1. The purpose of this report is to update People Committee on Scotland's International Environment Centre (SIEC) Young Pathfinders programme.

2.0 Recommendations

2.1. It is recommended that Committee notes and comments on:

- 2.2. The details of the Young Pathfinder programme, including background, progress and next steps.
- 2.3. Takes the opportunity to engage with our Young Pathfinders and Christie Frail, from the SIEC programme, who are in attendance at today's People Committee meeting.

3.0 Considerations

Background

- 3.1. Scotland's International Environment Centre (SIEC) will create an 'innovation community' in the Forth Valley that will drive the creation of a net zero regional economy and stand as a global exemplar of leadership in responding to the climate emergency. Through innovation and partnership, SIEC will deliver transformational change in sustainable business practice, in order that the protection and enhancement of our natural resources becomes an enabler of economic prosperity, inclusive opportunity and wellbeing.
- 3.2. SIEC will bring together a broad spectrum of researchers, businesses, policy-makers, regulators, communities, and the third sector. In doing so it will act as the enabler for new methods of collaboration across sectors to re-imagine innovation that delivers sustainable inclusive growth. It will co-develop new

and innovative products and services offering solutions that will help tackle and mitigate the impacts of climate change, support the transition to a net zero economy and protect our natural environmental assets. SIEC will drive initiatives to support the green recovery, capitalise on opportunities in the blue economy, and deliver cross sector innovation at scale within key industries including water, energy, transport and food production.

- 3.3. SIEC is being supported by £22m of investment by the Scottish and UK Governments through the Stirling and Clackmannanshire City Region Deal. It will be headquartered in Alloa and the project commenced delivery in the Autumn of 2021. Delivery is being led by the University of Stirling in partnership with Clackmannanshire Council and Forth Valley College.
- 3.4. Community engagement will be at the heart of SIEC. It is essential that young people across the Forth Valley region have a strong voice in the development of SIEC, helping shape a sustainable, prosperous future for current and future generations.

Progress

- 3.5. To support this venture, a meeting was held in September 2021 with Dr John Rogers, Executive Director Research & Innovation Services, University of Stirling, Nikki Bridle, Chief Executive, Clackmannanshire Council, Lorraine Sanda, Strategic Director of People and Catriona Scott, Improving Outcomes Manager. This was followed up with a further meeting and presentation to the Headteachers and key staff of Alloa, Alva and Lornshill Academies, together with representatives from Dollar Academy, who have also been invited to collaborate with Clackmannanshire schools on this programme. (Appendix 1).
- 3.6. It was agreed that SIEC will offer a number of Young Pathfinder positions, working with local schools through the Duke of Edinburgh programme. SIEC Young Pathfinders will volunteer their time to lead the organisation and presentation of the voice of young people, shaping the ongoing development of SIEC. They will have opportunities to experience the scientific and business support programmes delivered by SIEC. They will work in collaboration with existing school-based environmental initiatives, including projects to enhance and protect the natural environment within the region.
- 3.7. The Young Pathfinder programme commenced in October 2021, providing up to 12 places for Clackmannanshire school pupils in S3 and above. Support for the programme will be provided through an SIEC student intern from the University of Stirling.
- 3.8. Once the Young Pathfinders from each school were identified as the inaugural cohort, a workshop was held on 11 November 2021, facilitated by Sam Barnett, SIEC Project Manager and Sasha Saunders, Enterprise Programme Manager. This afforded the Young Pathfinders the opportunity to suggest ideas for shaping the development of the SIEC programme and discuss what activities they would like to take forward. (Appendix 2).

Next Steps

- 3.9. The SIEC team has recruited an intern, Christie Frail, to lead the Young Pathfinders programme, whose contract commenced in mid December 2021 and who is working directly with the SIEC team and the schools to agree the format, programme and commitments and help set the programme up, including the platform for engagement and the communications and events. The next steps will be to host an online session, in order to meet all participants virtually and agree actions, to gather feedback and fully understand hours of commitment and what is needed to support the programme.

4.0 Sustainability Implications

- 4.1. Clackmannanshire Council has committed to developing a comprehensive Climate Change Strategy within the next 12 months which will deliver a framework to ensure that all strategic decisions, budgets and approaches to planning decisions are in line with a shift to net zero greenhouse gas emissions by 2045.
- 4.2. The Young Pathfinder Programme will play a key part in ensuring that the voice and experience of our young people influences the development of the SIEC and the Council's Climate Change Strategy.

5.0 Resource Implications

5.1. Financial Details

- 5.2. SIEC is being supported by £22m of investment by the Scottish and UK Governments through the Stirling and Clackmannanshire City Region Deal

5.3. Staffing

Staff in the Academies with responsibility for leading on the Duke of Edinburgh Award Programme are the links to the Young Pathfinder initiative.

6.0 Exempt Reports

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

7.0 Declarations

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

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

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

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

8.0 Equalities Impact

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

9.0 Legality

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

10.0 Appendices

Appendix 1: SIEC PowerPoint Presentation

Appendix 2: Collated feedback from Young Pathfinders

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	



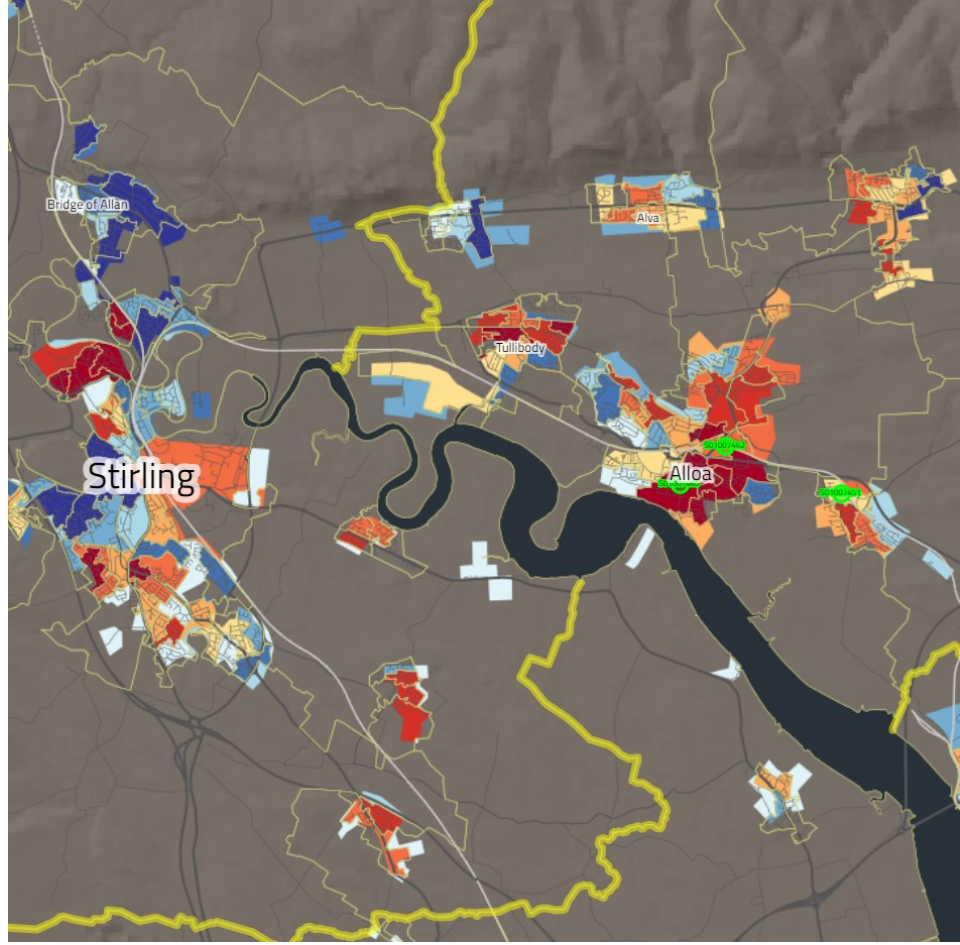
Scotland's International Environment Centre

Young Pathfinders Programme

Dr John Rogers
Executive Director
Research & Innovation Services

City Region Deal Outcomes

- ❖ **Inclusive economic growth:** *Create conditions for businesses to thrive both locally and globally, increase job density and access to opportunity, maximising our regional assets*
- ❖ **Higher value jobs:** *Invest in the creation of clean, green innovations, digital entrepreneurship and cultural opportunities to deliver a more diverse regional economy*
- ❖ **Shared prosperity:** *Remove barriers to engagement and support inclusion to share prosperity and wellbeing across the region*
- ❖ **Inclusive skills ecosystem:** *Widen access to opportunity through inclusive skills pathways that target those who face exclusion across our region*



Scotland's International Environment Centre

- £22m Government investment
- £50m + project
- In partnership with:

Clackmannanshire Council



Vision and purpose:

- Scotland's International Environment Centre (SIEC) will create an 'innovation community' in the Forth Valley, headquartered in Alloa, that will drive the creation of a **net zero regional economy** and stand as a **global exemplar**.
- Through innovation and partnership, SIEC will deliver transformational change in sustainable business practice, in order that the protection and enhancement of our natural resources becomes an enabler of economic prosperity, just transition, and wellbeing.

Scotland's International Environment Centre

- £22m Investment
- £50m + project
- In partnership with:

Clackmannanshire Council



Project delivery phase commences September 2021

Phase 1: 2021-2025

- Forth Environmental Resilience Array (Forth ERA)
- Low Carbon Business Accelerator (programme of service delivery)

Phase 2: 2023-2026 (and beyond)

- Low Carbon Business Accelerator (business incubator and grow on space)
- Skills training facilities
- Further large scale research & development facilities

**Delivering
innovation**

**Stimulating
innovation**

Identify problems
Develop solutions
Deliver projects
Deploy prototypes
Assess solutions

Solution Centre

**Centre of
Excellence**

Early stage
research
Commercial
research
Academic research
Applied research
Test facilities

**Innovation
Community**

Business space
Business
development
Entrepreneur support
Start-up support
Start-up funding

**Business
Accelerator**

Innovation Hub

Open Innovation
Networks &
collaboration
Challenge awards
Scholarships
Calls for ideas

Enabling innovation

Inspiring innovation

**UNIVERSITY of
STIRLING**



BE THE DIFFERENCE

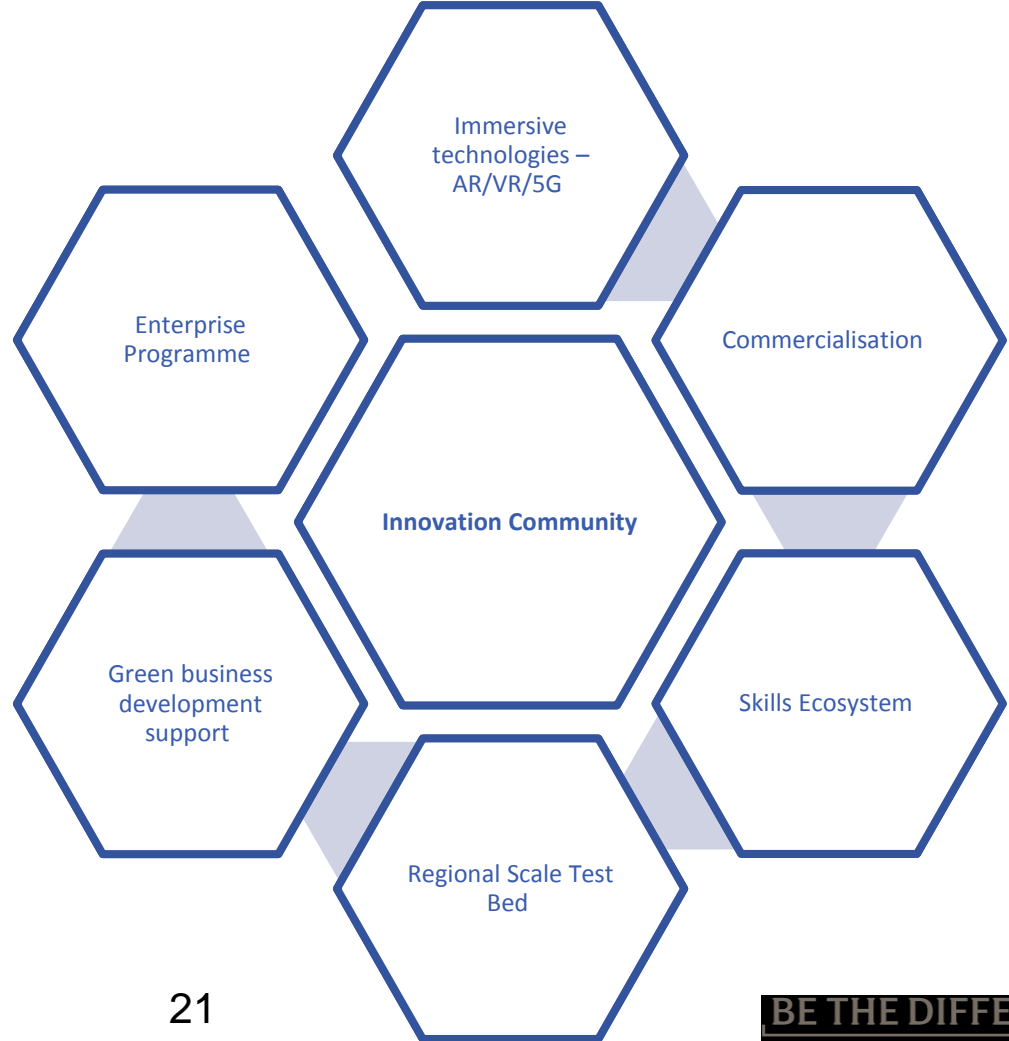
Forth ERA



- A world leading facility for system scale environmental monitoring, management and digital twinning, combining sensor and satellite technologies
- Data Centre and High Performance Computing enabling:
 - Analytics, modelling and AI
 - Visualisation and immersive applications
 - Skills development and training
- Multiple private business, enterprise, and public sector applications
- Large company partnerships, R&D programme funds, and investment
- Capability to extend to other research and development areas (sustainable ageing, health and social care)

SIEC Business Accelerator

Service delivery programme



Young Pathfinders



- Organising and presenting the voice of young people in our community
- Engaging in and helping shape the work of SIEC
- Supporting school-based environmental initiatives and projects
- Contributing to Duke of Edinburgh Awards
- Year 1 commencing October 2021 (launch of SIEC)
- 12 places for pupils in S3 and above
- Inclusive opportunities
- Supported by Clackmannanshire Council, schools and the University

Working together to deliver:

- ❖ Our net zero future
- ❖ Globally leading technologies, products and services - made in Clackmannanshire
- ❖ Inclusive economic growth
- ❖ Higher value jobs
- ❖ Shared prosperity
- ❖ Inclusive skills ecosystem



SIEC Young Pathfinder Launch – Note of discussion

What do you want to achieve from the YP programme?

- Spread the awareness around school – give everyone the chance to be heard
- Get a better understanding of climate change
- Having the knowledge, you need to make change
- Hard to make change if you don't know how or what
- Promoting action to take place
- Using SIEC to use and promote education
- Take it out to the community
- Skills, awareness, apprenticeships
- Surveys – find out what people want and what others are doing
- Learn from other regions – i.e., what is Glasgow doing
- Primary school programme – establish a primary engagement programme that can roll out to primaries – leading to skills pathways
- Perspectives and awareness – help our school get the bigger picture
- Help turn our ideas into reality
- Learn from others
- Valuable platform – individual voices can be heard, together real actions can be made
- Communication and supporting each other
- Meetings of local communities
- Real reasons not just morale obligations
- Ask local communities (seek sources when looking at problems) e.g., how can we help communities to stop using plastic
- Innovate using apps
- Integrate knowledge of climate change in our daily lives

How do you want to be involved in SIEC?

- Helpful to have a small group and video it so it can be taught in class
- Develop eco-friendly pilots and solutions – e.g., litter picks, 1 day meat free (start small and build)
- SIEC can help with resources and bridge between schools, local communities and bring incentives into school
- Come and spend a day in School
- Really important that we represent the voice of much larger groups and that everyone can get involved. Across schools too, so we can learn from each other.
- We want to be able to make a change
- Involve different ideas with different people
- Collaborate with businesses and understand how things need to change
- Share knowledge
- Create subgroups around themes and communicate between them. “Themed think tanks”
- Create environmental focus groups in school
- Lead surveys and gather data

What could SIEC offer you and your peers?

- Take ideas to local council, councillors and meet with local MSPs
- Use Google Classroom for meet ups

- Give us the opportunities – resources, collaboration, and ideas
- Can we visit affected areas and understand better the impacts on others?
- Can we organise field trips – also litter pick up sessions, volunteer days
- Can we meet scientists and learn from them – can we get the chance to speak to and with them
- Can the pathfinders lead to graduate programmes?
- Can we create different areas of focus and have different people speak to us?
- It would be great to have subgroups and meet different professionals
- Can we be educated in different career paths and understand the job space and job opportunities better and understand how we can get involved!

Tell us what would work well in setting up the Pathfinder programme?

- Needs a website
- Idea generation – collate and share ideas
- Understand small things we can all do
- Map out all the opportunities and “break them down”
- Awareness is key. The whole school needs to know. We want to raise awareness
- Get involved in PSE classes
- Access all ages of learners – High School pupils can go into primary schools and deliver lessons
- Make things as easy as possible to understand
- Host competitions
- We want help in turning ideas into reality
- Please don't just share big documents, simplify, and make things easy and factual
- Can we develop and run pilots in our schools?
- Duke of Edinburgh, Accreditation, Volunteering and Skills

Report to: People Committee

Date of Meeting: 27 January 2022

Subject: Financial Performance 2021/22 - October 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 October 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 £1.187m, and
 - delivery of planned savings in the year forecasted to achieve 85.3%.

3.0 Background

- 3.1. The following service areas 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. Overall the Directorate's net service expenditure is forecasting an overspend of £1.187m for the year ended 31 March 2022. This is a favourable movement of £(0.607)m since the August Outturn report to this Committee on 18

November 2021. The movement is across both Education Services £(0.278m), mainly within Primary Non Devolved; and Childcare Services £(0.292)m, mainly within Corporate Parenting £(0.161)m with the balance spread across other areas.

- 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 and the movement from the forecast previously reported in November.
- 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 appendix 2 and amount to £1.162m of the £1.187m projected overspend across the People Directorate. The Council received funding during 2020/21 and 2021/22 and will allocate this funding to cover overspends relating to Covid19 as appropriate at the end of the financial year.

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 £1.187m 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	<input type="checkbox"/>
Our families; children and young people will have the best possible start in life	<input 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)

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 - People Summary at October 2021

Appendix 2 - People Variances at October 2021

Appendix 3 - People Savings at October 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

	<i>Annual Budget 2021/22 £'000</i>	<i>Forecast to March 2022 £'000</i>	<i>Variance Forecast to Budget £'000</i>	<i>Variance as at Aug-21 £'000</i>	<i>Variance Movement £'000</i>
Strategy & Customer Services	1,603	1,659	56	100	(44)
Executive Team	64	65	1	1	0
Development & Environmental	499	469	(30)	(37)	7
Education Service	62,211	62,236	25	303	(278)
Social Services	15,489	16,624	1,135	1,427	(292)
	79,866	81,053	1,187	1,794	(607)

People	Annual Budget 2021/22	Forecast to March 2022	Variance Forecast to Budget at October	Variance due to Covid	Variance due to Non Covid	Variance Forecast to Budget at August	Movement in variance August to October	Narrative
	£'000	£'000	£'000	£'000	£'000	£'000	£'000	
Strategy & Customer Services	1,603	1,659	56	100	(44)	100	(44)	Libraries: forecast underspend of £(0.048)m, movement of £(0.016)m from August due to reduced level of relief staff required. Leisure: forecast overspend of £0.104m, movement of £(0.028)m from August. Forecasted overspend due to shortfall in income of £0.154m which remains under review. Employee Expenditure is forecast to underspend by £(0.050)m an improvement of £(0.028)m from August 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	469	(30)	(8)	(22)	(37)	7	Economic Development: £(0.030)m underspend, £0.007m movement - £(0.008)m underspend, £0.007m movement due to reduced volume of clients as a result of Covid19; £(0.022)m underspend in the training unit as there is no more planned uptake this year.
Education								
- Devolved Schools	31,167	31,167	0	0	0	0	0	Devolved Schools are forecast on budget as any under or overspends are carried forward. The current estimated underspend is £(0.056)m which is reflected within the Primary Non devolved flexibility and this consists of £(0.423)m underspend Primary, £0.132m overspend Secondary and £0.235m overspend ASN.
- Early Years	9,698	9,849	152	39	113	134	17	Early Years are forecast to overspend by £0.152m made up as follows: Kidzone Out of School care £0.039m overspend relating to reduction in Income due to reduction in client numbers, partly offset by reduction in staffing & non staffing costs due to Covid19 restrictions; ABC Nursery is £0.087m overspent due to historic unachievable Income budget partially offset by reduction in staffing & non staffing expenditure as the facility is now closed; projected overspend of £0.026m in Nursery provision with forecast overspends in non staffing budgets partially offset by underspend in supply costs and staffing budgets. 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 £0.017m is additional Insurance costs previously forecast on budget £0.012m, and various minor adjustments of £0.005m.
- ASN Non Devolved	5,439	5,578	139	0	139	86	54	ASN Non Devolved is forecasting an overspend of £0.139m. This is made up of: £0.072m overspend in Learning Assistants due to increasing demand; Lochies building works £0.010m; legal costs £0.009m, Accessibility strategy £0.018m; Insurance costs £0.012m; Pupil Transport £0.058m and £0.002m other areas. These overspends are partially offset by £(0.042)m underspend in other staffing budgets due to staff turnover & vacant posts. The movement of £0.054m is Pupil Transport £0.058m and Insurance £0.012m (both previously forecast on budget) and staff turnover £(0.016)m.

	Annual Budget 2021/22	Forecast to March 2022	Variance Forecast to Budget at October	Variance due to Covid	Variance due to Non Covid	Variance Forecast to Budget at August	Movement in variance August to October	Narrative
People	£'000	£'000	£'000	£'000	£'000	£'000	£'000	
- Primary Non Devolved	1,609	1,400	(209)	0	(209)	50	(259)	Primary Non Devolved is currently forecasting an underspend of £(0.209)m. £(0.153)m underspend within the core Primary non devolved budgets made up of: staff turnover (£0.046m), Probationers waivers £0.034m, non staffing overspend (Parent Pay charges , Seemis, Equipment & property works less unallocated per capita budget) totalling £0.020m, Insurance costs £0.007m, Pupil Transport £(0.022)m, Teachers Supply £(0.059)m and Clothing Grants £(0.087)m. Within Teachers "flexibility" a £(0.056)m underspend for DSM is being forecast. The movement of £(0.259)m relates to Devolved schools £(0.062)m, Insurance £0.007m, Bus Contracts £(0.022)m and Teachers Supply £(0.059)m all previously forecast on budget, Clothing grants £(0.087)m after additional funding applied and staff turnover £(0.036)m.
- Secondary Non Devolved	1,664	1,653	(10)	0	(10)	65	(75)	Secondary Non Devolved is forecast to underspend by £(0.010)m. £0.064m relates to Music income, for Academic Year 2021/22 fees as they are no longer be chargeable and although there will be funding available to help mitigate this it is anticipated it will not cover all budgeted income which increased by £0.069m in 2018/19 as a budget saving was applied based on an increase in charges in line with our Register of charges, Pupil Transport £(0.027)m, Teachers Supply £(0.023)m, Clothing Grants £(0.032)m and £0.008m other variances. The movement of £(0.075)m relates to Pupil Transport £(0.027)m, Teachers Supply £(0.023)m (both previously forecast on budget), Clothing Grants £(0.032)m after additional funding applied and other small movements £0.007m.
- PPP Budget	8,507	8,507	(0)	0	(0)	(0)	0	PPP Schools is currently forecasting on budget.
- Pupil Equity Funding	2,469	2,469	(0)	0	(0)	(0)	0	PEF (Pupil Equity Funding) 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	632	(50)	0	(50)	(21)	(29)	Business Management is reporting an underspend of £(0.050)m. Vacant post and staff turnover £(0.048)m, Cleaning & Hygiene costs £(0.039)m expenditure in other areas, Training £0.013m, long service awards £0.006m, NHS Income shortfall £0.007m, RAISE £0.011m. The movement of £(0.029)m is the Cleaning & Hygiene costs previously forecast on budget £(0.039)m and staffing £0.010m.
- Sports Development	187	224	37	72	(35)	10	27	Sports Development is forecasting an overspend of £0.037m. A reduction in Income in various programs due to Covid19 of £0.154m less associated savings in casual sports coaches and equipment of £(0.082)m, partially offset by underspends due to discontinuation of some programs £(0.035)m. The movement of £0.027m is a reduction in forecast income of £0.019m in various programs and additional staffing costs of £0.008m.
- Other Areas	790	756	(34)	0	(34)	(21)	(13)	In other areas, Psychology Service £(0.007)m, School Crossing Patrols £(0.015)m, and Youth and Adult Services £(0.012)m combines to an underspend of (£0.034m) mainly within staffing due to vacancies. The movement of £(0.013)m relates to further staff turnover.
Education Total	62,211	62,236	25	111	(86)	303	(278)	

	<i>Annual Budget 2021/22</i>	<i>Forecast to March 2022</i>	<i>Variance Forecast to Budget at October</i>	<i>Variance due to Covid</i>	<i>Variance due to Non Covid</i>	<i>Variance Forecast to Budget at August</i>	<i>Movement in variance August to October</i>	<i>Narrative</i>
People								
	<i>£'000</i>	<i>£'000</i>	<i>£'000</i>	<i>£'000</i>	<i>£'000</i>	<i>£'000</i>	<i>£'000</i>	
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	7,685	451	435	16	612	(161)	Corporate Parenting is forecast to overspend by £0.451m in the following areas; Kinship Payments £0.187m and External Fostering £0.431m - there are 68 children in external fostering placements an increase of 13 since the start of the year. External Foster placements increased by 18 during 2020/21, many of these being related to Covid19 and this continues to be a pressure. There has been a favourable movement since reported in August as a result of delays in recruitment £0.007m, and reduced forecasts for Foster Care £0.070m, Legal fees £0.060m, and Residence Orders £0.020m
- Fieldwork Children And Families	2,075	2,083	8	0	8	63	(55)	Forecast to over spend by £0.008m is as a result of pressures within Section 22 spend £0.120m and a shortfall in income £0.080m offset by an underspend on staffing of £(0.170)m and Stationery £(0.022)m. There has been a favourable movement since last reported in August due to staffing underspends
- Residential Placements	2,702	3,359	657	524	133	632	25	At the end of October there were 16 children in residential placements with a forecast overspend of £0.740m Numbers have fallen by 6 since the start of the year, with indications that the number of children in high cost external residential placements is on a downward trajectory. The August forecast included 8 Covid related placements, these have now reduced to 6 with a forecast cost of £1.1m Expenditure on Out of area Education is forecast to overspend by £0.050m. This budget relates to 20 children receiving educational support from other local authorities. Inflationary increases are a continuing pressure with four providers having notified the Council of fee increases ranging from 1% to 4% at a total cost of £27,000.
- Strategy And Planning	479	458	(21)	0	(21)	(5)	(16)	Forecast underspend due to staffing vacancies, with the movement due to delayed recruitment.
- Management Support	869	658	(211)	0	(211)	(154)	(57)	Underspend as a result of staffing vacancies with the movement relating to an increase in income forecasted.
- Criminal Justice Service	1,444	1,545	101	0	101	129	(28)	The overspend is expected to be partially offset by short term Scottish Government Covid19 funding once spending plans are confirmed. The final figure has not been confirmed at this date.
Total Social Services	15,489	16,624	1,135	959	176	1,427	(292)	
Directorate Total	79,866	81,053	1,187	1,162	25	1,794	(607)	

Management Efficiencies

Service Reference	Description of Saving	2021/22 £	Achieved/Li kely 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 Education & Executive Team
PEMGT3	Devolved school management savings	40,009	40,009				Saving achieved
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 achieved
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 Servces 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/Li kely to be achieved £	Amber £	Red £	Unachieved due to Covid £	Service Updates
PEMGT1	Transforming secondary curriculum	247,275	247,275				Saving achieved
	Transforming Early Years Curriculum	32,000	32,000				Saving achieved
		279,275	279,275	0	0	0	

Summary By Type		2021/22 £	Achieved/Li kely 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

check

ok

85.3%

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35

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Report to: Clackmannanshire Council

Date of Meeting: 27th January 2022

Subject: HMIE return visit to St Serf's Primary School, November 2021

Report by: Lynda McDonald, Improving Outcomes Manager

1.0 Purpose

- 1.1 To share the report of the return inspection visit to St Serf's Primary School and Early Learning and Childcare.

2.0 Recommendations

- 2.1 It is recommended that the People Committee note and comment on the findings of the report and the significant progress made since the original inspection in February 2019.

3.0 Background

- 3.1 Her Majesty's Inspectors of Education (HMIE), undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published after the inspection. On the basis of this letter the school, with the support of the authority, amends its improvement plan to take account of any agreed areas.
- 3.2 On 23rd April 2019, St Serf's inspection report was published (reported to People Committee on 16 May 2019). In this report, Inspectors stated that a return inspection would take place to assess progress on the improvement recommendations. Due the Covid-19 pandemic, HMIE adapted their scrutiny activity and undertook a visit to the school, which took place 17-19 November 2021. This was done in collaboration with the Local Authority.
- 3.3 **The visit identified the following strengths:**
- 3.4 Supporting children, young people and families through COVID-19
- The appointment of a new Headteacher and depute Headteacher in 2020 brought renewed leadership and direction to the school. They prioritised correctly the need to focus on developing relationships and providing stability to the school community.

- Staff monitored children's engagement in remote learning closely, enabling them to respond quickly to the specific needs of children and families. The development of more robust approaches to tracking and monitoring children's progress helped inform this further.
- Staff and practitioners have deepened their understanding of the school community as a result of their engagement with children and families during the pandemic. Effective partnership working with a range of agencies enabled individual children and families to be supported appropriately during the lockdowns.
- The introduction of a more collaborative approach to planning enabled staff to work together more effectively in teams. This supported staff well to manage the workload associated with delivering learning in both the hub and remotely.
- Staff continue to develop creative ways to share children's learning electronically. The use of virtual support meetings enables a few families to engage more easily with the school.

3.5 Progress with recommendations from the previous inspection:

- The strategic leadership of the school has improved significantly since the original inspection. The Headteacher, supported ably by the Depute Headteacher, have a clear, appropriate and aspirational vision for the school. Both leaders are highly effective in their role and work extremely well together as a senior leadership team.
- Approaches to monitoring and tracking children's progress have been strengthened.
- Leadership opportunities for staff have increased and a strong sense of teamwork has been established.
- Senior leaders use a range of data very effectively to inform decision-making, enabling them to set an appropriate pace of change.
- Children's opportunities to be involved actively in making decisions have increased significantly this year.
- Children across the school now speak confidently about the school's values and what they are doing to improve the school.
- The development of an agreed quality learning and teaching policy, and quality assurance framework, is leading to greater consistency in children's learning experiences across the school.
- Children are seeing increasingly connections in learning across the school. Their motivation and engagement in learning has increased and they are enjoying the use of relevant and current contexts, such as the

Conference of the Parties 26 (COP 26).

- Staff and children's digital skills have increased significantly as a result of remote learning and are evident in classroom practice.

3.6 What happens next?

HMIE are content that staff have addressed the recommendations from the original inspection successfully. As a result, they will make no more visits to the school in connection with the original inspection. A letter to parents/carers informing them of the outcome of the visit was shared on 21 December 2021 (**Appendix 1**).

4.0 Risks

- 4.1 The Local Authority will continue to monitor the school's progress as part of its statutory duty to ensure adequate and efficient provision of education.

5.0 Financial Implications

- 5.1 None

6.0 Sustainability

- 6.1 This paper has no sustainability implications

7.0 Resource Implications

- 7.1 None

8.0 Exempt Report

- 8.1 Is the report exempt? No

9.0 Declarations

- 9.1 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

10.0 Equalities Impact Statement

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

10.1 N/A

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.
N/A

12.0 Appendices

Appendix 1 Parent Letter

13.0 Background Papers

- i [St Serf's Inspection Report, 2019](#)
- ii Report to People Committee, May 2019
- iii. [Her Majesty's Inspectors of Education scrutiny programme for academic year 2021-22, 16 September 2021](#)

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Approved by

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Strategic Director People	

21 December 2021

Dear Parent/Carer

Her Majesty's Inspectors of Education are currently carrying out visits to some schools and early learning and childcare settings across Scotland. When we wrote to you after the last inspection of St Serf's Primary School, we said that we would engage with the school to report on progress. We recently engaged in discussion with staff and the local authority and carried out a visit to St Serf's Primary School. Our engagement helped us learn more about how children and their families have been supported through the COVID-19 pandemic. We also heard about approaches that have been working well to support children's health and wellbeing, learning and progress. We discussed with the headteacher and local authority officer the school's progress in taking forward the recommendations from our original inspection.

This letter sets out what we found during our visit.

Supporting children, young people and families through COVID-19

The staff team has changed significantly since the original inspection. The appointment of a new headteacher and deputy headteacher in 2020 brought renewed leadership and direction to the school. They prioritised correctly the need to focus on developing relationships and providing stability to the school community at that time.

Staff reflected on their own experiences of the first lockdown, and sought feedback from children and parents, to inform their approach to the second lockdown. This resulted in a much greater focus on learning during the second lockdown. Staff monitored children's engagement in remote learning closely, enabling them to respond quickly to the specific needs of children and families. The development of more robust approaches to tracking and monitoring children's progress helped inform the provision of appropriate support further.

Staff and practitioners have deepened their understanding of the school community because of their engagement with children and families during the pandemic. Effective partnership working with a range of agencies enabled staff to support individual children and families appropriately during periods of remote learning.

The introduction of a more collaborative approach to planning enabled staff to work together more effectively in teams. This supported staff well to manage the workload associated with delivering learning in both the hub and remotely. This team approach strengthened staff relationships and enabled them to build connections with children in other classes.

Parents' lack of access to their child's classroom because of COVID-19 mitigations continues to be a frustration for everyone linked to the school. Staff continue to develop creative ways to share children's learning electronically. The use of virtual support meetings enables a few families to engage more easily with the school.

Progress with recommendations from the previous inspection

The strategic leadership of the school has improved significantly since the original inspection. The headteacher, supported ably by the depute headteacher, have a clear, appropriate and aspirational vision for the school. Both leaders are highly effective in their role and work extremely well together as a senior leadership team. This is having a notable impact on school improvement. They have a very sound understanding of the school's strengths, areas for development, and what needs to be done to improve. Approaches to monitoring and tracking children's progress have been strengthened. Staff are beginning to utilise the information gathered more effectively to inform planning. Leadership opportunities for staff have increased and a strong sense of teamwork has been established.

Improvement priorities reflect the points for action arising from the original inspection and support recovery from the pandemic appropriately. The views of children, parents and staff are used to inform improvement planning and measure the impact of work undertaken. Senior leaders use a range of data very effectively to inform decision-making, enabling them to set an appropriate pace of change.

Children's opportunities to be involved actively in making decisions have increased significantly this year. The introduction of a house system and the 'Junior Leadership Team', in addition to other leadership roles, make children feel valued and respected. Children across the school now speak confidently about the school's values and how they are supporting improvement. They are rising to the challenge these new opportunities provide.

The development of an agreed quality learning and teaching policy, and quality assurance framework, is leading to greater consistency in children's learning experiences across the school. The new collaborative approach to planning topics has been instrumental in driving forward improvements in learning and teaching. Staff feel more able to be creative and utilise the expertise of others more readily. As a result, children are more easily seeing connections in learning with other year groups across the school. Their motivation and engagement in learning has increased and they are enjoying the use of relevant and current contexts, such as the Conference of the Parties 26 (COP26). Staff and children's digital skills have increased significantly as a result of remote learning and these skills are now evident in classroom practice.

Senior leaders have developed effective systems and frameworks over the past year to support the school's approaches to raising attainment and achievement. These are still at an early stage of implementation, however, appropriate plans are in place to strengthen their impact further.

What happens next?

The school has been responding well to the challenges resulting from the COVID-19 pandemic. Staff are implementing plans to support recovery well. Staff have addressed the recommendations from the original inspection successfully. As a result, we will make no more visits to the school in connection with the original inspection. Clackmannanshire Council will continue to inform parents about the school's progress as part of its usual arrangements for reporting on the quality of its education service.

Pamela Adamson
HM Inspector

Report to People Committee

Date of Meeting: 27 January 2022

**Subject: Children's Services Partnership: Care Inspectorate Self
Evaluation and Improvement Activity, 2021**

Report by: Sharon Robertson, Chief Social Work Officer

1.0 Purpose

- 1.1. The purpose of this report is to update the Committee on the Improvement Activity carried out by the Care Inspectorate and the Children's Services Partnership between August 2021 and November 2021.

2.0 Recommendations

- 2.1. It is recommended that People Committee:
- 2.2. Notes the contents of this report and provides challenge and comment;
- 2.3. Notes that an updated activity plan and progress report will be provided by September 2022 (para 3.8).

3.0 Considerations

- 3.1. As a result of the COVID-19 pandemic, the Care Inspectorate agreed to support the community planning partners in joint self-evaluation and improvement activity. This work supported improvement activity already underway as reported in the People Redesign Updates to this Committee.
- 3.2. The Clackmannanshire Children and Young People's Partnership is made up of Community Planning partners, namely: Police, Health, Third Sector, Education, and Children's Social Work. All partners fully engaged with the process, along with practitioners and managers from Children's Services and Education.
- 3.3. The focused activity took place between 23 August 2021 and 10 November 2021 and involved inspectors from the Care Inspectorate, Education Scotland, Her Majesty's Inspectorate of Constabulary in Scotland, and Health care Improvement Scotland.

- 3.4.** The activity included:
- 3.4.1.** Staff Survey
 - 3.4.2.** Surveys for children, young people, parents and carers
 - 3.4.3.** Record reading and audit of files
 - 3.4.4.** Improvement methodology workshop
 - 3.4.5.** Self-evaluation workshops
 - 3.4.6.** Partnership discussions and feedback sessions.
- 3.5.** The attached letter (Appendix 1) from the Care Inspectorate summarises the activity and the observations made by the scrutiny bodies involved.
- 3.6.** The letter positively recognises the work underway so far, and the commitment of partners to collaborate of ongoing continuous improvement. It has been shared with the Partnership and was published on the Care Inspectorate website on 10 January 2022. .
- 3.7.** The recommendations and findings from the activity will be taken forward as part of the Children's Services Plan and People Redesign, with ongoing support from the Care Inspectorate Lead Inspector.
- 3.8.** An updated activity and progress report will be provided to People Committee by September 2022.

4.0 Sustainability Implications

- 4.1.** None

5.0 Resource Implications

5.1. *Financial Details*

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 **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	✓
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 [Letter from Care Inspectorate December 2021](#)

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)

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Approved by

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Strategic Director People	



Date: 10 January 2021
Our Ref: CL/HH

Sharon Robertson
Chair of the children and young people's partnership
(Chief Social Work Officer)
Children's Services & Criminal Justice Service
Kilncraigs
Alloa
Clackmannanshire
FK10 1EB

Dear Sharon

I am writing to you in your role as chair of the Clackmannanshire children and young people's partnership on behalf of the scrutiny bodies who worked with us to support your self-evaluation and improvement work. These are the Care Inspectorate, Education Scotland, Her Majesty's Inspectorate of Constabulary in Scotland (HMICS) and Healthcare Improvement Scotland.

Between 23 August 2021 and 10 November 2021, inspectors from the Care Inspectorate, Education Scotland, Her Majesty's Inspectorate of Constabulary in Scotland (HMICS) and Healthcare Improvement Scotland worked in collaboration with the Clackmannanshire children and young people's partnership. Together we undertook a focussed programme of self-evaluation and improvement work to support your partnership to make improvements.

This letter outlines the programme of activities and our observations. It will be published on the Care Inspectorate website.

Background

The hiatus in the programme of joint inspections necessitated by the Covid-19 global pandemic meant that we had resource available during 2021/22 to support community planning partners in joint self-evaluation and improvement activity, building on work undertaken already by the Strategic Director (People) and her team.

The aim was to assist partners to prioritise improvement activities, directing improvement actions towards those areas most likely to result in real and lasting benefits for children and families. This work also provided the opportunity for leaders to demonstrate that they are collaborating effectively and taking collective responsibility for putting in place improvements which can be sustained. We would hope to see evidence of positive impact for children, young people and families in any future joint inspection undertaken in the Clackmannanshire area.

What we did

We worked collaboratively with you and agreed that we would support the children and young people's partnership to:

- consider the extent to which children and young people are safer because they receive the right help at the right time, to reduce risks
- consider how the children and young people partnership had implemented Getting it right for every child (GIRFEC), prevention and earlier intervention as part of the continuum of care and protection

You questioned the reasons for high child protection referral rates and the number of child protection referrals that were subsequently reclassified to welfare concerns. As a partnership, you were keen to explore thresholds and joint working in respect of the above.

Our key aims were to support the children and young people's partnership by introducing improvement and quality assurance frameworks and approaches. We aimed to build your capacity to apply these approaches to your joint quality assurance arrangements and joint self-evaluation in relation to the areas of focus above.

We began our support in August 2021 when we issued a survey to staff from services across the partnership, who work with, or provide support to, vulnerable children and young people and families. This included health visitors, school nurses, doctors, teachers, social workers, police officers, and staff working in the voluntary and independent sector. We also invited children, young people, and their carers to complete a survey to give their views of services. This was followed by a series of four workshops focussing on findings from the surveys, on joint self-evaluation and an introduction to improvement science.

In October 2021 we returned to the partnership, introduced the Care Inspectorate's guidance and approach to reviewing children's records, and delivered record reading training. Working alongside 21 local practitioners from partner agencies, we reviewed practice by reading records for a sample of 31 children and young people at risk of harm. This was followed up by a further two workshops: one focussed on the findings from the review of practice and the application of improvement science in relation to assessment and care planning, which was an area of improvement identified through the audit; and the other on thresholds for intervention and joint self-evaluation.

In addition, you provided documents which gave us a broader understanding of the vision, policy, planning and structural context in which you were working as well as examples of your quality assurance activity.

Throughout the activities, partners contributed fully and utilised the Care Inspectorate's quality framework for children and young people in need of care and protection and improvement science to identify areas of strength and improvement, sources of evidence that would support these, and began to list potential future actions. As a result, we consider that as a partnership, you are better sighted on

what you must do. You also have a basis to take forward the improvement work that was ongoing before our involvement. However, to sustain change and improvement, you must ensure that there are robust structures, governance, reporting and oversight arrangements in place.

We note some key observations below:

Self-evaluation and quality assurance

From the outset, you, as a partnership were clear that you routinely carried out self-evaluation. Within the workshops participants described single service audits and evaluations of service delivery. You recognised that individual services were gathering rich data, but not always sharing the analysis and conclusions within and beyond their own service. This meant that you as a partnership were not fully benefitting in terms of being able to use all the available data to help inform planning and improvement of services for children and young people.

Participants involved with the workshops showed a clear interest in developing their approach to joint self-evaluation through becoming more familiar with the Care Inspectorate's quality framework and applying the quality indicators. In the workshops, participants focussed on three quality indicators and jointly identified some strengths and areas for improvement in these key areas. Participants drew information together, identified data from a range of sources and began to explore potential action points. This information will be relevant to support ongoing work in your joint self-evaluation process.

Documents shared by you clearly outlined the high level of audit activity and evaluations that had been taking place. As noted previously, these were mostly single service. We noted that some of the findings from audits were long standing, required improvements had not significantly progressed and continued to be areas of concern for the partnership. As a partnership, you told us that you did not feel able to confidently demonstrate the impact of practice on outcomes for children, young people, and families, without further analysis of data that you currently gather.

You collectively acknowledged that strengthening quality assurance mechanisms with strategic oversight were areas for improvement. We agree with the partnership's view that more work is needed to strengthen the current arrangements for multi-agency strategic oversight and quality assurance.

We believe that the development of a coordinated approach to routine joint-self-evaluation would be a valuable tool that would support you, as a partnership, to answer the three self-evaluation questions: *How good are we now? How do we know?* and *What we plan to do next?*

Members of the children and young people's partnership acknowledged that they would develop a position statement to assist them to fully appreciate where their strengths and areas for improvement lie.

Strategic collaborative leadership and governance

As the key strategic group, your children and young people partnership has oversight of and accountability for the delivery of the priorities in the recently published children's services plan (2021 – 2024).

You were able to identify a number of factors which had contributed to the uncertainty and the capacity of senior managers and leaders to maintain robust oversight of a coordinated and sustainable joint improvement and delivery plan. These included considerable restructuring within Clackmannanshire council and in the last few years significant levels of staff turnover at a leadership level across the partners. This led to a loss of highly experienced representatives within the children and young people's partnership. There are also some significant challenges due to the geography and size of Clackmannanshire and its communities.

Prior to our work commencing, you had started to progress, prioritise and improve practice. You were reviewing existing partnership arrangements. Terms of reference and membership of the children and young people's partnership were being refreshed to ensure relevance, accountability and to strengthen collaborative leadership. As part of one of the workshops, participants identified realistic actions that would support change and encourage ownership of the process. These included embedding a cycle of improvement, developing an integrated improvement delivery plan and more meaningful engagement with staff in the process.

Senior leaders in the partnership took immediate action as a result of the findings from this improvement support work to strengthen and disseminate shared learning for improving processes and practice. You told us that you are already progressing developments in multi-agency practice to improve outcomes for children, young people, and families.

Engagement with stakeholders

You told us that partners regularly engaged with children and young people through surveys. You acknowledged that you did not always share findings or make best use of survey findings and the views of children and young people in relation to strategic planning for children's services. The children's services plan was written within the context of The Promise and collectively, you intend to review the quality of engagement with children and young people and approaches that you use. The findings from the surveys provided your partnership with valuable insights into the views and experiences of children, young people, and carers and from staff across services. We encourage you to add the findings to other survey activity to inform joint self-evaluation activity.

Through the review of records, we found that the majority of children had an opportunity to develop a relationship with a key professional although it was to a lesser extent than the opportunity afforded to parents in the sample. Several areas of strength were identified in relation to the meaningful and appropriate involvement of parents or carers. However, this was less evident with regards to children and young people. You recognised this as an area for improvement and we would encourage you to consider alternative ways to support children to contribute to multi-

agency meetings and explore ways to further improve how children are listened to, heard, and meaningfully involved by staff.

As a result of the surveys and workshops, you recognised the need to review the way you engage with staff and seek their views to meaningfully inform and support the collaborative approach to responding to children at risk of harm. The staff survey indicated different perceptions between services. As a partnership, you acknowledged that you must understand this in order to strengthen ownership of change and active co-production. Through the staff survey we saw respondents identifying strengths and areas for improvement in practice and service delivery. Equally through record reading activity staff across all levels shared aims to disseminate learning to heighten strengths, inform areas for improvement and include others in the change process.

We recognise and support your intention to drive ownership in collaborative working drawing on the experience and expertise from staff at all levels.

Improving practice

Prior to the initiation of this self-evaluation and improvement activity, you were already engaged in development work across Forth Valley as well as with development work which was specific to Clackmannanshire. This included a review of the GIRFEC pathway, review of Inter-agency referral discussion (IRD) guidance and the development of eIRDs. The focus had been on revising processes to reduce duplication, strengthen collaborative decision making and making support more accessible. Within Clackmannanshire and in response to the evaluation of the STRIVE¹ pilot, you noted intent to broaden out the scope of the approach with a specific focus on children. This, combined with the vulnerable children's panel, which was established during the covid-19 response, aims to ensure accessibility to more targeted and enhanced support.

The development and improvement work underway has the potential to help answer the questions that you posed around thresholds, the effectiveness of key procedures and practices, and collaborative working. The review of children's records provided clarity and focus for required changes to GIRFEC processes to ensure the assessment framework is integrated and inclusive. The use of our revised inspection methodology with a focus on children at risk of harm was also noted to reinforce the decision of the partnership to enhance the inter-agency referral discussion by use of eIRD.

Record reading activity resulted in collective recognition of areas of strength and areas for improvement, both in relation to protective processes and impact on children at risk of harm. It provided some indications that staff were working collaboratively in their initial response to concerns and usually responded promptly. However, there was variability in quality, decision making and oversight arrangements. You recognised that this was an area for development and

¹ STRIVE: Safeguarding through Rapid Intervention. A multi-agency, whole systems approach to reducing the number of crisis-led interventions. A priority for Clackmannanshire council and community planning partners: Prevention and early intervention.

anticipated that the review of IRD guidance and the introduction of eIRD would contribute to improving practice.

Chronologies, assessments, and plans were consistently in place for children and young people at risk of harm. However, you recognised the variability of the quality of assessments and children's plans. You told us that the record reading findings will be used to inform the Forth valley review of the GIRFEC pathway and support practitioners' learning and development.

We encourage you to ensure improvement activity is set within a context where effective quality assurance mechanisms are in place to measure impact and ultimately outcomes for children and young people. This is of particular importance to ensure that the risks to and needs of children, young people and their families are at the centre of all activity.

Impact of supported self-evaluation and improvement

We have provided opportunities for you as partners to come together for discussion and reflection on practice. You told us that the workshops were valuable and helped to build stronger relationships and a better understanding of each other's roles. We were told that the workshops helped to reinforce the value of joint working to support children's needs and wellbeing.

Fifty-one staff across the partnership fully contributed to the workshops and engaged in discussion about joint self-evaluation, the use of the quality framework and improvement science. Twenty-nine staff are now trained in the Care Inspectorate approach to reviewing children's records. This increased capacity should support your plan to cascade learning and undertake future audits.

You told us that record readers benefitted from conducting the audit activity collaboratively. The approach of engaging in ongoing group interaction and discussion clearly assisted the learning resulting in evidence of identified areas for improvement. You also highlighted that conducting regular audits would be beneficial to the partnership. We were encouraged to hear this and support your intent to embed multi-agency audit activity.

We were pleased to hear that across the partnership, you were already speaking to colleagues about what you had learned as part of this process. Partners indicated that they would change practice as a result of learning from the activity. Positively we were told that you were talking with your teams to gather views about areas of practice that were highlighted in the review of records. We support your efforts to involve staff meaningfully as this was an area for improvement that you identified.

All partners fully engaged with the improvement activity, were highly motivated to reflect on practice and did so in an open and constructive manner. We concluded that the partnership was fully committed to the process and to strengthening your collaborative approach. We anticipate that you will be able to build on this commitment and embed the continuous learning and development through a coordinated and strategic approach to improvement.

Capacity for change/improvement

Within the context of ongoing structural change and significant turnover of staff over a period of time, you experienced challenges in your collective ability to manage and sustain commitment to improvement. Nevertheless, throughout improvement activity there was evidence of a desire to learn and improve across children's services.

During our engagement with you, our impression was that leaders across the partnership demonstrated ownership of and commitment to the collaborative approach to continuous improvement. This was characterised by strong representation and engagement from all statutory and non-statutory partners, as well as an interest in learning from each other.

We believe that your partnership would benefit from additional support to continue with your improvement agenda and recommend that the Care Inspectorate link inspector continues to offer support and guidance. You told us about positive improvement activity that has been supported by relevant scrutiny and improvement partners. We suggest that relevant staff from each scrutiny and improvement partners liaise with each other to consider how to best support you where there are overlapping improvement areas.

Next steps

By December 2022 we expect that the partnership should have the necessary oversight and governance arrangements in place and be in stronger position to demonstrate the impact of your improvement agenda on the quality of the planning and delivery of services for children, young people, and their families.

You are clearly making changes and are already initiating change in response to evidence from audits and other evaluation activity. You told us that our involvement with you has helped to sharpen your focus and priorities. While you have identified areas for improvement, we encourage you to focus on the activities listed below, over the course of the next 12 months.

You have already recognised the need to review and strengthen the children and young people partnership's membership and governance arrangements and are already addressing this. We agree that there is value in this and that it should provide you and colleagues with more confidence that a robust framework is in place to support your collaborative approach to quality assurance, your improvement planning and delivery of services, and improving outcomes for children, young people, and families.

We encourage you to establish a small multi-agency team, with appropriate membership to produce a **position statement** which outlines your joint practice relating to children at risk of harm or those in need of care and protection. This may be informed by building on the self-evaluation activity that you have been undertaking and should relate to how protection services and processes which identify and lessen the risk of harm are delivered. This has the potential for you to reach confident and informed conclusions in answering the three self-evaluation questions of *How good are we now? How do we know?* and *What we plan to do next?* The Care Inspectorate '*Quality framework for children and young people in*

need of care and protection August 2019’ will be a useful tool in the development of your position statement.

We support your intention to carry out further multi-agency case audits and to build further capacity within teams to undertake this task. We agree that this will be a helpful way to measure change and development in practice areas already identified as areas for improvement. We suggest that you select a few focussed areas for development and apply the improvement science methodology introduced in the workshops to support a coordinated and consistent approach to managing and evaluating change.

We noted your plan to further develop an integrated improvement plan that aligns with the priorities in the children’s service plan. We agree that the strategic children and young people partnership is well placed to establish a shared culture of continuous improvement and that a SMART² integrated plan would be beneficial, particularly in relation to ownership of and timescales for agreed actions.

Yours sincerely,

Chris Lumb

Care Inspectorate, service manager (Strategic Scrutiny, Children and Young People)

Helen Happer

Care Inspectorate (chief inspector)

² SMART (Specific, Measurable, Achievable, Relevant/Realistic, Timebound’)

Report to: People Committee

Date of Meeting: 27 January 2022

Subject: People Business Plan-Interim Update December 2021

Report by: Lorraine Sanda, Strategic Director People

1.0 Purpose

The purpose of this report is to provide an interim update on the progress across the 2021-2022 People Business Plan.

2.0 Recommendations

It is recommended that the People Committee note, and provide challenge and comment on the contents of this report.

3.0 Background

- 3.1 In the period from September 2021-December 2021, the People Directorate continued with an extensive plan of improvement activity set out within the Business Plan 2021-2022, to improve outcomes for children, families and communities, with a particular focus on the most vulnerable.
- 3.2 This Plan, approved by members of the People Committee on 16th September 2021, contributes to the delivery of key strategic objectives as set out within:
- Be the Future Programme
 - Council's Corporate Plan 2018-22
 - Local Outcomes Improvement Plan 2017-27(Fresh)
 - Clackmannanshire Council's Children's Services Plan 2021-24
 - Clackmannanshire National Improvement Framework Plan 20-21

- Clackmannanshire Community Justice Plan 2018-23
- Health and Social Care Partnership Transformation Plan 2021

3.3 The detailed Pentana Progress Report at **Appendix 1** highlights improvement activity underway so far. A full report on the progress against the Key Performance Indicators will be included in the final, end of year report in June 2022. This will be presented to People Committee in September 2022.

3.4 This report focuses on collaboration across services within the People Directorate, with other Directorates and partners to support COVID recovery, and drawing on intelligence gathered from across the system – in particular stakeholders' needs.

4.0 Considerations

4.1 Overview

4.2 Progress has been made in a number of key areas (refer to Pentana report at **Appendix 1** for more detail):

- Improving attainment and closing the poverty related attainment gap;
- Implementation of Education Recovery plans to address the impact of COVID-19;
- Roll out of Clackmannanshire's 1:1 Digital Device Deployment Programme;
- A new Children's Services Plan, designed around *The Promise* and the five priority areas and themes (A Good Childhood; Whole Family Support; Planning; Supporting the Workforce; Building Capacity);
- Values Based Leadership experiences provided for senior leaders, frontline workers and key influencers, as part of the Family Wellbeing Partnership;
- Review of the condition and suitability of the School Estate is underway;
- Review of support for Kinship Carers.

4.3 Latest progress on both Senior Phase and Broad General Education Attainment was reported to People Committee on 18th November 2021.

5.0 Next Steps

- 5.1 Based on this interim report, evaluation and feedback, the Directorate will continue to respond to the ongoing needs and impact of COVID 19, as well as drive forward with continuous improvement activity and service redesign.

6.0 Sustainability Implications

- 6.1 None

7.0 Resource Implications

- 7.1 None

8.0 Exempt Reports

- 8.1 Is this report exempt? 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 Interim Report December 2021

13.0 Background Papers

- 1 Annual Report of the Chief Social Work Officer 2020-2021
- 2 Letter from Care Inspectorate 10th January 2022
- 3 Children's Services Plan 2021/24
- 4 People Directorate Business Plan 2021/22
5. Attainment Reports to People Committee on 18th November 2021

- 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)

☒ ☐

People Directorate Business Plan 2021-2022

Author(s)

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Approved by

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Strategic Director People	



People

Business Plan 2021-22

Interim Report
December 2021

A large teal circle containing the text "Be the FUTURE".

**Be the
FUTURE**

Overview

The People Business Plan Interim Report, December 2021, provides an update on the collective actions being undertaken, with a particular focus on progress to address the immediate impact of poverty and Covid 19 on Clackmannanshire children, young people and families.

In the period from September-December 2021, the People Service has continued with an extensive plan of improvement activity, to progress its vision.

“We will be a valued, responsive, creative organisation, through collaboration, inclusive growth and innovation, to improve the quality of life for every person in Clackmannanshire.”

This Plan, approved by members of the People Committee on 16th September 2021, contributes to the delivery of key strategic objectives as set out within:

- Be the Future Programme
- Council’s Corporate Plan 2018-22
- Local Outcomes Improvement Plan 2017-27 (Refresh)
- Clackmannanshire Council’s Children’s Services Plan 2021-24
- Clackmannanshire National Improvement Framework Plan 2021-2022
- Clackmannanshire Community Justice Plan 2018-23
- Health and Social Care Partnership Transformation Plan 2021

The detailed Pentana Report (included in this report), highlights improvement activity underway across the 3 main priorities:

1. Sustainable and Inclusive growth
2. Empowering Families and Communities
3. Health and Wellbeing

A full report on the progress against the Key Performance Indicators will be included in the final, end of year report in September 2022.

The report highlights the focus on recovery and response to the continuing impact of COVID-19, in response to evidence gathered from across the system – in particular stakeholders’ needs.

It highlights progress being made to improve the opportunities and life chances of children and young people, by reducing the equity gap and improving outcomes for our most disadvantaged, with a focus on those who are most vulnerable and at risk.

The People organisational redesign, as part of the *Be the Future Programme*, is underway, promoting a deeper integration of services and supports. These services and teams are increasingly working in a more integrated way across Education, Children’s Social Work, Health and Social Care Partnership, Justice Services, Sport, Leisure, Libraries, and Community Learning and Development, as well as more closely with other Directorates, within the authority, and with key partners. Leadership development at all levels, as well as workforce planning, and promoting new ways of working, are fundamental to the People Redesign.

Given the ongoing need to work remotely, the People Service continues to hold regular virtual networking and check-in events as well as monthly email updates for all staff in the Directorate - *People Connected* is focused on developing a shared understanding of the

Redesign process and the Business Plan actions and goals. A key focus remains on staff wellbeing.

Summary of progress across key actions

Involvement of children, young people and families in decision making has been strengthened through a focus on promoting children's rights, parental involvement and engagement, multi agency planning, and embedding the principles of *The Promise*.

Progress in improving attainment and closing the poverty related attainment gap continues, supported by funding from the Attainment Scotland Fund,(a separate progress and performance update on the Attainment Funding will be presented to People Committee in March 2022.)

Recent publication of CfE Data (Broad General Education) shows that we have made progress in narrowing the attainment gap between Clackmannanshire's pupils in the most and least deprived areas in literacy and in numeracy in 2021. We need to continue to work towards increasing the proportion of primary school pupils achieving the expected CfE Levels in literacy and numeracy , as this has decreased between 2018/19 and 2020/21.

Recent insight data (Senior Phase) shows that our S6 learners have performed particularly well across all SIMD levels, demonstrating a higher level of attainment than the Virtual Comparator and national figures; narrowing the attainment gap between our most and least deprived young people. In S5, there is a significant improvement in 2021 for the lowest 20%, middle 60% and highest 20% attainment cohorts in Clackmannanshire, compared to 2019 and 2020.

Attainment in S4 Level 5 numeracy shows a 3 year improving trend and there has been an increase in the percentage of learners in S4 and S5 who have gained Level 4 and Level 5 literacy.

Challenge Poverty Week highlighted the impact of a partnership approach with collaborative programmes implemented across the People Service to raise awareness of the impact of poverty on families and increase support for solutions to reduce the stigma of living on a low income.

Good progress is being made in the Clackmannanshire's 1:1 Digital Device Deployment Programme, running over 10 years. This was agreed in the 21/22 Budget at Council. 1948 children and young people have now received a 1:1chromebook device and 131 have received an I-pad, which supports their learning in the classroom and at home.

All local authority Early Learning and Childcare establishments have been providing 1140 of funded hours to all eligible children since August 2020, a year ahead of the national expectation. The new provision at Park ELC fully opened in September 2021, with provision for 114 children aged 2-5 years.

The whole-systems Mental Health Transformation Project has been further adapted to support COVID-recovery and alignment with developments in the Council and wider communities. The Getting It Right Forum (Mental Health and Wellbeing) launched in October 2021 and has met on a bi-weekly basis and works to ensure that children, young people and families are getting the right help, to the right people, at the right time, in the right place and in the right order.

The 'One Door' community spaces now includes four digital mental health services in operation covering the entire age range from 5-26years, providing support for both mild/moderate and crisis level difficulties.

STRIVE has continued to operate remotely during COVID-19, supporting those who need it most in Clackmannanshire. A dedicated STRIVE space has been created within the new Alloa Police station, where STRIVE team members and project board members can now work collaboratively.

The Family Wellbeing Partnership, with Scottish Government and the Hunter Foundation, is fully underway, focusing on improving wellbeing and developing the capabilities of our communities. Evidence highlights the importance of a whole systems approach to understanding and involving families and communities. The Programme is building understanding and leadership to develop local solutions in line with Community Wealth Building principles.

Work has begun to shift practice and culture so that Clackmannanshire can **#KeepthePromise** and implement the findings of the Independent Care Review. In line with the principles of the Scottish Approach to Service Redesign, a Participation Network is being established to focus on how we can listen, strengthen and connect the voices of care experienced children and young people and their families. This will provide a vital feedback loop as plans progress. Key to success will be working with all partners who have a role to ensure that every child grows up loved, safe and respected, able to realise their full potential. Work is also underway to “follow the money” to understand how and where the money is currently spent and to what end.

An audit is now underway to collate all activities which our ELC settings and schools took part in during COP26, to embed Learning for Sustainability and create a legacy beyond COP26.

The Annual Report of the Chief Social Work Officer 2020-2021 (**see Background Paper 1**) provided an overview of the delivery of children’s services, social work justice services and adult and community services in Clackmannanshire. It also highlighted the additional challenges on the services as a result of the COVID-19 pandemic. As part of the work on *The Promise* and the People Service Redesign, improvement activity is underway to shift practice and culture across the services, working alongside partners and service users. This improvement activity was supported by the Care Inspectorate during September – December 2021 (**see Background Paper 2**)


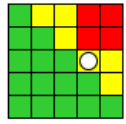







An updated Children’s Services Plan 2021/24 has been published (**see Background paper 3**) In collaboration with community planning partners. Actions are being taken and forward and the Plan will be monitored and reviewed by the Children’s Services Strategic Partnership, and reported to People Committee and the Clackmannanshire Alliance.

The People Directorate continues to place a major focus on the use of data and evidence to measure and monitor what matters to children, young people, and families. Interventions are based on outcome-based approaches, robust self-evaluation using qualitative and quantitative data, as well as lived experience and real stories.

People Service


Business Plan 2021-22 Half Year Report


Key to symbols used in this report


ACTIONS		RISKS	
Status		Current Rating Likelihood x Impact (1 - 5)	Status
	Completed		 Rating 16 and above
	In progress/Not started		 Rating 10 to 15
	Check progress		 Rating 9 and below
	Overdue	The likelihood of a risk occurring, and the impact if it does occur are each scored on a scale of 1 to 5, with 1 being the least likely or the least significant impact. Detailed guidance on scoring is provided in the Risk Management Policy and guidance.	
	Cancelled		

Priority 1 - We will take steps to tackle poverty and inequality. We aim to maximize the opportunities for local people and businesses through our improved economic performance. We will also establish standards, delivery models and strategies which allow Clackmannanshire to play a leading role in meeting the climate challenge and protecting our built and natural environment.

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
PPL 21 01	Educational establishments and all teams are supported to implement identified actions to reduce the impact of poverty on families including food poverty.	31-Aug-2022	33%	✓	<p>During Challenge Poverty Week (5th-11th October 2021) all educational establishments raised awareness of key poverty issues as part of the themed days within the week. Through targeted curricular inputs, parent learning /sharing and events, feedback highlighted an increased awareness and support for solutions to poverty to reduce the stigma of living on a low income.</p> <p>Almost all establishments shared their activities through Twitter, Class Dojo and Facebook, creating a unified voice around poverty and its impact on children, young people and families.</p> <p>Some establishments refreshed their approaches to tackling poverty using the "Cost of the School Day Toolkit" reviewing their circumstances and further discussing the issues around school costs for their own context.</p> <p>All establishments shared information with parents and from local organisations such as Citizen's Advice, Social Security Scotland, Clackmannanshire's Third Sector Interface to ensure that there was access to up-to-date, relevant and local support and advice. Educators attended a Regional Improvement Collaborative Seminar led by the Child Poverty Action Group highlighting the impact of poverty and giving advice on how to Poverty Proof their establishments.</p> <p>The Period Products (free provision) (Scotland) Bill became an Act in January 2021 and 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 are ensuring that we are able to extend the provision to ensure our most vulnerable community members can access the products. The Scottish</p>	Improving Outcomes Team Leader

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>Government has commissioned the production of a Period Products App, showing the location of free period products throughout Scotland. This App is now "live" (November 2021) across Clackmannanshire and is increasing awareness and access to products across local communities. Analysis of its use will be available early in 2022.</p> <p>Information regarding access to period products is now available on Clacksweb. https://www.clacks.gov.uk/community/sanitaryproducts</p> <p>A Period Poverty Working Group has been established 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. We continue to 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 availability across Clackmannanshire and that those most in need of the service are supported.</p>	
PPL 21 02	Children's Services are supported to implement identified actions to reduce the impact of poverty on our care experienced children and young people	31-Aug-2022	10%		<ul style="list-style-type: none"> • Work is underway, being led by Education services, to take forward an Employability Project proposal 'Voice and Opportunity' to be delivered by Volunteering Matters. • Individual young people known to TCAC continue to be supported in relation to their specific needs. • Work is underway in developing robust systems around employability opportunities and reporting. <p>Impact -</p> <ul style="list-style-type: none"> • Opportunities around employability will be increased for care experienced young people and performance data systems will be able to capture this. <p>Next Steps -</p> <ul style="list-style-type: none"> • Discussions across Council directorate to ensure consistent approach and recording. 	Service Manager

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
PPL 21 03	All learners have equitable access to digital devices to support their learning, prioritizing those with greatest need. They are supported to keep themselves safe online and reduce digital harms.	31-Aug-2022	30%		<p>The Education Service Digital Learning Strategy and Implementation Plan 2019-2022 takes into account and supports the Clackmannanshire Council Digital Strategy 2019-2025, which was agreed by Council on 18 April 2019.</p> <p>The Strategy has four main aims:</p> <ul style="list-style-type: none"> To further develop the skills and confidence of all educators in the appropriate and effective use of digital technology; To improve access/remote access to a range of digital technology for all learners; To ensure that digital technology is evident in all areas of curriculum design, delivery and assessment; and To empower leaders to drive forward and further develop innovation and investment in digital technology <p>This strategy runs parallel to Clackmannanshire Council's Digital Strategy 2019-2025 and builds upon the 'Enhancing learning and teaching through the use of digital technology' strategy published by the Scottish Government. It supports the four priorities in the Clackmannanshire National Improvement Framework to: Improve Attainment in Literacy and Numeracy; Improve Health and Wellbeing; Close the Attainment Gap; and Improve employability skills and positive destinations. Additionally, it aligns with the work of the Wellbeing Local Outcomes Improvement Plan, including the development of a scoping paper looking at digital exclusion and gaps analysis across Clackmannanshire.</p> <p>During lockdown, Scottish Government Digital Inclusion funding resulted in the deployment of 828 devices between August and November 2020. Additionally, MCR Pathways issued 10 devices to 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 possible.</p> <p>Clackmannanshire's 1:1 Digital Device Deployment Programme, to run over 10 years, was agreed in the 21/22</p>	Improving Outcomes Manager

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>Budget at Council on 24 March 2021. 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, including teacher support, collaborating with peers and using devices to learn and present their work in a myriad of ways. 1,948 Chromebooks were delivered to the three Academies on 5th November 2021 and 131 I-pads were delivered on 3rd November 2021. These are being set up by IT Teams for use. When the devices are 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 this is available in all schools. Running alongside this rollout are classes and assemblies reminding young people of the importance of responsible digital citizenship and being safe online.</p> <p>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.</p> <p>The 1:1 Digital Deployment Programme is in Year 1. Year 2 (2022-2023) will see the deployment rolled out to all Primary 5 to S1 learners.</p>	
PPL 21 04	DYW school coordinator programmes are developed and implemented in 4 secondary schools.	31-Aug-2022	30%		<p>Since the Scottish Government established the independent Commission for Developing Scotland's Young Workforce in January 2013, there continues to be a focus on the development of a modern, responsive and valued system for vocational training, which emulates the labour markets of the best performing European countries. The resultant parity of esteem between vocational and academic qualifications in Scottish schools has supported this programme, with young people being advised that there is 'no wrong path' beyond school, in a bid to enter a sustained and positive destination.</p> <p>Clackmannanshire's Local Outcome Improvement Plan 2017-2027 sets four strategic outcomes:</p> <ul style="list-style-type: none"> • Clackmannanshire will be attractive to business and 	Improving Outcomes Manager

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>ensure fair opportunities for all.</p> <ul style="list-style-type: none"> • Our families; children and young people will have the best possible start in life. • Women and girls will be confident and aspirational and will achieve their potential. • Our communities will be resilient and empowered so that they can thrive and flourish. <p>These outcomes correlate with the four priorities of the National Improvement Framework and specifically the need to improve employability skills and sustained, positive school-leaver destinations for all young people. The rationale and action plan align with the Young Person's Guarantee, namely the commitment to bring together employers, partners and young people.</p> <p>Forth Valley College, Developing Young Workforce Regional Group and Coordinators, Skills Development Scotland, Local Employability Partnership, Community Learning and Development and senior management teams of all secondary schools have continued to work collaboratively to ensure improved outcomes for Clackmannanshire's young people. This has been detailed in an Action Plan for 2021/2022, with key dates and timelines being consulted on and shared with all stakeholders.</p> <p>Annual Statistical Data published on 23rd February 2021 by the Scottish Government on Initial Leaver Destinations for 2019/2020 school leavers, confirms a four year improving trend for Clackmannanshire. The percentage of school leavers who entered an <i>initial positive destination (3 months after leaving school)</i> continued to improve in 2019/20 with a high of 96.5%, higher than the national average.</p> <p>The Annual Participation Measure is a National Performance Framework indicator - "Percentage of young adults (16-19 year olds) participating in education, training or employment". Work has commenced with both Forth Valley College and the Local Employability Partnership to ensure that when young people enter their initial destination, they manage to sustain it, which involves further monitoring</p>	


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>and tracking by the post school team.</p> <p>Emerging evidence from the pandemic economic impacts to date shows that young people (aged 16-24 years) have been disproportionately affected and have seen greater falls in employment, greater rises in unemployment, and a greater rate of furlough take-up than any other age group. Our collaborative approach to addressing this will ensure our young people have the necessary skills and qualities to prepare them for future work, so that both initial leaver destination rates (after 3 months) and follow-up leaver destination rates (after 9 months) continue to improve. Equally, collaborative working will secure a targeted delivery model that ensures those young people identified as requiring further support, in addition to the standard offer, receive this at the point in time they need it.</p> <p>Work will continue throughout this academic session to ensure the aims in the Action Plan are achieved.</p>	
PPL 21 05	Working with housing partners, the school estate is reviewed to ensure that there are sufficient school places to match the number of new houses being built.	31-Aug-2022	<div><div>33%</div></div>	✓	Discussions with partners and developers about contributions are still ongoing and as yet to be concluded.	Improving Outcomes Business Manager
PPL 21 06	A Learning for Sustainability Action Plan is developed, setting out how Clackmannanshire will implement the recommendations of the Vision 2030+ report (2016) over the next 3-5 years.	31-Aug-2022	<div><div>25%</div></div>	✓	<p>All relevant and appropriate resources, signposts and links were shared with all ELC, Primary and Secondary HTs prior to COP26. This was to support all practitioners with identifying tangible and meaningful activities in preparation for COP26, during COP26, and thereafter, in order that Learning for Sustainability becomes an integral part of learning experiences at all levels.</p> <p>An audit is now underway to collate all activities which our ELC settings and schools took part in during COP26, and to celebrate these as a catalyst to embed Learning for Sustainability and create a legacy beyond COP26. In addition to this information, achievement of an Eco-Schools Green Flag Award is being identified. Capturing the range of projects, and sharing these will undoubtedly help us to build capacity and further strengthen professional networks across education and our wider partners.</p> <p>Evidence is already showing that across all sectors there is</p>	Improving Outcomes Officer


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>a wide range of innovative and forward-thinking activities to promote sustainable development both in the classroom setting and beyond, with the voice of our children and young people at the heart of shaping next steps.</p> <p>Two of our educational setting, Sunnyside ELC and Alloa Academy, were Highly Commended in the National Learning for Sustainability Awards, which was a tremendous accolade amongst an extremely high standard of submissions from across Scotland.</p> <p>Twelve young people from across Clackmannanshire (Alloa, Alva, Lornshill and Dollar Academies) attended the inaugural event for our Young Pathfinders programme, prior to the official launch of Scotland's International Environment Centre on 11th November. As Young Pathfinders they will have a key role in shaping the direction of travel for the accredited Young Pathfinders programme, which reflects the importance of community engagement with a focus on skills and the voice of young people. An intern has been appointed by the University of Stirling to work directly with the Young Pathfinders cohort, and to create an informed plan in order to secure maximum impact for all.</p>	
PPL 21 07	The lead Director for the Regional Improvement Collaborative maximises the opportunities for inclusive growth across Clackmannanshire	31-Aug-2022	33%	✓	<p>A self-evaluation report on our Regional Improvement Collaborative (RIC) has just been completed and will be considered by the Programme Board on the 3rd December. This report along with a national review of RICs across the country, will help to inform our new strategic plan for 2022-24.</p> <p>Our RIC is currently focusing on 'Equity' which is one of our three key values. Our RIC has been collecting and sharing examples across the four Local Authorities of how schools and establishments have been supporting young people and families at this difficult time. Examples highlighted in Clackmannanshire include; Alva Academy's pop up shop, and Alloa Academy's advice and support service allowing families to access unclaimed benefits. This theme will culminate with the RIC Heads of Establishments meeting on the 14th January 2022, which will be entirely focused on equity with nine workshops designed to allow for the</p>	RIC Development Officer

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>sharing of ideas and practice.</p> <p>Stage Two of our RIC inspiration Hub - https://theinspirationhub.co.uk/ - will be launched on the 17th December. This will be a qualifications directory which will put qualifications available to schools from a wide range of providers in the one place for the first time. Potential qualification providers include e.g. SQA (Scottish Qualification Authority), SCQF (Scottish Qualifications Framework), City and Guilds, Duke of Edinburgh etc. This directory will initially include qualifications available in the Senior Phase of Secondary schools, but will be rapidly expanded early in the New Year to include qualifications available at all levels from Early Years upwards. This directory will assist our schools in three ways:-</p> <ul style="list-style-type: none"> • It will allow schools to see what qualifications are available that will best meet the needs of our children and young people. • It will allow our schools to identify what extra qualifications our young people can achieve without having to radically alter or modify current learning in the classroom. • This will allow for an increase in the attainment of our young people and improve the performance of our schools. <p>The directory will not only list the qualifications, but will also include the contact details of establishments which are currently delivering these qualifications. This will allow schools to learn from each other's experiences and introduce new qualifications more smoothly.</p> <p>Our Numeracy and Literacy Teams are supporting practitioners in Clackmannanshire to raise attainment and reduce the poverty related attainment gap through:- "Numeracy - Delivering Number Sense" training for all primary probationers as part of Clacks' probationer support programme.</p> <p>Running monthly Numeracy Drop-ins for primary probationers.</p> <p>We are delivering a CLPL programme on 'Effective Pedagogy: Fractions, Decimals Fractions and Percentages' -</p>	


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>two Clacks schools are involved. We are delivering a CLPL programme on 'The CPA Approach and the Effective Use of Tools to teach Numeracy' – 4 Clacks practitioners signed up. We are supporting the Moderation Leadership programme which has a numeracy focus.</p> <p>Literacy activities include:-</p> <ul style="list-style-type: none"> • Colourful Semantics programme - 8 settings - 15 practitioners. • Pedagogy of Writing - 11 settings - 28 practitioners. • Recount Writing programme - 10 settings - 19 practitioners. • Screen Scotland Film Literacy - 3 settings - 4 practitioners. • Screen Scotland Christmas Animation - 2 settings - 4 practitioners. • Play session One - 14 settings - 21 practitioners. • Reciprocal Reading - 7 establishments. 	


Priority 2 - We will place people at the heart of service delivery. We aim to prioritise service users, family and community participation and leadership in developing and delivering solutions. We will work in partnership to build individual, family and community skills in support of social and financial independence.

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
PPL 21 08	Recruitment of local carers and community / family based placements is maximized to ensure children remain connected to their communities wherever possible. Support and training for kinship and foster carers is delivered through development of supportive local, community-based services.	31-Aug-2022	33%		<p>Kinship Panel Children's Services identified a backlog of kinship care assessments and funding was approved to use independent assessors to clear this. Due to lack of assessments being undertaken, Kinship Panel had not sat for a number of months to consider new assessments.</p> <p>20 out of the 30 assessments are currently allocated for assessment and are progressing at pace. As a result of assessments being undertaken by independent assessors, Kinship Panel has been reconvened and due to sit on 16 December. The plan will be for these to be held on a monthly basis going forward to consider and approve assessments. The completed assessments will go to the Kinship Panel for approval and then the remaining 10 assessments will be allocated.</p> <p>Although not yet completed, the assessments are well underway and no significant concerns have been identified that would require a move of placement for the child. Assessments of kinship carers will be formally considered and approved and recommendations will clearly set out the required supports for carers to support stability for child/children.</p> <p>Family Wellbeing Partnership Programme The Family Wellbeing Partnership programme aims to enhance the wellbeing and develop the capabilities of people living in multiple deprivation in Clackmannanshire, transferring power and voice, by prioritising what young people and their families value and what matters to them. The care experienced community and our kinship carers will be key partners.</p>	Service Manager Improving Outcomes Team Leader

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>Columba 1400, a delivery partner for values based leadership, have worked with three groups of senior leaders, team leaders, frontline workers, elected members and partners. Two further groups will take place by 8 December 21. This phase seeks to create 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.</p> <p>Impact:</p> <ul style="list-style-type: none"> Increased knowledge and understanding amongst staff of the roles of colleagues and interconnectivity. Opportunities to collaborate across and within directorates have been identified. <p>Next Steps:</p> <ul style="list-style-type: none"> Our learning partner, Heriot-Watt, will evaluate the learning by interviewing participants. This will inform future actions. Negotiations are underway to provide two further groups for Safeguarding for Rapid Intervention (STRIVE). Individuals from core groups will come together to share expectations and ideas of what needs to happen to make service provision in Clackmannanshire more wellbeing and capabilities driven. Families will be identified and invited to participate in Columba 1400 leadership opportunities to co-create future actions of the Family Wellbeing Partnership. 	
PPL 21 09	People Service, as part of Clackmannanshire Council, ensure the rights of the child under UNCRC legislation are understood, embedded in practice and complied with in accordance to the Scottish Government's UNCRC Incorporation Bill Engagement in UNCRC is part of the principles and practices across the Performance and Place Directorate	31-Aug-2022	<div><div>30%</div></div>		<ul style="list-style-type: none"> 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. 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) 	Improving Outcomes Manager


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>(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.</p> <ul style="list-style-type: none"> 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 by the UK Supreme Court would have to be re-visited, but that they would continue to drive forward with the embedding of children's rights in Public Services to the maximum extent possible. 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 to support the delivery of a fundamental shift in how children's rights are respected, protected and fulfilled in Scotland. 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). The first part of awareness raising took place in August 2021, with an interactive training module, developed by our Regional Improvement Collaborative (RIC), with Education Scotland. 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. Clackmannanshire's Children's Services Plan 2021-2024 has UNCRC as a key priority. Colleagues across People, Place and Partnership & Performance Directorates will 	

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					<p>collaborate to scope the activity required in relation to UNCRC implementation in Clackmannanshire between now and June 2022.</p> <ul style="list-style-type: none"> • Work has commenced with the RIC 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. 	
PPL 21 10	The principles of The Promise in supporting looked after children into adulthood are delivered.	31-Aug-2022	25%		<p><i>Participation Network</i></p> <ul style="list-style-type: none"> • A Participation Network Task Brief has been written with the aim of improving the current participatory opportunities for children and young people in Clackmannanshire in order to achieve collaborative change to support keeping "The Promise" made to children, young people, and their families. The Participation Network will focus on how we can listen, strengthen and connect the voices of care experienced children and young people across all our schools, partners and other networks. • A Core and Wider Mobilisation Team was established to oversee work within the Task Brief. • Corra Funding – An Assistant Educational Psychologist started in November to support development of the participation network and a consultant is also now in place to support the overall strategic development of the work. • A Quick Mapping Exercise was carried out regarding current participation opportunities for care experienced children, young people and families which highlighted importance of taking wellbeing and relationships into account when developing participation opportunities; the need to include a range of participation opportunities which includes those for care experienced children and young people and those that are wider, and the need to ensure appropriate feedback 'loops' are in place to ensure that children and young people's voices are influencing change. <p><i>The Promise Design School</i></p> <ul style="list-style-type: none"> • The Principal Educational Psychologist attended The 	Senior Psychologist


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>Promise Design School and then presented to ESLG re the implications and the Scottish Approach to Service Design (SATSD) for all our work, and not just with care experienced children, young people and families.</p> <ul style="list-style-type: none"> • Director of People has arranged for Cat MacAuley, Chief Designer with Scottish Government, to offer an input on the SATSD for managers in the New Year. • An Adapted Design School is to be offered to young people, parents and carers and key professionals in order to ensure that everyone is given the same opportunity to develop the skills and knowledge to equally participate in the co-design process to support the development of the participation network above. The Adapted Design School will be run for a full day in December (rather than 4 days as per the full Design School) and is open to young people, foster carers, kinship carers and parents as well as professionals. 12 participants in total will be invited along with 2 – 3 facilitators from “The Promise”. 	
PPL 21 11	Recovery plans are in place to address the impact of Covid learning loss and to ensure improvements in attainment across health and wellbeing, literacy and numeracy, reducing the equity gap, promoting resilience, and readiness to learn. Data is used to drive improvement.	31-Aug-2022	33%		<p><i>Literacy and Numeracy Small Group Interventions</i></p> <ul style="list-style-type: none"> • The impact of the initial six weeks (52% SIMD 1-2, 48% SIMD 3-10) is as follows; Aug - Oct 2021 (8 weeks) • average increase in mathematical age of 11 months for children living in SIMD 1-2 • average increase in mathematical age of 9 months for children living in SIMD 3-10 • Almost all establishments have implemented the Building Blocks programme. • A pre-intervention baseline survey has been conducted with Learning Assistants. <ul style="list-style-type: none"> - 63.2% stated that they regularly accessed a 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. 	Improving Outcomes Team Leader

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<ul style="list-style-type: none"> - 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. • Professional learning to support raising attainment in numeracy has been delivered to Learning Assistants to provide an overview of Clackmannanshire's Building Blocks Small Group Intervention Programme and raise awareness of the topic and lesson structure of the Building Blocks Programme. • Professional Learning has been delivered to all Lead Teachers and identified Learning Assistants to provide an overview of Clackmannanshire's small group intervention programmes. • 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. • 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. • 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. • All primary establishments across the authority have identified a Lead Teacher to provide the strategic leadership for Numeracy and Literacy interventions, support the learning assistant and be accountable for gathering data and reporting on impact. • All establishments are tracking and monitoring the achievements and progress of learners on a weekly basis. • Write On, Clackmannanshire's Literacy Intervention 8- 	

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>week Programme at First Level, has been developed to support Learning Assistants deliver high quality literacy sessions.</p> <ul style="list-style-type: none"> • Professional learning sessions to support the implementation of the Write On Programme have been delivered to Learning Assistants and Lead Teachers. • The Write On programme commenced in most establishments, week beginning 18.10.21. <p>Data for Improvement All primary establishments across the authority have;</p> <ul style="list-style-type: none"> • 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 (see results below) • collaborated with colleagues to moderate their self-evaluation <p>Data For Improvement Self-Evaluation Feedback 1. Senior Leadership and teachers have access to, and understand their data and evidence.</p> <ul style="list-style-type: none"> • 33% Satisfactory • 44% Good • 17% Very Good <p>2. We have robust arrangements to moderate achievement of a level, using a range of evidence, based on a consistent and shared understanding of standards within CfE levels,</p> <ul style="list-style-type: none"> • 44% Satisfactory • 39% Good • 6% Very Good <p>3. Progress and achievement at all stages is evidenced through robust tracking.</p> <ul style="list-style-type: none"> • 39% Satisfactory 	


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<ul style="list-style-type: none"> • 44% Good • 6% Very Good <p>4. We take an evidenced-based approach, including careful analysis of data of children and young people's progress to plan for improvement.</p> <ul style="list-style-type: none"> • 33% Satisfactory • 39% Good • 17% Very Good <p>5. Our improvement planning is an active, working document which we review regularly.</p> <ul style="list-style-type: none"> • 17% Satisfactory • 56% Good • 22% Very Good <p>6. Our improvement planning clearly outlines how Attainment Scotland Funding (PEF, SAC, CE) is used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap.</p> <ul style="list-style-type: none"> • 56% Satisfactory • 33% Good <p>Quality Improvement Officers have;</p> <ul style="list-style-type: none"> • completed an evaluation for each establishment based on 6 key indicators • collectively moderated the evaluations • identified key strengths and challenges across all establishments • presented findings to the education senior leadership team 	
PPL 21 12	The Clackmannanshire Policy to support: Included, Engaged and Involved, A Positive Approach to the Promotion and Management of Attendance in Scottish Schools is embedded across all	31-Aug-2022	<div> <div>50%</div> </div>		All educational establishments, as part of Clackmannanshire's "Building Positive Relationships - Attendance and Exclusion Policy", "Attend Today...Achieve Tomorrow" continue to engage with parents and carers to	Improving Outcomes Team Leader


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead																																										
	establishments				<p>provide support, reassurance on any concerns and overcome barriers to learning to support attendance. Pupil absence rates since September 2021 have remained stable. Data analysis has indicated that there has been a slight increase over 3 months (Sept-Nov) in attendance with small fluctuations due to COVID-19 infections, the impact of confirmed or suspected cases, as well as pupils self-isolating, and pupils whose parents chose to keep them away from school as a precaution.</p> <p>Average percentage attendance rates as at dates shown -</p> <table><tr><th>Sector</th><th>27/09/21</th><th>25/10/21</th><th>22/11/21</th></tr><tr><td>ELC</td><td>86.3</td><td>87</td><td>89.57</td></tr><tr><td>Primary</td><td>92.96</td><td>97.72</td><td>93.16</td></tr><tr><td>Secondary</td><td>89.9</td><td>89.16</td><td>89.76</td></tr><tr><td>Support Services</td><td>86.35</td><td>87.45</td><td>85.53</td></tr><tr><td>Overall</td><td>90.8</td><td>90.76</td><td>91.29</td></tr></table> <p>The rate of absence due to COVID-related sickness varied across establishments largely in line with the wider prevalence of the virus in communities across Clackmannanshire.</p> <p>Pupils living in more deprived areas during this period were more likely to be absent, up to 2% above the authority average.</p> <p>SIMD 1 and 2 average percentage attendance rates</p> <table><tr><th>Sector</th><th>September</th><th>October</th></tr><tr><td>ELC</td><td>85.84</td><td>86.6</td></tr><tr><td>Primary</td><td>91.47</td><td>91.25</td></tr><tr><td>Secondary</td><td>87.31</td><td>86.86</td></tr><tr><td>Support Services</td><td>79.73</td><td>80.38</td></tr><tr><td>Overall</td><td>89.12</td><td>89.95</td></tr></table> <p>The Scottish Government National Guidance on promoting attendance and managing absence - "Coronavirus (Covid 19) Reducing the Risks in Schools (November 2021)" https://www.gov.scot/publications/coronavirus-</p>	Sector	27/09/21	25/10/21	22/11/21	ELC	86.3	87	89.57	Primary	92.96	97.72	93.16	Secondary	89.9	89.16	89.76	Support Services	86.35	87.45	85.53	Overall	90.8	90.76	91.29	Sector	September	October	ELC	85.84	86.6	Primary	91.47	91.25	Secondary	87.31	86.86	Support Services	79.73	80.38	Overall	89.12	89.95	
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					covid-19-guidance-on-reducing-the-risks-in-schools/pages/school-operations makes clear the importance relationships with families in promoting good attendance and has been shared with all establishments to ensure that our attendance rates continue to improve.	
PPL 21 13	Educational establishments, working in partnership with the relevant agencies and supported by centre-based staff, support and empower parents, carers and families to engage with and improve their child's learning.	31-Aug-2022	66%		<p>Clackmannanshire's ambitions for improving parental involvement and engagement (PIE) in their child's learning are contained in the PIE Strategy 2021-24 published in August 2021.</p> <p>This year – three key strands for improvement were identified as follows –</p> <ul style="list-style-type: none"> • The rights of parents and carers who share the parenting of their children are equally respected and supported appropriately. • Under represented groups (dads) are supported to engage with their child's education. • Parents and carers are supported to collaborate, co-create and take an active role in delivering School Improvement Plans. <p>Progress and next steps are as follows –</p> <p>Equal Parents – National data showed there were increasing complaints from non-resident parents who were not getting information about their child's education. There was also an issue around changing the child's name in the event of parents splitting up.</p> <p>A working group was set up to address this issue and a series of information guides for staff and parents were drafted to clarify what educational information parents are entitled to. There will also be some staff training sessions to raise awareness of parental rights.</p> <p>Increasing involvement of dads – Fathers Network Scotland has long recognized that the majority of parents engaged in their child's education were female. They have produced a toolkit for schools backed up by research which shows the benefits to children of having dad actively involved and how this can be practically achieved. There</p>	Improving Outcomes Team Leader


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>are also benefits for dads, better mental health and lower suicide rates where they feel valued in their role as a dad by 'the system'.</p> <p>Using Banchory Primary School as a pilot school, activities carried out so far are -</p> <ul style="list-style-type: none"> • A Dad-Friendly School Audit with Banchory – which generated some ideas to be implemented from December 2021. • A member of Banchory staff to be trained in Families Connect for EY–P3 in December 2021 with a possibility of running dads only sessions. • Staff from Banchory and other settings to attend Fathers Network Scotland workshop on Understanding Dads in January 2021. <p>The anticipated impact of these activities at Banchory is that more dads will engage with the PIE Census in January 2022; a dads / males only event will be held in the school; an audit of dads skills for supporting learning will take place and more dads will join the Parent Council. More schools will be invited to carry out the Dad Friendly School Audit in 2022.</p> <p>Parental Involvement in School Improvement Planning(SIP) - The PI Act 2006, the Learning Together action plan and Empowerment (parents) agenda and imposes requirements around the involvement and engagement of parents in school improvement planning / decision making about their child's education.</p> <p>An audit of the available 2021/22 SIPs was carried out in October. 17 SIPs were analysed using these indicators. The principal findings were -</p> <ul style="list-style-type: none"> • Parent Voice – most schools were using a variety of methods to capture parent opinion. • Co-creation of SIP – more schools need to co-create their SIP with parents. • The majority of schools did outline in their plan an intention to increase Family Learning. <p>Next steps – Improving Outcomes Managers will review</p>	

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					SIPs as part of their school review visits in January 2022. Support will be offered to schools on specific topics to develop the plans for next year. The SIP audit will be repeated next session to measure improvement.	
PPL 21 14	Early Learning, Primary and Secondary school curricula continue to be developed and implemented. Robust quality assurance is enhanced and improvement activity is in place.	31-Aug-2022	20%	✓	Mark Priestly, Professor of Education at Stirling University, has designed five professional learning sessions which support our educational leaders to consider the implications of "Curriculum for Excellence (CfE); Into the Future, OECD report 2021", which reviewed CfE. The report provides key findings and recommendations, which Mark has used, alongside international research and evidence, as the basis of each professional learning session. Two out of five sessions have been delivered. In collaboration with our colleagues in FVWL RIC and Education Scotland, a series of 10 professional learning sessions have been designed to provide high quality professional learning for leaders in ELC and Primary school. The programme is titled 'Leading Early Level through play' and is focussed on supporting the implementation of 'Realising the Ambition', a key national document. 9 out of 10 sessions have been delivered and the programme has already been extended to a further 4 sessions in 2022. 100% of our ELC and primary leaders are participating.	Improving Outcomes Team Leader
PPL 21 15	The Clackmannanshire LIFT programme supports all children and families to improve their engagement and communication to close the vocabulary gap	31-Aug-2022	15%	✓	<p>The Language is fun together (LIFT) programme was developed in partnership with speech and language colleagues and funded via the Attainment Scotland Fund to support communication and vocabulary development within ELC settings. ELC settings, working in partnership with Speech and language colleagues, deliver experiences designed to increase children's communication and vocabulary.</p> <p>Clackmannanshire have also delivered, ahead of schedule, 1140hrs for eligible 2s, 3 and 4 year old children. It is important that a sustainable approach to supporting children's communication and vocabulary takes account of the 1140 hrs context within ELC.</p> <p>An audit tool has been designed to inform a phased, sustainable approach to the delivery of LIFT which takes into account the expansion to 1140 hours eligible 2s, 3 and 4 years olds in ELC.</p>	Improving Outcomes Manager


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>Speech and language colleagues are gathering data from previous work with identified ELCs which will also inform our phased and sustainable approach.</p> <p>COVID and speech and language staffing difficulties have interrupted progress and therefore a re-defined time line is to be agreed. This will support completion within target.</p>	
PPL 21 16	People Service addresses identified issues related to Covid-19 and implements support plans for Covid-19 recovery.	31-Aug-2022	66%		<p>Covid19 continues to impact the delivery of Services as we move through the Recovery phase of the pandemic.</p> <p>Contact tracing in schools/ELCs is now undertaken by NHS Test and Protect. Establishments continue to report positive cases to Clackmannanshire Emergency Planning who share the data with NHS Public Health. Senior Managers in Education have been on call over weekends to liaise with public Health should the need arise.</p> <p>All establishments have contingency arrangements in place for any periods of remote learning. These arrangements cover plans for any families who are vulnerable and plans for remote digital learning. Details of education recovery in learning and the use of digital devices is covered under that specific action.</p> <p>Successful partnership working has enabled the creation of a flexible and agile system of support for children and families (Child STRIVE) to be developed. Referrals for children and young people are considered by the multi agency group to provide tailored support using the approach of 'Tell us once'. Developments continue to link in with STRIVE for wider family support.</p> <p>Scottish Government has allocated several tranches of non-recurring funding to local authorities for additional teachers and support staff (£80m across 2020-21 and 2021-22), and more recently, £60m in April 2021 to be used to flexibly to employ a variety of school staff to meet the needs of children and young people in their local areas and ensuring that levels of teaching and support staff in schools could be maintained.</p>	Improving Outcomes Manager

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>In September 2021, the Scottish Government announced that an additional £80 million will now be baselined into the General Revenue Grant from 2022-23, to meet the on-going full-year costs of maintaining the additional staff, who were supporting COVID recovery. This additional baselined funding will be allocated to local authorities for the purpose of employing a variety of school staff to meet the needs of children and young people in their local areas and ensuring that levels of teaching and support staff in schools can be maintained for future academic years. It will support Councils to better plan and resource for education recovery based on the educational, health and wellbeing needs of our children and young people. It does provide for the ability to recruit with greater certainty, both teachers and support staff, on an appropriate contractual basis.</p> <p>Clackmannanshire's share of the £80million is £838,000 which equates to 11 teachers and 12.5 support staff. These staff have been deployed to support learning and teaching with children whose learning has been most affected by COVID19.</p> <p>The Flexible Learning Independent Pathways (FLIP) Plus Locality Model at Lornshill Academy funded through the COVID-specific mental health grant funding compliments the authority-wide FLIP Plus model run by the Head Teacher for CSSS for pupils who are unable to engage in such programmes within a mainstream setting. Within Lornshill Academy, two support workers are working intensively with 12 pupils to engage in a range of alternative curricular activities. The Lornshill model allows flexible programmes to be offered in-house and to match these programmes with curricular pathways set by subject teachers in order to promote inclusion. A range of data is being collected to measure impact and outcomes but to date attendance and engagement has increased for this group and there have been no referrals to the Internal Resources Group (IRG) for offsite provision and any referrals to Child STRIVE.</p>	
PPL 21 18	ELC Provision is shaped according to the needs of our community e.g. sufficient 0-2 places for children of care experienced parents and relevant	31-Aug-2022	40%		All local authority Early Learning and Childcare establishments have been providing 1140 of funded hours to all eligible children since August 2020, a year ahead of	Improving Outcomes Manager

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
	parenting programmes on offer across Clackmannanshire.				<p>the national expectation.</p> <p>Eligible 2 year old places are available to families on certain benefits, care experienced children, children of care experienced parents and those families working with the Family Nurse Partnership. All Early Learning & Childcare establishments in Clackmannanshire with the exception of Strathdevon ELC and Redwell ELC are registered with the Care Inspectorate to offer eligible 2 year old places. Families can also choose to use all or part of their "eligible 2s" funding at one of our partner nurseries or partner childminder</p> <p>We have worked closely with Family Nurse Partnership to ensure all the families they work with are aware they can access a funded space from their child's 2nd birthday.</p> <p>We currently have 137 eligible 2s in a placements within local authority ELC Establishments and 30 in Partner Provider settings.</p> <p>Our focus is to raise awareness for care experienced parents of their eligibility.</p> <p>COVID restrictions have affected the delivery of Parenting programmes across all ELC establishments. This will resume when guidance allows for parent groups to access ELCs.</p> <p>Work is underway with the Care Inspectorate for registration of two ELCs to offer places for under 1s. This offer will ensure equity of provision for families with vulnerability.</p>	
PPL 21 19	ASN provision, systems and processes are reviewed in the light of the ASN Strategy and support for improvement and new developments is provided to establishments and teams.	31-Aug-2022	22%		An Additional Support Needs (ASN) Mobilisation Team consisting of ASN Managers, specialist provision Head Teachers and cross sector representation from all three Learning Communities has been established to drive forward the ASN Strategy. Clear Terms of Reference are in place and a shared drive for all information, minutes and collaboration space has been set up. Initially, ASN data for the whole authority was gathered and discussed, then data at learning community level was considered to identify	ASN Manager

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					<p>potential gaps in provision as well as area of good practice. There are currently three sub groups meeting to consider potential ASN models, CLPL and what the consultation process will look like. A paper is planned to go to People Committee in January 2022.</p> <p>There has been progress in reviewing systems and processes, the Vulnerable Children's Panel (VCP) has now been redesigned and aligned to Strive, and renamed CStrive. Membership of the group has been expanded to include third sector colleagues and learning community representatives as well as previous members of VCP. CStrive now consists of two forums: ASN Forum and a Mental Health Forum. The ASN Forum meets weekly whilst the Mental Health Forum meets fortnightly. Review of the Internal Resource Group is ongoing.</p>	
PPL 21 21	A fully integrated People Directorate is developed which is focused on effective ways of working with and for families and communities.	31-Aug-2022	33%		<p>People Redesign proposals for a new Senior Management Structure have been agreed through Council and are being implemented with new appointments taking place in November 2021.</p> <p>Following the work with iESE, mapping of processes to support managers and teams with HR and Procurement have been progressed to reduce time that officers are spending on these activities. Territory Mapping with iESE completed to look at the vision for an integrated service and what it could achieve.</p> <p>Key staff are involved in Columba 1400 Values Based Leadership Training to further promote integrated working and empower the Directorate to start taking forward ideas and plans to work differently. Integrated work streams are already showing progress : The Promise; Family Wellbeing Partnership; STRIVE; and Mental Health Transformation.</p>	Strategic Director - People

Priority 3 - We aim to improve the environment, quality of life and ease of access to services. Enhanced wellbeing will also provide greater participation opportunities as a consequence of improving economic performance on Clackmannanshire. Delivering increased wellbeing also aims to produce equitable growth.

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
PPL 21 22	Children and Young People are educated about substance misuse and early intervention models and supports are in place in accordance with local and national strategies to reduce incidence and impact.	31-Aug-2022	<div><div></div></div> 20%		<p>In September 2021, the Icelandic Prevention Model (IPM) was introduced to all secondary schools with support from the Winning Scotland Foundation and 'Planet Youth Scotland'.</p> <p>Based on a programme of reducing substance misuse in young people in Iceland, the IPM approach was shared with young people, parents and carers through assemblies, on-line discussions and briefings to ensure that all those participating were aware of the aims and objectives of the IPM approach.</p> <p>In October 2021 all pupils from S2 and S3 in Alloa, Alva and Lornshill Academies took part in the on-line survey covering areas such as risky behaviours, substance misuse, peer support and wider health and wellbeing. The survey data is being confidentially processed at the University of Reykjavik in Iceland and the survey reports will be produced and returned in December 2021. The reports will provide a detailed insight into the lives and lifestyles of participating pupils.</p> <p>A local delivery partnership, likely to include representatives from education, health, social work, community, sport, arts and other public and third sector services, will be formed to analyse the data and to develop and implement measures that will address the needs and issues raised in the survey reports.</p> <p>In December 2021, an awareness raising session, led by Education was held with partners from the Clackmannanshire and Stirling Alcohol and Drugs Partnership (ADP) to provide an overview of the model and reinforce the alignment with the early intervention</p>	Improving Outcomes Team Leader; Improving Outcomes Manager

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					outcomes of the ADP Delivery Plan. Feedback was positive with all members commenting favourably on the pupil-led enquiry methodology.	
PPL 21 23	The whole-systems Mental Health Transformation Project is further adapted to support COVID-recovery and alignment with other developments in the Council and wider communities.	31-Aug-2022	50%	✓	<p>• Communication and Marketing Our social media campaigns are not yet leading to as big an increase in uptake as we would have liked/anticipated. There are two main reasons for this. Firstly, our social media audience is primarily schools/other professionals and we have seen a reduction in the number of re-tweets of materials over the past year as schools struggle to cope with the volume of new information they are being presented with. Secondly, our main audience is currently on Twitter/Facebook. We know from stakeholder feedback that we need to develop a following on TikTok and Instagram to be better able to interact directly with our children and young people. We now have new staff within the Educational Psychology Service who are closer in age to our target demographic and who can also devote more time to developing social media materials that will better appeal to children and young people. Focused campaigns, although time consuming, allow us to increase awareness over a targeted period of time and to build momentum around particular topics/activities so further opportunities to carry out more of these will be identified moving forward. As we move towards a relaxation of COVID restrictions, it will be increasingly possible to make use of print media also to raise awareness in a variety of settings.</p> <p>• Referral Pathways Since its launch on 6th September 2021, the new Directory of Mental Health Supports website has received over 1,500 hits. Of the different mental health difficulties that have information and supports listed on the site the following have received the most hits: Anxiety, Stress and Worry; Suicide; Depression & Low Mood; Sleep Problems. This ties in with trends we are seeing in other data sets such as reasons for referral to the Educational Psychology Service and parental reports in Clackmannanshire Council's Mental Health and Wellbeing Survey which took place in June 2020 and again in June 2021. Qualitative feedback on the content of the website from both families and other professionals has been</p>	Senior Psychologist

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					<p>positive, with a number of teams/organisations both within Clackmannanshire and out with considering replicating the structure and content of the site for their own populations. The next steps for this workstream are to continue developing the range of information on the website, particularly in relation to locally available in-person services and supports, and to continue to market the website to increase awareness to as wide a range of stakeholders as possible.</p> <p>• Getting It Right Forum (Mental Health and Wellbeing) The Forum launched in October 2021 and has met on a bi-weekly basis and works to support a whole-systems approach to getting the right help, to the right people, at the right time, in the right place and in the right order. 3rd sector agencies have returned Data Sharing Agreements but the one with health colleagues is not yet complete which means they are not in attendance. Schools have all had training on the new system and new referral forms are being completed appropriately.</p> <p>• The Counselling in Schools Service (CiSS) This Service for pupils aged 10 – 18 was fully launched in September 2020 and has received 210 referrals to date. Of these referrals, 64% were for females and 36% were for males. Pupils from all sectors (primary, secondary and specialist schools) accessed the Service, with the majority of referrals (71.5%) coming from secondary schools. Most pupils referred to the Service came from areas of multiple deprivation with 40.9% of pupils living in SIMD 1 and 2 and 65.7%, living in SIMD 1-4, which suggests a potential impact of deprivation on mental health and wellbeing. 16% referrals were for care experienced pupils. Pupils were referred to the CiSS for a variety of reasons including: emotional regulation issues, behavioural difficulties (such as hyperactivity and attention issues), peer and family relationship issues, and mental health difficulties such as anxiety, depression, self-harm and trauma. Pupils also report struggling with transitions, bereavements, family change and the impact of COVID and lockdown. In terms of improvements in wellbeing, 62 pupils have pre and post YP-CORE data to date. Of these, 61 (98%) have shown</p>	



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					<p>significant improvements (i.e. not by chance) on their YP-CORE scores ($p < 0.01$). A subset of pupils was also assessed using pre and post Strengths and Difficulties Questionnaires (SDQ) and Behaviour Rating Index of Executive Function (BRIEF2). Not enough have finished their sessions so far to be able to provide post test data. Finally, case study data for a further subset of 6 pupils was also collected and it was found that self-reported wellbeing scores (as measured by the SHANARRI wellbeing web) showed a significant improvement (i.e. not by chance) at the level of $p < 0.05$. In August 2021 the service was extended to include an extra 0.5 FTE counsellor to support the waiting list for primary aged children and young people. The next data will be collected in December 2021 for reporting to Scottish Government. Future plans are to continue to provide the service and monitor the usage, making any changes if required.</p> <p>• Creative Therapeutic Interventions for Children Service (CTIfCS) This Service was established in March 2021 to complement the Counselling in Schools Service (CiSS) provided for 10 – 18 years olds. The high rates of referral for the CiSS shown above suggests that there is a need for this type of focused, therapeutic support for younger children as well. However, 'talking' therapy such as counselling is not developmentally appropriate for children younger than 10, so the CTIfCS was established to offer therapeutic support in a more developmentally-appropriate format such as through music, play, art or family learning. So far 87% referrals were male and 17% were female. The current sample size (which was being run as a pilot study over a short period from April) is too small to calculate overall significant differences in pre and post wellbeing scores. Further data and analysis will be collected and carried out in December 2021. However, data from a subset of 5 case studies shows that after engaging with CTIfCS: 100% of pupils were reported to have increased engagement and focus in sessions by their therapist; 80% showed increase in joint attention during therapy sessions, and 40% showed an increase in confidence and positive self-talk. There was also an observed improvement in self reported mood within the case studies with 100% of pupils</p>	

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					<p>reported that they were "Never" or "Sometimes" anxious in the past week as compared to 60% when first asked; 67% reported they were "Always" able to stay calm when angry or upset compared to 20% when first asked; 67% felt they "Always" had someone to talk to as opposed to 40% when first asked; 100% said they "Never" wanted to hurt themselves as opposed to 60% when first asked. Feedback from schools for all pupils accessing the CTIfCS service includes the following themes: engagement in sessions increased once they were delivered face to face following initial remote delivery during lockdown; pupils enjoying the sessions and asking for them; an increase in engagement and concentration in the activities and increased regulation during the sessions, and some evidence that skills in supporting regulation are being transferred to home. The range and capacity of the CTIfCS has been expanded since its launch and now includes Music Therapy, Therapeutic Art and trauma informed Therapeutic Outdoor Family Engagement. Future plans include further extending capacity within the existing range of services and exploring the possibility of animal assisted therapies with a new provider.</p> <p>• Mental Health support for 16-26 year olds Togetherall service for 16-26 year olds has been on offer since 1st April 2021. As expected for all the digital services, engagement figures take time to build and requires ongoing communication and marketing input to continue building awareness amongst our target population. Of the young people currently accessing the service, 58% log ins are out with normal working hours. 7% of users identify as transgender, in line with national statistics which indicate those within the LGBTQA+ community are particularly likely to engage in digital mental health services. 67% are unemployed, 7% are carers, 20% are students, and 13% are single parents. Although the number of users is still quite low, those that are registered are beginning to engage more meaningfully with the service and return to use it more than once, and we are starting to see them posting on the platform and interacting with assessments, articles and goal setting etc. Due to the service being provided anonymously, we have</p>	


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					<p>not yet been able to seek views of users on the impact the service has had on their mental health. This will be looked at over the coming six months as engagement figures increase. The next steps for this workstream is to continue encouraging awareness and use of the service through a range of communications and marketing activities such as social media campaigns, engagement activities etc.</p> <p>• Developing 'One Door' community spaces We now have four digital mental health services in operation covering the entire age range from 5-26, providing support for both mild/moderate and crisis level difficulties. As predicted by our partners, engagement with the open access services takes time to build and is heavily reliant on effective communication and marketing activities (see Communication and Marketing update for further information). We are beginning to see some trends in our data reports from partner organisations. Out of hours (i.e. outwith Monday-Friday, 9-5) is primarily when our open access services are being used (60% of usage for Kooth and Togetherall, and 77% for Shout), demonstrating the need for services that are available 24/7, 365 days a year. Repeat engagement with services is building across all platforms, indicating that users are finding the services to be useful and effective. Although the majority of our users across all platforms are female, we are seeing some representation from those who identify as transgender and/or gender fluid/non-binary, as well as some representation from ethnic minorities. These figures further highlight the need to provide differentiated marketing/communication materials to ensure we are targeting under-represented groups. There are some similarities between the topics being most widely-viewed on the new Directory of Support website and the most common topics of conversation with our crisis service. They are Suicide; Anxiety/Stress; Isolation/Loneliness; Relationships; Self-harm; Depression/Sadness. Further related materials on these topics are being developed and/or signposted to for both Council staff, children and young people and parents/carers. Engagement with our referred programme (Mind Moose) in primary schools has been higher, with 61% of our primary schools using the</p>	

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					<p>programme. Feedback from educators indicates that they are valuing the programme as a simple way to provide some structured early intervention support to pupils in an effort to stop emerging mental health difficulties becoming too entrenched. Progress on the 'one-door' community spaces is in the planning stages. A number of factors including difficulties recruiting interested parties to both be part of the workstream meetings, and to become meaningfully involved in co-producing what these spaces need to incorporate are being addressed. Initial discussions have taken place exploring some creative options for spaces, including re- purposing a vehicle or developing an outdoor venue that utilises 'glamping' spaces such as yurts and/or pods. Further consultation and development work now needs to take place to explore the feasibility of these options and to identify next steps.</p> <p>• Community Autistic Spectrum Disorder (ASD) Assessment Pathway Links with CAMHS colleagues being maintained whilst NHS governance processes are being followed. Assessment pathway pilot paused while NHS governance procedures are completed. Links with RIC developments around Tests of Change and liaison with CAMHS managers maintained. Links made with Principal Teacher for ASN to join Post Diagnostic programme of supports for families. Post Diagnostic Support Workshop for Parents is established and underway. Resource website for parents currently being created. Needs analysis for gaps in materials being completed. Links with identified volunteer parents established to co-produce the development of parent network.</p> <p>• Staff Health and Wellbeing Guidance completed, consulted on and final amendments made. Now on Headteachers' Hub and Connecting Clacks Educators' Glow sites. Educational Psychology Service fully contributing to Council's Healthy Working Lives Group, including contribution to whole staff Wellbeing Week training activities. Next steps likely to involve ongoing training to be provided as part of Healthy Working Lives Group.</p> <p>• Workforce Development Multi-agency team</p>	


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					established. This is led by Janine Rennie of Wellbeing Scotland, with membership from Volunteers Matters, Clacks Educational Psychology Service, and Clacks Education team. Training and development mapping tool and self-evaluation questionnaire developed. The self evaluation questionnaire will be distributed weekly to organisations highlighting one key area from the NES Children and Young People's Mental Health and Wellbeing Framework in order to identify gaps and areas of particular strength across services. Both of these tools will support the development of a coordinated training and development framework across Clacks.	
PPL 21 24	Improve the responses and identification of children in need of protection and the intervention strategies that will support recovery and safety.	31-Aug-2022	<div><div>33%</div></div>	✓	<p>Child protection referral rates have increased significantly during the pandemic.</p> <p>The Care Inspectorate has completed a Joint Improvement exercise to support the partnership with quality assurance and improvement work, introduce improvement frameworks/approaches and increase knowledge and skills (build capacity).</p> <p>These improvement activities included surveys, document audits, workshops, Record Reading training and record reading using local readers.</p> <p>Areas of recommended improvement have been identified and these are reflected in the Children's Service Plan.</p>	Improving Outcomes Manager
PPL 21 25	Effective GIRFEC systems and processes are in place to allow early identification of needs and provide the right support.	31-Aug-2022	<div><div>40%</div></div>	✓	<p>The GIRFEC pathways need to be updated and refreshed.</p> <p>An audit identified that streamlining of processes and greater consistency across multi agency partners was required.</p> <p>Multi agency partners are collaborating across Forth Valley to agree an improved and consistent approach to GIRFEC pathways.</p> <p>The agreed, refreshed GIRFEC approach will be implemented by all agencies across Forth Valley. A programme of training will be offered to multi agency partners.</p>	Improving Outcomes Manager


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
PPL 21 26	The Domestic Abuse Bill 2021 is implemented collaboratively across the whole service and with partners, and there is collaborative investment in Safe and Together and the Caledonian Model for working with families and children who have experienced domestic abuse.	31-Aug-2022	<div><div>10%</div></div>		<p>All secondary establishments were supported to engage in the National 16 Days of Action Campaign to raise awareness of all forms of gender-based violence by:</p> <ul style="list-style-type: none"> • highlighting the nature and prevalence of gender-based violence • raising awareness of gender violence as a human rights issue • strengthening local partnerships to tackle gender violence <p>Information regarding local supporting organisations and the National Toolkit were shared to support curriculum inputs, wider partnership involvement and highlight the key messages during the campaign which runs from 25th November (International Day for the Elimination of Violence against Women) through to 10th December (International Human Rights Day).</p>	Child Care Service Manager
PPL 21 27	STRIVE (Safeguarding through Rapid Intervention) gathers and co-ordinates information to provide support from a multi-agency team to families at risk and the most vulnerable people.	31-Aug-2022	<div><div>60%</div></div>		<p>Alloa Police services have now formally moved into their new police station within Kilncraigs. The strategic driver for this was the expected benefits from co-location and integrated service delivery between Police and Council Services for the benefit of those on the cusp of statutory intervention who reside in Clackmannanshire. The STRIVE pilot was proof of concept and, as such, STRIVE was given approval by Clackmannanshire Council in June 2020 to continue its work and serve as a transformational project. STRIVE has continued to operate remotely these last six months due to the constraints of COVID-19 working, but the team has continued to support those who need it most living in Clackmannanshire. A dedicated STRIVE space has been created within the new Alloa Police station, where STRIVE team members and project board members can now work, in line with health and safety guidance. Co-location of the STRIVE team is a critical success factor in maximising the benefits of the STRIVE project for Clackmannanshire's people.</p> <p>The STRIVE Project Manager has moved onto another post within the Council, which leaves a vacancy meantime. Funding has been secured from the Flexible Resource Fund to employ a twelve-month, fixed-term STRIVE Project</p>	Improving Outcomes Manager

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>Manager who will report into the Education Service. Recruitment is currently underway and it is hoped that the vacancy will be filled and the project manager in-post early in the new year to continue to monitor and evaluate the STRIVE project as part of the Be the Future corporate transformation programme.</p> <p>A separate Project Manager has been secured to develop a business case on how to embed and upscale STRIVE. The Project Manager is in post until May 2023 during which time options will be explored then a preferred option recommended to the STRIVE project board and governed via Be the Future transformation programme. Recent discussions have taken place with Scottish Government and strategic partners from Columba 1400 and the Hunter Foundation to develop these business case options. There are strong links between STRIVE and the Family Wellbeing Partnership, so it will be explored how to maximise expected benefits and streamline staff resources / demand across these two, key transformational projects.</p> <p>Concerns over the summer about the validity of the information sharing approach between partners in STRIVE saw some partners reluctant to participate fully and so they withdrew, which impacted on the benefits the STRIVE team were able to achieve for STRIVE customers. The STRIVE Project Board agreed in October that all partners would continue to work as is, sharing information on a public task basis and an independent legal consultant has been sourced to prepare a Partnership Agreement. The Partnership Agreement will outline for all STRIVE partners how information will be shared and on what legal basis. Options for independent input and associated costs have been received. Next steps will include reviewing these options and securing funding, offered in principle from Rapid Rehousing Funding. It is hoped that the Partnership Agreement will set the standard for other similar, partnership approaches to integrated working that focus on early intervention and prevention.</p> <p>An opportunity presented itself to align the Vulnerable Children's Panel and STRIVE over the summer months. This has seen the launch of CSTRIVE (or Child STRIVE)</p>	


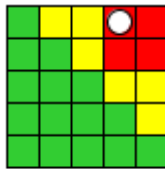
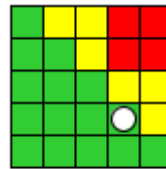
Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					where there is direct alignment between children requiring additional welfare supports having been identified and supported via the Education system and adults within the household who might also benefit from STRIVE supports. Further work will be undertaken by the new STRIVE project manager to explore how best to improve the referral system between CSTRIVE and STRIVE, as well as develop the ambitions of the Early Help team that is currently being recruited within Children's Services.	
PPL 21 28	The Health and Social Care Partnership Transformational Plan priorities provide a clear strategic direction and leadership programme to deliver 3 core priorities: Care Closer to Home: Caring and Connected Communities: Primary Care Transformation	31-Aug-2022	<div><div></div><div>25%</div></div>		<p>The Health and Social Care Partnership continues to be delivering care and support in an emergency response, however, the newly established HSCP Transforming Board has continued to meet remotely over the past 18 months. The Board has representation from the Chief Executives of NHS Forth Valley, Clackmannanshire Council and Stirling Council as well as HSCP Chief Officer, Chief Finance Officer and Heads of Services.</p> <p>There is in place an ambitious programme of transformation activity which is overseen by the HSCP Transforming Care Board and all actions are aligned to the HSCP Strategic Plan however have been developed to reflect the impact of the ongoing pandemic on the delivery of care and support across Clackmannanshire and Stirling.</p> <p>Each action is overseen by a Senior Responsible Officer from the HSCP Senior Leadership Team and has a Lead Officer & team who are tasked the deliver each action. Each SRO must complete an update for each meeting on progress made against the activity.</p> <p>The Transforming Care Programme represents activity for the coming two years across all areas of community health and social care.</p>	HSCP Manager


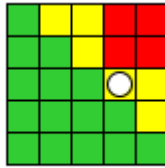
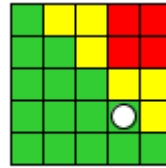
Priority 4 - People Workforce Plan


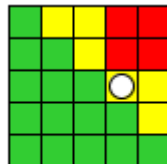
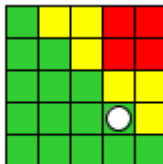
Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
PPL 21 29	Opportunities for collaborative and empowered leadership and professionalism are promoted and provided in schools and ELC	31-Aug-2022	<div><div>50%</div></div>		<p>LA professional learning – small group intervention - as part of our recovery planning, a bespoke training programme has been designed for learning assistants who support children's numeracy and literacy progress. Training is under way and learning assistants are delivering additional numeracy and literacy intervention sessions to small groups of identified children. Early indications are that children are making additional progress.</p> <p>16 fully qualified teachers and early years educators are enrolled in our 'Preparing for Leadership' programme which supports educators to prepare for more formal leadership roles. This was interrupted by COVID; time frames have been re-adjusted.</p> <p>In line with statutory requirements, all Headteachers, including those newly appointed, have the required additional qualification for Headship. In school session 2021, 12 fully registered teachers are enrolled in University of Stirling, MSc Professional Education and Leadership programme. This is a part funded 3 year course. 25% of teachers enrolled are in their final year of study. 58% are in year 1, with the remaining 17% in their second year.</p> <p>Mark Priestly, Professor of Education and Director of the Stirling Network for Curriculum studies, Stirling University, has designed five professional learning sessions which support our educational leaders to consider the implications of Curriculum for Excellence (CfE); Into the Future, OECD report 2021, which reviewed CfE. The report provides key findings and recommendations, which Mark has used, alongside international research and evidence, as the basis of each professional learning session. Two out of Five sessions have been delivered.</p> <p>In collaboration with our colleagues in FVWL RIC and Education Scotland, a series of 10 professional learning</p>	Improving Outcomes Officer


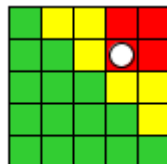
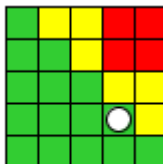
Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					sessions have been designed to provide high quality professional learning for leaders in ELC and Primary school. The programme is titled 'Leading Early Level through play' and is focussed on supporting the implementation of 'Realising the Ambition', a key national document. 9 out of 10 sessions have been delivered and the programme has already been extended to a further 4 sessions in 2022. 100% of our ELC and primary leaders are participating.	
PPL 21 30	Our number of class teachers is increased to enable class teachers to have increased preparation time.	31-Aug-2022	<div><div>100%</div></div>		Funding to retain the additional teachers that were recruited to support the recovery from Covid has been received and the teachers are now in place.	Improving Outcomes Business Manager


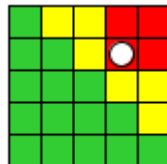
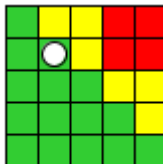
Risks


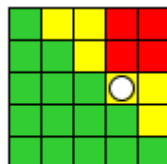
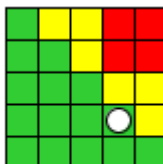
ID & Title	COU CRR 011	A lack of capacity or stability in key roles reduces the Council's ability to fulfil statutory requirements and intervene to prevent the serious harm of a child/children.	Status		Managed By	Strategic Director - People	Current Rating	20	Target Rating	8
Potential Effect	Effects of injury or death on individual, family, friends & staff members, reputational & legal implications, with associated costs, as well as impact of reputational damage & negative publicity on morale, workforce development and sustainability.						<div>Likelihood</div>  <div>Impact</div>	<div>Likelihood</div>  <div>Impact</div>		
Related Actions	LOI LP1 102	Develop and Implement a new Corporate Parenting Strategy for 2018/2021	Internal Controls	Child Protection Procedures						
				Public Protection Chief Officers Group						
				Public Protection Committee						
Latest Note	Senior management appointments have been/are being progressed, following a review of People directorate structures. Planning and measures are being put in place to address staffing, leadership, assurance and improvement planning, including quarterly reports to People Committee. A new Children's Services Plan has been approved and a new Public Protection Framework is being developed, as well as continuing work on implementing the Child Protection minimum dataset and continuing review of Public Protection risk logs.									


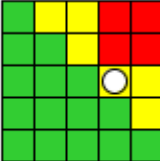
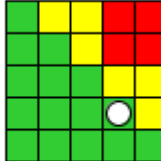
ID & Title	COU CRR 048	The Council fails to reduce the educational attainment gap between pupils from more and less deprived areas due to financial pressures, workforce issues, or wider economic, demographic and poverty-related issues.	Status		Managed By	Chief Education Officer - interim	Current Rating	12	Target Rating	8
Potential Effect	Reputational damage, implications for inspection & funding, and continued poor school leaver destinations, participation & young people reaching potential, longer-term impacts on social mobility, poverty, life chances and economic growth.						<div>Likelihood</div>  <div>Impact</div>	<div>Likelihood</div>  <div>Impact</div>		
Related Actions	NIF 21 10	Increased attainment in Literacy and Numeracy	Internal Controls	Education Senior Management Team						
	NIF 21 16	Collective efforts ensure that interventions continue to be targeted to those areas of greatest need to improve outcomes and close the poverty related attainment gap		Scottish Attainment Challenge						
	PPL EDU CRP	Covid-19 Education Recovery Plan		National Improvement Framework						
Latest Note	Recovery Plans now form part of School Improvement Plans (2021-22). Support continues from Centre Teams, government funding for staff, digital resources & equipment and focus on outdoor learning. Health & wellbeing impacts and emerging challenges are being addressed by Educational Psychology and partners, and targeted support provided to close any identified attainment gaps. As the criteria for inclusion on the corporate log is for a risk to require management across multiple directorates, or to be red for any particular directorate, this risk will now be managed via the People Directorate risk log with scrutiny via People Committee.									


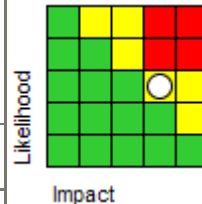
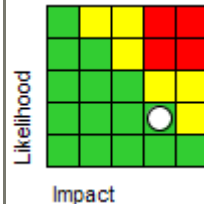
ID & Title	EDU SRR 001	The Service has received significant amounts of short term funding e.g. Early Years, SAC, Covid and as these funds come to an end or are permanently provided to the Council at a different level, the Service will require to adapt its services.	Status		Managed By	Improving Outcomes Business Manager	Current Rating	12	Target Rating	8
Potential Effect	This will continue to impact on resources and the ability of Services to meet service demands.									
Related Actions	PPL 21 30	Increase in school staff	Internal Controls	Budget Strategy & Monitoring						
	PPL 21 11	Covid Recovery Plan – Literacy and Numeracy		Audit Committee						
	PPL 21 16	People Service addresses identified issues related to Covid-19 and implements support plans for Covid-19 recovery.								
	PPL 21 23	Mental Health Transformation Project								
Latest Note										

ID & Title	PPL SRR 001	ELC Partner providers not achieving gradings of 'Good or above' through inspection	Status		Managed By	IO Manager	Current Rating	16	Target Rating	8
Potential Effect	Children would not have a high quality ELC experience. Partnership may be withdrawn leading to decreased capacity to deliver 1140 hours expansion.									
Related Actions	NIF 21 25	High quality, equitable ELC provision meets the needs of our communities	Internal Controls							
	PPL 21 18	ELC Provision is shaped according to the needs of our community e.g. sufficient 0-2 places for children of care experienced parents and relevant parenting programmes on offer across Clackmannanshire.								
	PPL 212 14	Robust Quality Assurance processes and support in place. Centre and school based support for young people.								
Latest Note	One ELC partner at risk and meeting arranged									

ID & Title	PPL SRR 002	SQA 21 22 SQA Assessments	Status		Managed By	IO Manager	Current Rating	16	Target Rating	8
Potential Effect	Young people have not experienced formal SQA assessments for two years. SQA attainment performance may be adversely affected. Further COVID mitigations may result in further loss of learning.						<div>Likelihood</div>  <div>Impact</div>	<div>Likelihood</div>  <div>Impact</div>		
Related Actions	NIF 21 13	Families and young people in Clackmannanshire have confidence in the plans for external assessment 2022	Internal Controls							
	PPL 21 16	People Service addresses identified issues related to Covid-19 and implements support plans for Covid-19 recovery.								
Latest Note										


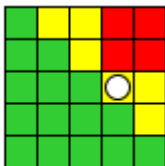
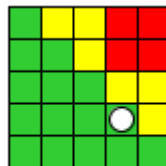
ID & Title	PPL SRR 003	The Service may struggle to recruit and retain senior leaders within schools due to the national shortage of people willing to undertake such roles	Status		Managed By	Chief Education Officer - interim	Current Rating	12	Target Rating	8
Potential Effect	Concern around the quality of new leaders in promoted posts, and pressure on other staff members						<div><div>Likelihood</div><div>Impact</div></div>	<div><div>Likelihood</div><div>Impact</div></div>		
Related Actions	NIF 21 05	Establishments will have a skilled, reflective and professional workforce through collaborative and empowered leadership	Internal Controls	Recruitment & Retention Policy						
	NIF 21 06	Enhanced opportunities to engage in high quality professional learning with a focus on research and pedagogy								
	PPL 21 29	Opportunities for collaborative and empowered leadership and professionalism are promoted and provided in schools and ELC								
	PPL 21 30	Our number of class teachers is increased to enable class teachers to have increased preparation time.								
	PPL 212 015	Talent management of existing staff to ensure aspiring leaders engage with professional learning leadership programmes including those to achieve the GTCS Standard for Headship								
Latest Note										


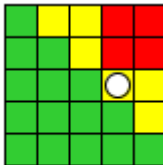
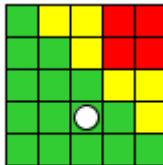
ID & Title	SOS SRR 016	Operational procedures are not fit for purpose and up to date and are not used to support effective service delivery	Status		Managed By	Chief Social Work Officer - interim	Current Rating	12	Target Rating	8
Potential Effect	Risk of harm to current or potential service users. Failure to meet Scottish Government objectives. Failure to meet Council objectives. Failure to deliver the required services. Reputational damage and financial loss.						<div><div>Likelihood</div><div>Impact</div></div> <div><div>Likelihood</div><div>Impact</div></div>			
Related Actions	PPL 21 24	Improve the responses and identification of children in need of protection and the intervention strategies that will support recovery and safety.	Internal Controls							
	PPL 21 25	Effective GIRFEC systems and processes are in place to allow early identification of needs and provide the right support.								
Latest Note	Work has been completed in relation to updating the operational Child Protection procedures. Further work is in process in updating LAC/LAAC procedures with a multi-agency group meeting across Forth Valley to refresh the GIRFEC processes and paperwork.									


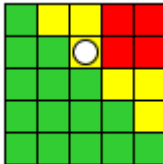
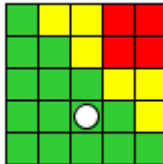
ID & Title	SOS SRR 017	Information is not shared effectively across IT systems and with partner organisations	Status		Managed By		Current Rating	12	Target Rating	8
Potential Effect	Performance reporting difficulties. Poor information exchange. Risk of harm to current or potential service users. Failure to meet Scottish Government objectives. Failure to meet Council objectives. Failure to deliver the required services. Reputational damage and financial loss.						<div>Likelihood</div>  <div>Impact</div>	<div>Likelihood</div>  <div>Impact</div>		
Related Actions	PPL 21 10	The principles of The Promise in supporting looked after children into adulthood are delivered.	Internal Controls	Business Continuity Plans						
PPL 21 21	A fully integrated People Directorate is developed which is focused on effective ways of working with and for families and communities.	Social Care Systems Steering Group								
Latest Note	No changes to this assessment currently as further work required regarding GDPR across agencies given introduction of these new regulations.									

ID & Title	SOS SRR 022	We may fail to have sufficient competent, confident and where required, appropriately registered staff and managers to undertake core duties and functions	Status		Managed By		Current Rating	8	Target Rating	8
Potential Effect	Failure to deliver the required services and meet statutory requirements. Risk of harm to current or potential service users. Failure to meet standards and deliver action plan improvements in line with Care Inspectorate requirements for internally and externally commissioned services.						<div><div>Likelihood</div><div>Impact</div></div> <div><div>Likelihood</div><div>Impact</div></div>			
Related Actions	PPL 21 21	A fully integrated People Directorate is developed which is focused on effective ways of working with and for families and communities.	Internal Controls	Social Services Supervision policy						
	PPL 21 29	Opportunities for collaborative and empowered leadership and professionalism are promoted and provided in schools and ELC		Learning & Development Strategy						
	PPL 21 30	Our number of class teachers is increased to enable class teachers to have increased preparation time.								
Latest Note	Moved to within target due to completion of recruitment of team managers. Reduction in numbers of staff leaving the service over the past year shows improvement in the area of staff retention.									

ID & Title	SOS SRR 025	Failing to engage effectively with staff	Status		Managed By	Chief Social Work Officer - interim	Current Rating	9	Target Rating	6
Potential Effect	Negative impact on Employee morale. Risk of harm to service users or potential service users. Industrial action. Disruption to service delivery.						<div><div>Likelihood</div><div>Impact</div></div> <div><div>Likelihood</div><div>Impact</div></div>			
Related Actions	PPL 21 21	A fully integrated People Directorate is developed which is focused on effective ways of working with and for families and communities.	Internal Controls	Trade Union & Member Communication Forums						
Latest Note	Full team gatherings are in place and program of engagement by CSWO with staff is ongoing.									

ID & Title	SOS SRR 026	The Services commissioned from external providers are not aligned to service requirements and in line with Council Standing Orders	Status		Managed By		Current Rating	12	Target Rating	8
Potential Effect	Range of services do not meet current and future needs and quality of care is not maintained. Service delivery standards are not met. Pressure on contract compliance staff. Financial risks. Non compliance with statutory and Council requirements. Critical services may not be supplied. Recruitment & retention. Complaints ignored. Reputational damage and financial loss.									
Related Actions	PPL 21 08	Recruitment of local carers and community / family based placements is maximized to ensure children remain connected to their communities wherever possible. Support and training for kinship and foster carers is delivered through development of supportive local, community-based services.	Internal Controls	Procurement Strategy			<div><div>Likelihood</div><div>Impact</div></div>	<div><div>Likelihood</div><div>Impact</div></div>		
	PPL 21 10	The principles of The Promise in supporting looked after children into adulthood are delivered.								
	PPL 21 21	A fully integrated People Directorate is developed which is focused on effective ways of working with and for families and communities.								
	PPL 21 25	Effective GIRFEC systems and processes are in place to allow early identification of needs and provide the right support.								
Latest Note	No change to this target currently as work continuing in relation to this area with commissioning team.									

ID & Title	SOS SRR 027	Engagement with those who use our services, unpaid carers and the wider public is insufficient	Status		Managed By		Current Rating	12	Target Rating	6
Potential Effect	Services are not redesigned to meet current and future needs. Failure to deliver the required services. Failure to deliver efficient services. Reputational damage.						<div>Likelihood </div> <div>Impact </div>			
Related Actions	PPL 21 08	Recruitment of local carers and community / family based placements is maximized to ensure children remain connected to their communities wherever possible. Support and training for kinship and foster carers is delivered through development of supportive local, community-based services.	Internal Controls							
	PPL 21 13	Educational establishments, working in partnership with the relevant agencies and supported by centre-based staff, support and empower parents, carers and families to engage with and improve their child’s learning.								
Latest Note	Who Cares? participation group established (Oor Clacks Voices) and participation sub-group has been set up reporting to CYPCPG									

ID & Title	SOS SRR 028	Lack of capacity to deliver the required learning and development across Children and Families and Criminal Justice Social Work Services	Status		Managed By		Current Rating	12	Target Rating	6
Potential Effect	Failure to deliver the required services and meet statutory requirements. Risk of harm to current or potential service users. Failure to meet standards and deliver action plan improvements in line with Care Inspectorate requirements for internally and externally commissioned services. Failure to deliver service redesign and benefits.						<div>Likelihood </div> <div>Impact </div>			
Related Actions	PPL 21 07	The lead Director for the Regional Improvement Collaborative maximises the opportunities for inclusive growth across Clackmannanshire	Internal Controls	Social Services Supervision policy						
	PPL 21 21	A fully integrated People Directorate is developed which is focused on effective ways of working with and for families and communities.		Learning & Development Strategy						
	PPL 21 29	Opportunities for collaborative and empowered leadership and professionalism are promoted and provided in schools and ELC								
Latest Note	Learning and development program in place and recruitment to public protection training post ongoing.									

Report to: People Committee

Date of Meeting: 27 January 2022

**Subject: Statutory Consultation on the proposal to relocate
Clackmannanshire Primary and Secondary Support Services to
The Orchard, Tullibody.**

Report by: Lorraine Sanda, Strategic Director (People)

1.0 Purpose

- 1.1. This Paper outlines the proposal to take forward the formal consultation to relocate Clackmannanshire Primary and Secondary Support Services to The Orchard, Tullibody, further to approval granted by Council on 16 December 2021 to hold a statutory consultation process.

2.0 Recommendations

It is recommended that the Committee:

- 2.1. Approve the Proposal document (Appendix 1) and agree that the Chief Education Officer may undertake a formal consultation under the Schools Consultation (Scotland) Act 2010, to relocate Clackmannanshire Primary and Secondary Support Services to The Orchard, Tullibody.
- 2.2. Agree that the outcome of the consultation be brought to a meeting of the Council in June 2022.

3.0 Considerations

- 3.1. The Bedford Place school building was closed in July 2020, as a result of a structural engineer's inspection report in the same month, and is now a vacant school building.
- 3.2. Multiple structural engineer reports have highlighted the extent of the work which would need to be undertaken and accompanying costs, to retain the building as an educational establishment.
- 3.3. All young people and staff were relocated to The Orchard, Tullibody, where Clackmannanshire Secondary Support Service has been located since the closure of the Bedford Place building in July 2020. This also includes Clackmannanshire Primary Support Service.

- 3.4. Prior to July 2020, Primary Support Service was located in an annexe next to Park Primary school. Given that both Primary and Secondary Support Services are managed by a single Headteacher and there was sufficient space in The Orchard to bring the service into one building, a temporary relocation was undertaken at that time.
- 3.5. The educational benefits of retaining Pupil Support Services at The Orchard, Tullibody, include:
- 3.5.1 The co-location of primary, secondary and outreach supports a seamless transition for all young people. This also affords the Senior Management Team the opportunity to retain a high profile in both sectors, thereby promoting a very positive ethos for young people and staff and enhancing learning experiences.
 - 3.5.2 The sensory garden at The Orchard provides a wide range of opportunities for outdoor learning in a safe, contained environment for all age groups. There is scope for these areas to potentially support children's broader achievements, including developing their skills when outdoors.
 - 3.5.3 Given its location, the Bedford Place building has no outdoor areas to offer the same provision as The Orchard and so young people did not benefit from these additional opportunities.
 - 3.5.4 Retaining the Support Service in its current locality at The Orchard offers a myriad of different opportunities and increases capacity to support outreach pupils in the school grounds.
 - 3.5.5 Excellent links have been established with Action for Children 'blue house', Tullibody Community Garden and Civic centre, which lends itself to the DYW agenda.
 - 3.5.6 On its current site, the school community has achieved a 6th Eco flag and increased volunteering qualifications by 100%.
 - 3.5.7 Partnerships have been forged with NHS, FVEL, CTSI, NHS Braveheart, Scottish Trust for Conservation Volunteers, the Gate and Robertson Construction.
 - 3.5.8 There has been a significant reduction in 'safe holds', as children and young people are encouraged to self-regulate using the safe space within the grounds.
 - 3.5.9 Children, young people and staff have settled well into The Orchard facility, ensuring no interruption to learning.

4.0 Next Steps

- 4.1. A formal consultation under the Schools Consultation (Scotland) Act 2010 (the Act) will be undertaken, with a focus on the educational benefits of the proposal.
- 4.2. Copies of the consultation document, including the timeline, (Appendix 1) will be distributed to all parents, carers and staff of Primary and Secondary Support Services and copies will also be made available on the Council website.
- 4.3. The consultation responses will be collated via Clackmannanshire Council's online consultation database, Citizen Space.
- 4.4. The consultation document will also be sent to both Alloa Community Council and Tullibody, Cambus and Glenochil Community Council, the constituency MSP and MP, as well as all members of Clackmannanshire Council.
- 4.5. As required by the Act, a formal consultation event will be held, to which Education Scotland will be invited.
- 4.6. Education Scotland will prepare a report in response to the proposal.
- 4.7. The Council will then comply with the post consultation legislative requirements in relation to publication of the outcome of the report. The outcome of the consultation will be brought back to a future meeting of Clackmannanshire Council in June 2022 for a final decision.

5.0 Sustainability Implications

- 5.1. There are no sustainability implications arising from this report.

6.0 Resource Implications

6.1. *Financial Details*

If the Council agrees at the end of the consultation to the permanent move of the service, the Director of Place will bring forward a report to Council on future options for the Bedford Place building.

6.2. *Staffing*

There are no implications for staffing arising from this report, as all staff have moved to The Orchard, Tullibody.

7.0 Exempt Reports

- 7.1. Is this report exempt? Yes ☐ (please detail the reasons for exemption below) No ☒

8.0 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)

9.0 Equalities Impact

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

Yes ☒ No ☐

10.0 Legality

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

11.0 Appendices

Appendix 1 - Consultation Document

12.0 Background Papers

12.1 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 ☐

Update Inspection Report on Bedford Place - CRA Ltd Alloa, March 2021

Update Addendum Inspection Report on Bedford Place - CRA Ltd Alloa, August 2021

Report on Structural Condition of Bedford Place Building, FLN Consulting Engineers September 2021

Report to Special Meeting of Clackmannanshire Council July 2020
<https://www.clacks.gov.uk/document/meeting/127/1012/6720.pdf>

Author(s)

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Approved by

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Strategic Director (People)	



Clackmannanshire Council – People – Education

Schools (Consultation) (Scotland) Act 2010

Statutory Consultation on the proposal to relocate Clackmannanshire Primary and Secondary Support Services to The Orchard, Tullibody.

Proposal

1.0 Introduction

- 1.1 The Bedford Place school building was built in 1875 and is a Category “C” Listed Building within a conservation area. Until June 2020, the building was used to house the Clackmannanshire Secondary Support Service, a provision which supports secondary aged pupils with a range of additional support needs. This support may be through outreach provision to an individual, family support or, for those who require more intense support, an offsite placement.
- 1.2 The school building at Bedford Place was closed in July 2020, further to an inspection report in July 2020 and is now a vacant school building. The building remains closed due to structural failure of the roof and wall masonry. On Health and Safety grounds, all young people and staff were relocated to The Orchard, Tullibody, the former St Bernadette’s Primary School, where Clackmannanshire Secondary Support Service has been located since the closure of the Bedford Place building in July 2020.
- 1.3 Prior to July 2020 the Primary Support Service was located in an annexe to Park Primary school. Given that both Primary and Secondary Support Services are managed by a single Headteacher, and there was sufficient space in The Orchard to bring the service into one building, a temporary relocation was undertaken at that time.
- 1.4 This Proposal Document has been issued as a result of a decision taken by Clackmannanshire Council on Thursday 16 December 2021, where the Council agreed to officers undertaking a statutory consultation regarding the closure of the Bedford Place building. The outcomes of the consultation will be reported back to Council.

2.0 Reasons for the proposal to relocate from Bedford Place to The Orchard, Tullibody:

- 2.1 At the Learning Estate Strategy paper to Council in December 2019, specific reference was made to the poor condition of the roof, stonework and chimney at the Bedford Place building, which previous surveys had highlighted.
- 2.2 Since December 2019 and prior to lockdown, essential maintenance and wind and watertight work was identified and commissioned to rebuild three chimneys, repointing defective stonework and to carry out replacement areas of defective slate on the front elevation turret.

- 2.3 Initial visual inspections by structural engineers resulted in an instruction to close the property in July 2020 until further inspections and subsequent works were commissioned.
- 2.4 In a number of inspections and reports from July 2020, February 2021, March 2021 and September 2021, it was highlighted that the Bedford Place building is not suitable as an educational establishment and there is a high risk of further ceiling collapse and also collapse of the north and front east wing roof structures. It was recommended that any future decision regarding the building must be taken timeously, as the deterioration of the building will increase exponentially if it is retained as an unused property, with increasing risk of elemental and progressive collapse.
- 2.5 The reports carried out conclude that the refurbishment cost of sustaining the Bedford Place building as an educational facility would be far higher than the cost of a full or partial demolition and would therefore be cost prohibitive. It is also anticipated that the extent of structural deterioration may be too far advanced for any repairs and that full removal and replacement of the entire roof structures will be required.

Works Required	Estimated Costs
<ul style="list-style-type: none"> • roofing replacement works • specialist stonework • Disability Discrimination Act compliance • complete rewiring • complete re-plumbing • removal of asbestos • full internal refurbishment including internal decoration • external landscaping 	<p>Projected capital costs to sustain this as a future school facility are expected to be in excess of £3.5M, excluding project fees.</p>

3.0 Financial information

3.1 As outlined under section 2.5 of this paper

4.0 Likely Impact on the Alloa Community

4.1 The Bedford Place building remains closed and is not used by the community.

5.0 Travel Plan for Families

5.1 As a specialist offsite provision, there are no travel implications for young people and their families.

6.0 Future use of Bedford Place building

6.1 If the Council agrees at the end of the consultation to the permanent move of the Support Service, the Director of Place will bring forward a report to Council on future options for the Bedford Place building.

7.0 The Proposal

7.1 The Bedford Place building should be closed permanently as an educational establishment.

7.2 All young people accessing School Support Services should continue to be accommodated at The Orchard, Tullibody. The Orchard building has lower running costs than Bedford Place.

8.0 Educational Benefits Statement

8.1 Clackmannanshire Council believes the closure of the Bedford Place building and the permanent relocation of young people and staff to The Orchard, Tullibody, will provide a range of educational benefits and enhance the Council's efforts to meet the statutory duties enshrined in:

- The Education (Scotland) Act 1980
- The Standards in Scotland's Schools etc. Act 2000
- The Local Government in Scotland Act 2003
- The Education Additional Support for Learning (Scotland) Act 2004 (Updated 2009)
- The Equality Act 2010
- The Children and Young People (Scotland) Act 2014

8.2 The educational benefits of retaining Pupil Support Services at The Orchard, Tullibody, include:

- The co-location of primary, secondary and outreach supports a seamless transition for all young people. This also affords the Senior Management Team the opportunity to retain a high profile in both sectors, thereby promoting a very positive ethos for young people and staff and enhancing learning experiences.
- The sensory garden at The Orchard provides a wide range of opportunities for outdoor learning in a safe, contained environment for all age groups. There is scope for these areas to potentially support children's broader achievements, including developing their skills when outdoors.

- Given its location, the Bedford Place building has no outdoor areas to offer the same provision as The Orchard and so young people did not benefit from these additional opportunities.
- Retaining the Support Service in its current locality at The Orchard offers a myriad of different opportunities and increases capacity to support outreach pupils in the school grounds.
- Excellent links have been established with Action for Children 'blue house' and Tullibody Community Garden and Civic centre, which lends itself to the DYW agenda.
- On its current site, the school community has achieved a 6th Eco flag and increased volunteering qualifications by 100%.
- Partnerships have been forged with NHS, FVEL, CTSI, NHS Braveheart, Scottish Trust for Conservation Volunteers, the Gate and Robertson Construction.
- There has been a significant reduction in 'safe holds', as children and young people are encouraged to self-regulate using the safe space within the grounds.
- Children, young people and staff have settled well into The Orchard facility, ensuring no interruption to learning.

9.0 Staffing implications

- 9.1 There are no staffing implications, as all staff relocated to the new premises at The Orchard, Tullibody, alongside the young people.

10.0 Consultation Timeline

- 10.1 Approval to take forward a formal consultation on the relocation of Bedford Place was initially brought to a meeting of Clackmannanshire Council on 16 December 2021, where approval was granted to present the proposal paper at a meeting of the People Committee on 27 January 2022.
- 10.2 Education Scotland is involved in every proposal on which a local authority consults, under the 2010 Act.
- 10.3 Education Scotland must review the local authority's proposal paper along with other relevant documents. The review will have a particular focus on the educational aspects of the proposal. Education Scotland sometimes attends and observes the public meeting.
- 10.4 Education Scotland must prepare an independent report on the educational aspects of the proposal being consulted on. In preparing their report, Education Scotland will consider the local authority's proposal paper. They will also take account of written responses received by the local authority, a summary of oral representations made at the public meeting and any other relevant documents.
- 10.5 Education Scotland may visit the building affected by the proposal when they are preparing their report. In this case, it is possible they will meet parents/ carers, young people and staff to hear their views.
- 10.6 The Council will then comply with the post consultation legislative requirements in relation to publication of the outcome of the report. The outcome of the

consultation will be brought back to a future meeting of the Council In June 2022 for a final decision to permanently relocate Primary and Secondary Support Services to The Orchard, Tullibody.

Consultation arrangements:

Distribution of the proposal document, stakeholders, and the consultation process.

Distribution of the proposal document

A copy of this document is available on Clacksweb.

A copy of this document will be provided for:

- The families of children and young people who access Primary and Secondary Support Services
- The Parent Council and/or parent representative bodies of Primary and Secondary Support Services
- Clackmannanshire Parent Forum
- Clackmannanshire Youth Council
- Trade Union representatives of the staff at Primary and Secondary Support Services
- Alloa Community Council
- Tullibody, Cambus and Glenochil Community Council
- Elected members of Clackmannanshire Council
- Constituency MP and MSP
- Education Scotland

This document is available in alternative formats or translated for readers whose first language is not English. Please apply to:

Clackmannanshire Council Education Service
Kilncraigs
Alloa,
FK10 1EB

or by email: education@clacks.gov.uk

We will be consulting:

- Parents and carers of all children and young people who access Primary and Secondary Support Services
- Primary and Secondary Support Services staff and trade unions
- Alloa Community Council
- Tullibody, Cambus and Glenochil Community Council
- Elected Members of Clackmannanshire Council (People Committee)
- The Pupil Council and children and young people who access Primary and Secondary Support Services

The Consultation Period – Timeline

The consultation will take place between Tuesday 1 February 2022 and Friday 1 April 2022

Date	Activity/Task	
Thurs 16 Dec 2021	Council Meeting. Paper to seek approval to take forward consultation	
Thurs 27 Jan 2022	People Committee Meeting regarding proposal for formal consultation.	
Tues 1 Feb 2022	Consultation starts	
	Letters and proposal sent to parents/carers of those accessing Pupil Support Services, Primary and Secondary	
	Staff letter and proposal sent to all PSS and SSS staff	
	Other letter and proposal sent to other consultees MSP, MP, Alloa Community Council, Tullibody, Cambus & Glenochil Community Council, TU, HR	
	Citizen space questionnaire goes live	
	Council social media post Information on Council website about consultation	
Wed 2 Feb 2022	Email all settings to request all PSS and SSS staff are not at any late meetings, so that they can attend staff meeting if they wish	
Tues 15 Feb 2022	Email all PSS and CSS staff/TU/HR/ virtual staff consultation link. Check with Eileen re MS teams or Google Meet	
Tues 22 Feb 2022	Virtual staff meeting 5.15 pm Closing date for public requests to attend virtual public meeting - Link to be set up and sent out to all members of the public who made contact to indicate they would attend	
Tues 1 March 2022	Compile list of parents, carers, staff, young people to speak to Education Scotland staff	
Wed 2 March 2022	Virtual public meeting 7pm Minute taker required	
Wed 30 March 2022	Consultation responses so far for collation	
Fri 1 April 2022	Consultation closes	
Mon 2 May 2022	Evidence gathering for Education Scotland <ul style="list-style-type: none"> • Results of citizen space survey • Minutes from public meeting • Consultation with staff/parents • Proposal document • Building Survey Information • Parent/Carer/ Young People Focus Groups 	
Mon 25 April 2022	All information sent to Education Scotland	
Mon 16 May 2022	Report due from Education Scotland	
Wed 1 June 2022	Final report written and agreed by ESLG members Appendix A number of responses Appendix B list of respondents Appendix C option selected Appendix D Education Scotland report Appendix E equality impact assessment Appendix F minutes of public meeting Summary paper	
Thurs 23 June 2022	Formal proposal taken to Clackmannanshire Council	

Public meeting

A virtual meeting will take place on Wed 2 March at 7 p.m.

Please contact education@clacks.gov.uk by Tuesday 22 February 2022 for joining instructions.

We would urge anyone who would like to participate, but feel they would be limited by this approach, to contact us directly to discuss (contact details below).

Responding to the Consultation

Please respond online using the Consultation Hub on the Clackmannanshire Council website at:

<https://clackmannanshire.citizenspace.com/>

If you would prefer to write to us directly then you can do so using the email or postal address shown in the contact details below.

All responses should be provided by Wed 30 March 2022. Due to Covid-19 restrictions, all submissions should be in writing or via email.

Following the Consultation

Education Scotland will receive details of both the consultation responses and public meeting and they will then provide Clackmannanshire Education Services with a report.

Education Services will then prepare a consultation report which will be published on the council website. All respondents to this consultation will be notified when it is available. The consultation report will be discussed by Elected Members, where they will decide on the matter.

Contact details

Informal telephone enquiries concerning these proposals can be made on 01259 450000.

Please respond to the online consultation response form if you can <https://clackmannanshire.citizenspace.com/> but if you would like to write to us directly in response, please email us at education@clacks.gov.uk or use the following postal address:

**Re-location of Primary and Secondary Support Services to The Orchard, Tullibody.
Clackmannanshire Council
People Directorate (Education Service)
Kilncraigs
Alloa
FK10 1EB**

Report to People Committee

Date of Meeting: 27th January 2022

Subject: People Redesign

Report by: Lorraine Sanda, Strategic Director People

1.0 Purpose

- 1.1. The purpose of this report is to update People Committee on the progress with the People Redesign further to the update provided to People Committee on 25 March 2021.

2.0 Recommendations

- 2.1. It is recommended that the Committee notes the report and provides comment and challenge.

3.0 Considerations

- 3.1. At the same time as creating the conditions for sustainable change, the People Directorate has continued to respond to the ongoing impact of COVID-19, and in particular to the needs of children, families and communities. In particular, responding to the needs of the most vulnerable remains a priority for the Directorate.

Creating the conditions

- 3.2. Phase One (see **Appendix 1** for Summary of the Project Tasks) of the People Redesign is almost complete.
- 3.3. The Redesign has been supported by a programme of “territory mapping” across People, with the support of IESE. This involved all managers and team leaders across the Directorate, coming together over a period of 5 months to map their journey, vision, aims and priorities for People Directorate.
- 3.4. In addition, IESE provided individual coaching and mentoring sessions for managers and team leaders. Participants noted a significant improvement in their own leadership and development. (see attached report at **Appendix 2**).

- 3.5. As part of the Family Wellbeing Partnership, frontline workers and managers from across People Directorate had the opportunity to take part in a Values Based Leadership experience with Columba 1400. They were joined by colleagues and partners from across other services, to consider how their own leadership could contribute to improving the lives of people across Clackmannanshire. (see **Appendix 3** for summary of the programme).
- 3.6. These leadership opportunities across the Directorate are creating the conditions for sustainable change not only within the Directorate, but across the Council and within partners organisations.
- 3.7. The level of integration of services across the People Directorate is already progressing with more focus on a whole systems response to the needs of children and families, and in developing effective partnerships and a shared vision with local partners, national agencies and communities. .
- 3.8. As the People Redesign progresses, all processes are being reviewed and refined to support integrated working and transformational approaches.
- 3.9. HR teams have worked closely with the People Management Team, providing valuable support and advice throughout.

Developing the Team

- 3.10. One of the key tasks in the People Redesign was to implement the new management structure agreed by Council on 19th August 2021.
- 3.11. Following successful appointments in December 2021, the new Senior Management Team will further promote integrated working with a focus on early intervention and prevention across education, children's social work and justice services. The following Senior Managers will take up post in January and February 2022:
 - 3.11.1. Senior Manager, Care and Protection
 - 3.11.2. Senior Manager, Early Intervention and Prevention
 - 3.11.3. Senior Manager, Partnerships and Inclusion
 - 3.11.4. Senior Manager, Permanency
 - 3.11.5. Further recruitment is underway for the Senior Manager, Justice Services.
- 3.12. With the new Senior Managers in post, focus will increase further on the integration of teams. Initially, the aim will be to pilot a couple of small multidisciplinary teams designed around a clear purpose and set of values. This will draw on the range of skills and experience from across the Directorate, further breaking down silo working and creating a stronger sense of ownership and responding collectively to need.

- 3.13. In line with Organisational Protocols on Redesign, Trade Union representatives continue to be consulted on the organisational changes.
- 3.14. Virtual bi-monthly all staff meetings (People Connected) supplemented by fortnightly mailings, have been introduced to engage with staff on the developments. With staff surveys used to seek feedback at different stages. This process has also been used to promote staff wellbeing during the challenges of COVID.
- 3.15. **Releasing the potential**
- 3.16. As the Redesign has progressed, teams are already taking forward a number of innovative and transformational developments which signal the change underway, demonstrating a new culture and the strength of confident, empowered teams, including :
 - 3.16.1. Development of a new Wellbeing Hub for Clackmannanshire,
 - 3.16.2. Family Wellbeing Partnership,
 - 3.16.3. STRIVE
 - 3.16.4. Mental Health Transformation Programme,
 - 3.16.5. Transforming the Secondary Curriculum,
 - 3.16.6. The Promise
 - 3.16.7. New Social Work IT System.
- 3.17. These transformation programmes are underpinned by more effective partnerships with partners, communities and the third sector, and are demonstrating the benefits of new ways of working which can achieve better outcomes, more efficiently and effectively when multi-agency approaches are maximised. Increasingly, the People Directorate, other Council Directorates and the Health and Social Care Partnership, are collaborating to improve efficiency and effectiveness, in relation to, for example, the Learning Estate and the Wellbeing Hub, Mental Health, and the Children's Services Plan and the Promise.
- 3.18. The new SW It System is a partnership with Stirling Council, Clackmannanshire Council and the Health and Social Care Partnership. It is being jointly procured with Stirling Council, realising benefits on cost and implementation. The System will support new and more effective ways of working across Social Work (Children's, Adults and Justice Services), as well as with partners. A full update will be provided as part of the Be the Future Update to Council.

3.19. Sustainability

- 3.20. With the appointment of an Interim Chief Social Work Officer (CSWO) in April 2021, an updated Improvement Plan (see **Appendix 4**) for Children's Services has been taken forward to ensure that Children's Services can respond effectively to increasing pressures and make more efficient use of resources.
- 3.21. The CSWO has been working alongside an experienced CSWO from Midlothian who has provided advice and support through a period of significant change and challenge for the Service. The improvement activity aims to ensure that the Service has a sustainable model of staffing and delivery to ensure that both statutory and ongoing needs can be met, with a significant shift in focus to early intervention and prevention, in line with the work on The Promise.
- 3.22. Four key areas for development were identified at the beginning of 2021:
 - 3.22.1. To reduce external placements for children and young people;
 - 3.22.2. To review all commissioned services in line with the needs identified in a new Children's Services Plan;
 - 3.22.3. To ensure all looked after children and young people were reviewed and had an up to date care plan in place;
 - 3.22.4. To develop a Kinship Care Service.
- 3.23. As ongoing evaluation continued, it was clear that there is also a need to review the "front door service" and consider how the Family Centre can be used more effectively to improve outcomes for children and families.
- 3.24. Progress is underway in all areas as attached at **Appendix 4**.
- 3.25. This improvement activity was supported by recent involvement by the Care Inspectorate (reported at this Committee).
- 3.26. Across the People Directorate, workforce planning and leadership development, along with increased use of performance data (both qualitative and quantitative) will continue to be used to ensure that the new ways of working and service delivery models deliver benefits for children, families and communities. Key to monitoring this progress will be listening and responding to the voices of our stakeholders, as well as our staff.

4.0 Sustainability Implications

- 4.1. As covered above.

5.0 Resource Implications

- 5.1 Unmet savings of £279k in relation the 2018 restructure remain.

5.2 Staffing

All staff in People Directorate continue to have the opportunity to engage in the Redesign Process, and HR policies and procedures are being followed.

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	✓
Our families; children and young people will have the best possible start in life	<input 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)

Organisational Change 2020

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 **X** 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 Summary of the Project Tasks

Appendix 2 IESE Report

Appendix 3 Family Wellbeing Partnership Values Based Leadership Programme Summary

Appendix 4 Children's Services Improvement Plan January 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
Lorraine Sanda	Strategic Director People	

Approved by

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Strategic Director People	

Task	Start Date	Duration	Completed?	% Complete	Comments
Phase 1 - Transformation					
Council Approve Structure, Recruitment and set out Be the Future Goals	March 2018	24 months	Yes	100%	
Recruitment of Senior Managers	October 2021	5 months	Yes	100%	All SM vacancies have been indentified and recruitment underway
Business Plan and Budget agreed	October 2021	1 month	Yes	100%	Agreed within People - waiting for Council
Identify Network of Teams for Trial	November 2021	8 months	Yes	100%	
Identify current Processes	November 2021	2 months	Yes	100%	Creating pack for new People staff of processes
Phase 2 - New Ways of Working					
Implement projects that allow working collaboratively	February 2020	24 months	Yes	100%	e.g. The Promise, STRiVE. Have been accepted by People
Start People Connected	April 2020	8 months	Yes	100%	People Connected engage all staff on projects across service
PSMT engagement	December 2021	2 months	Yes	100%	Engage with Senior managers on their views on Redesign and New Ways of Working
Staff engagement survey	January 2022	1 month	Yes	100%	People survey to get baseline of staff understanding of redesign, iESE training
Map out Processes	January 2022	1 month	Ongoing	60%	Map out process for People and ensure new processes are integrated
People Connected review	January 2022	1 month	Ongoing	35%	Review People Connected and merge People Spotlight into meeting

Business Support Review	February 2022	2 months	Ongoing	Ensure BS team are aware of any changes to 15% processes and review needs of team
Workforce Development Plan and Training review	February 2022	3 months	Ongoing	30% Training review underway
Pilot New Teams	February 2022	2 months	Ongoing	40% Trial teams mapped out
Review of Updated Processes	March 2022	2 months	No	
Leadership Development Plan	January 2022	18 months	No	
Phase 3 - Review and Refine				
Transformation Examples	April 2022	6 months	No	
Review Staff Engagement	April 2022	2 months	No	Review ways to keep staff updated with People going forward
Self-Evaluation of Project	May 2022	6 months	No	
Team Evaluation	June 2022	3 months	No	Evaluation of new and old teams, engage with stakeholders (internal and external)
Mapping of Teams going forward	June 2022	12 months	No	
Development and Training Opportunities	July 2022	4 months	No	



Task Name	Duration	% Complete
Phase 1 - Transformation	1,091 days	73%
Be The Future Approved at Council	18 mons	100%
Approve Structure	1 day	100%
Approve Chief Posts	1 day	100%
Approve Senior Manager Posts	1 day	100%
Start recruitment of Senior Managers and Chief	6 mons	60%
Appoint Senior Project Officer	1 day	100%
Business Plan Model and QA	1 mon	100%
Plan of the Network Teams	8 mons	25%
Mapping of current Processes	2 mons	40%
Yearly budget approved	1 wk	100%
Phase 2 - New Ways of Working	776 days?	36%
The Promise Plan	12 mons	100%
CS Plan	1 day?	0%
iESE Training	11 mons	100%
STRiVE Project	18 mons	80%
Workforce Development Plan	1 day?	0%
Mapping of Current Process (staff engagement)	1 day?	20%
Review Training Processes	12 mons	0%
Networked Teams launched	7 mons	0%
Leadership Development (all staff)	7 mons	0%
Leadership Plan	18 mons	0%
New SW IT System	18 mons	0%
Phase 3 - Review and Refine	240 days	0%
Transformation Examples	6 mons	0%
Self-Evaluation of Project	6 mons	0%
Mapping of Teams going forward	12 mons	0%



Coaching evaluation report for



**Clackmannanshire
Council**

Leadership Coaching at Clackmannanshire Council

Your coaching evaluation report includes:

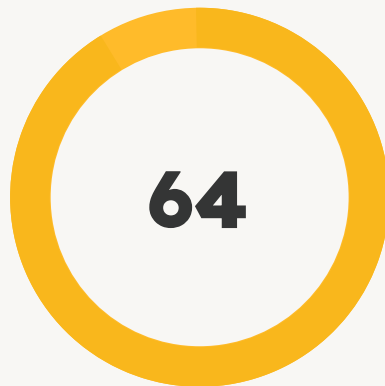
- Measurement information on digital coaching since our launch in March 2021
- Current status of activity and utilisation
- Employee satisfaction and impact of digital coaching
- Feedback on common development themes



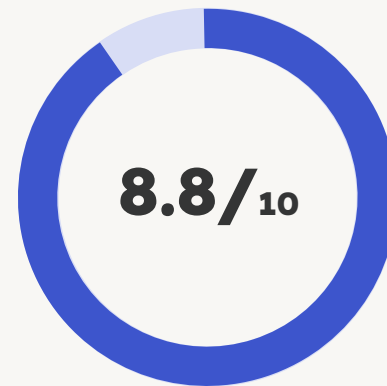
Since offer launched in March 2021



People have engaged and registered for the coaching experience



Sessions of coaching have been completed across all programmes



How likely would you recommend coaching to a colleague?

Leadership Coaching Before & After scoring

“Coaching has provided me with a safe space and dedicated time to talk through the challenges faced and encouraged me to utilise my own strengths and skills, along with the strengths of others to pave a way forward which has brought a greater sense of clarity and direction than before.”

Evaluation (63% Completion)	Before Coaching	After Coaching
How would you score your current understanding of your strengths as a leader?	6.5	↑ 8.0
How would you score your ability to navigate your changing work environment?	6.3	↑ 8.0
How clear are you on your developmental goals?	5.7	↑ 8.0
How would you score your current level of confidence at achieving your development goals?	5.2	↑ 7.2

How has coaching supported you in the development of your strategic plan?

"I am now clear about the skills sets and abilities that I have and can use these to support both my strategic planning and know how these can contribute to wider goals and actions.. "

"It has allowed me to question myself, reflect by and talk with colleagues more openly and collaboratively."

How has coaching supported you in achieving a greater sense of clarity and direction?

"Coaching has allowed for the opportunity to refocus my leadership skills so that I have greater clarity on our organisational objectives, outcomes and measures"

"It has supported me to think more clearly and not to panic, it is ok to process and think if it helps you make the right decision."

How has your coaching experience developed your capacity to promote coaching as a model of practice?

"Having the opportunity to work with my coach for 4 sessions has allowed me to experience first hand the benefits, especially in the way it made me reflect, find my own answers to the challenges and plan moving forward based on my knowledge and skills."

The sessions have provided me with more confidence to face challenges in new ways. It is definitely an approach I would promote as a model of practice as I know it has enabled me to take greater responsibility and accountability for my actions and commitments, therefore the same can be achieved with others."

Feedback and development themes from KYM coaches

Emerging Development Themes

- Leadership skills
- Developing confidence
- Managing time and workload
- Transition of role and environment
- Challenging relationships
- Achieving strategic goals
- Reflection & wellness
- Support

Feedback

“This experiences has developed my capacity to promote coaching as a model of practice by highlighting and reinforcing key principles of good practice-communication, collaboration, coordination, and offering a wider range of techniques to deliver/support these effectively.”

“I had a fantastic coach who had the ability to get to the heart of my identified areas quickly and professionally. I loved the additional materials.”

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

John Buchan



Family Wellbeing Partnership and Values Based Leadership within Clackmannanshire

**Columba
1400**

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.



Children's Services - Improvement Plan – 2021/2022

(NB: to be updated to reflect Care Inspectorate Improvement Activity as of 13 January 2022 Letter)

Areas for improvement identified from:

- Meetings with service managers, team leaders, SW staff on use of resources/service pressures/practice issues
- Ongoing feedback from unions, staff, Bipartite and TU meetings
- Performance management data - CP and LAC stats, trend data, case load data, referrals into SW
- Financial and budgetary information and spend on LAC population (external/internal placements)
- Learning identified from local SCR findings
- Staff survey – People Directorate
- Consultation with C&YP with Child Protection and Looked After Experience about Participation in Decision Making
- Children's Services Strategic Partnership

Improvement Type	Improvement	Actions	Responsible Person	Completed Date
Staffing	People Redesign	Recruitment of Senior Managers	CSWO, SD	Complete
Staffing	Address Staffing in all Teams	Recruitment of new FTE SW's and Agency Staff Hybrid models and core team rotations	CSWO, SM's	Ongoing
Staffing	Increased HR and Workforce Development Support	HR BP in place for People	SD	Complete
Child Protection	Monitoring of Child Protection	Review of Systems and Processes: Business Support roles, data capture and reporting	SMs	Complete
Caseload Management	Backlog and Quality Assurance	Review of all cases and maintain overview of performance	SM's	Ongoing
Review	Assessment, care planning and review	Review of teams and processes underway by Care Inspectorate, TLs, IROs, BS and SMs. Focus on C&YP and Families being at centre of care plans	CSWO, SMs, IOS, BS	Ongoing
Policy and Procedure	Policy and service development	Develop Continuing Care and Kinship Policy and Strategy	CSWO, SMs	Ongoing
Review	Planning and improving services, Rebalance of Care	Review of all external residential and foster placements – including systematic review to obtain baseline of LAAC plans. Review role and function of High Cost Governance and ERG meetings. Increase the range of LA Child Care Provisions for LAAC young people. Explore Outreach support options	CSWO, SMs, TLs, Finance and BS	October 2022

Service Change	Enhance fostering and adoption provision	Increase investment in recruiting and supporting local foster carers, including respite fostering service. Explore regional model as an option.	CSWO, SM	Ongoing
Service Change	Maximise support to extended family members	Develop training and support for Kinship Carers, increase investment and conduct self evaluation of service	CSWO, SMs	Ongoing
Service Change	Increase family/ community based support	Enhance range of Family Support Provisions within communities (pooled resources, links to SNA). Strategic Commissioning Review underway	SMs and TLs	June 2022
Staffing	Strengthen prevention, early intervention and crisis support to prevent family break down	Recruitment of 3x Family Support Workers - STRIVE Team.	SMs and TLs	Complete
Policy and Procedure	Invest in a sustainable aftercare approach	Costing and Options Appraisal carried out to increase provisions for care leavers. Links with Housing and Child care partners	SM, TL and Housing	March 2022
Policy and Procedure	Participation of children, young people and families	Review and develop participation and engagement approaches with The Promise team. Family Support Worker and Project Coordinator to be recruited.	Corporate Parenting Group, The Promise Scotland	March 2022
Review	Performance Management, Quality Assurance and Standards	Review and strengthen Quality Assurance Arrangements and Performance Management Systems.	CSWO, BS	Ongoing

Staffing	Workforce Development, training and support	Learning and Development plan - focus on national and local needs (i.e. GIRFEC)	CSWO	Complete
Staffing	Management of resources/Service planning & development	Strategic Needs Assessment to identify gaps, local need and future priorities. Human and Economic Costs Model (HECM) to be used to better use Children's Service budget and pool resources.	CSWO, Children & Young People Strategic Group	March 2022
Review	Commissioning Strategy	Review and evaluate quality of current commissioned services delivered by Third Sector and current service provisions to provide gap analysis and develop business case. Seek views from families, staff and local community. Identify contracts for renewal for 2021/22	CSWO, Finance, The Promise Team	March 2022
Redesign	Leadership - Improvement and change	Redesign Children's Social Work Model and Structure. Increased integration across People Directorate. Engagement with staff and partners.	CSWO, SMs	June 2022