People Committee

Thursday 1 November 2018 at 9.30 am

Venue: Council Chamber, Kilncraigs, Greenside Street, Alloa, FK10 1EB

Date	Time

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)
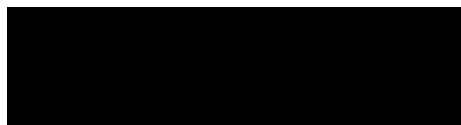
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24 October 2018

A MEETING of the PEOPLE COMMITTEE will be held within the Council Chamber, Kilncraigs, Greenside Street, Alloa, FK10 1EB, on THURSDAY 1st November 2018 at 9.30 am.

STUART CRICKMAR
Strategic Director (Partnership & Performance)

B U S I N E S S

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
Father Michael Freyne	Roman Catholic Church
Pastor David Fraser	Scottish Baptist Church

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

August 2018

Clackmannanshire Council | Comhairle Siorrachd
Chlach Mhanann

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MINUTES OF MEETING of the PEOPLE COMMITTEE held within the Council Chamber, Kilncraigs, Greenside Street, ALLOA, FK10 1EB, on THURSDAY 30 AUGUST 2018 at 9.30 am.

PRESENT

Councillor Graham Lindsay Chair)
Councillor Les Sharp (Vice Chair)
Councillor Donald Balsillie
Councillor Martha Benny
Councillor Dave Clark (S)
Councillor Darren Lee
Councillor Helen Lewis
Councillor George Matchett, QPM

Father Michael Freyne, Religious Representative (Appointed Member)

IN ATTENDANCE

Garry Dallas, Strategic Director (Place)
Anne Pearson, Chief Education Officer
Celia Gray, Head of Social Services
Paula Tovey, Chief Accountant (Interim)
Jane Rough, Improving Outcomes Manager
Margaret McIntyre, Childrens Service Manager
Lindsay Thomson, Service Manager, Legal and Democracy (Clerk to the Committee)
Melanie Moore, Committee Services

Councillor Lindsay welcomed everyone to the first meeting of the People Committee.

PC(18)01   APOLOGIES

Apologies for absence were received from Councillor Kathleen Martin. Councillor Dave Clark attended as substitute for Councillor Martin.

PC(18)02   DECLARATIONS OF INTEREST

None.

PC(18)03   UPDATE ON THE EARLY LEARNING AND CHILDCARE (ELC) EXPANSION TO 1140 HOURS

A report which provided the People Committee with an update on the work that has taken place to revise and re-profile Clackmannanshire's ELC Expansion Plans was submitted by the Chief Education Officer.

Motion

That Committee notes the information set out in the report.

Moved by Councillor Graham Lindsay. Seconded by Councillor Dave Clark.

Decision

The Committee agreed to:

1. Note the progress that has been made relating to the expansion of the ELC provision to 1140 hours for all 3-4 year olds.
2. Note that the option appraisal for Menstrie nursery expansion finds that the Dumyat Centre is not suitable for conversion to a Nursery. The education benefits of a purpose built nursery based alongside the primary school will deliver the highest quality learning experience and will enhance the whole school environment.
3. Note that some changes may require to be made to the ELC Expansion Plans as the project progresses resulting from financial, planning or infrastructure matters or as demand for extended year places becomes more certain.
4. Authorise the Chief Education Officer, in consultation with the Convenor of the People Committee to make necessary changes to the ELC Plans.
5. Agreed that regular updates be provided to the People Committee on plans and progress with the ELC expansion project as they develop.

Action
Chief Education Officer

PC(18)04   FORTH VALLEY AND WEST LOTHIAN IMPROVEMENT COLLABORATIVE – PROGRESS REPORT AND UPDATE ON THE SCOTTISH GOVERNMENT "EMPOWERING SCHOOLS" AGENDA

A report which provided the People Committee with an update on the work of the Forth Valley and West Lothian Improvement Collaborative (FVWLC). It also provided an update on Clackmannanshire Education Service's contribution in terms of leadership and development relating to FVWLC's priorities for session 2017-18.

Motion

That Committee notes the information set out in the report.

Moved by Councillor Graham Lindsay. Seconded by Councillor Martha Benny

Decision

That Committee note the current involvement of Clackmannanshire Education Service in the FVWLC and agreed that the Chief Education Officer should provide further reports to Committee which will detail:

1. Evaluation of the Phase 1 plan.
2. Feedback received from Education Scotland on the Phase 2 Regional Improvement Plan.
3. The allocation of support to be received from Education Scotland.
4. The level of financial support the FVWLC will receive from the Scottish Government.
5. The implication of additional staffing resources required as the pace and demands of the FVWLC increase.

Action
Chief Education Officer

Father Michael Freyne left the meeting at this point

PC(18)05   EVIDENCE BASED PRACTICE – FUNCTIONAL FAMILY THERAPY

A report which informed the People Committee of the positive impact, improved outcomes for children and significant budget savings from the *Spend to Save* funding for Functional Family Therapy (FFT).

Motion

That Committee notes the information set out in the report.

Moved by Councillor Les Sharp. Seconded by Councillor Dave Clark.

Decision

The Committee agreed to:

1. Note the positive impact of Functional Family Therapy, in particular the improved outcomes for 12 families and;
2. Review and note the budget savings achieved and forecast from this initiative.

PC(18)06   FINANCIAL PERFORMANCE 2018/19 – JUNE OUTTURN

A report which provided an update on the financial performance for the People Directorate of the Council in respect of revenue spend for the current financial year, 2018/19. Capital expenditure will be reported to the Partnership and Performance Committee as part of the overall Council's financial performance report.

Motion

That Committee notes the information set out in the report.

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

Decision

The Committee agreed to note:

1. The Division's net service expenditure is forecasting an underspend of £(0.278)m for the year ended 31 March 2019.
2. Progress on delivering planned savings in the year.

Ends 1105 hours

CLACKMANNANSHIRE COUNCIL

Report to: People Committee

Date of Meeting: 1 November 2018

Subject: Financial Performance 2018/19- August Outturn

Report by: Chief Accountant (Interim)

1.0 Purpose

1.1. This paper provides an update on the financial performance for the People Division of the Council in respect of revenue spend for the current financial year, 2018/19.

2.0 Recommendations

2.1. The Committee is asked to note, challenge and comment as appropriate on:

- The Division's net service expenditure is forecasting an underspend of £(0.507)m for the year ended 31st March 2019.

- Progress on delivering planned savings in the year.

3.0 Background

3.1. The following themes are within the remit of the People Division

Table 1

PEOPLE		
Child Care	Youth Services	Community Learning
Pre School	Employability	Libraries
School Education	Community Justice	Sport & Leisure
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   The Division's net expenditure continues to be reported by Service Expenditure area and by the themes shown above until the final portfolio is agreed and can be reflected within the financial ledgers.

4.2   Overall the Division's net service expenditure is forecasting an underspend of £(0.507)m for the year ended 31st March 2019. All of the in year cash savings and underspends will be assessed to determine whether they can be taken as future budget savings.

4.3   Table 2 below provides an overview of the financial outturn position within each Service Expenditure area.

Table 2

	Annual Budget 2018/19 £'000	Forecast to March 2018 £'000	Variance Forecast to Budget £'000
Strategy & Customer Services	1,369	1,348	(20)
Development & Environmental	474	428	(46)
Education Service	48,983	48,758	(225)
Social Services	12,948	12,732	(216)
Division Expenditure	**63,774**	**63,266**	**(507)**

Underspend

4.4   The table below sets out the main variances which make up the table above:

Table 3 Variances

Service	Over/ (underspend) £000s	Total £000's	Narrative
Strategy & Customer Services			
Income		(20)	Leisure income overachieved £(23)k , Health and Policy income underachieved £3k
		(20)	**Underspend**
Development & Environment			
Payments to contractors	(40)		Clacks works underspend
Income	(6)		Economic development have increased funding due to higher throughput of clients
		(46)	**Underspend**
Education Services			
Early years non devolved	173		Staffing overspends £129k , shortfall in budgeted income £37k, supplies & services overspend £7k
Additional support needs	278		Assistance to pupils transport

			overspend £189k as a result of increased demand, overspend in Learning assistants £42k due to slippage in budgeted saving, inflationary increase for Speech & language therapy has resulted in an overspend of £34k, teachers staffing overspend £13k
Primary non devolved	(189)		Staffing underspend £(231)k , of which most relates to underspends in devolved schools. Various offsetting overspends £42k
Secondary non devolved	(274)		Supply teachers underspend £(263)k, transport £(39)k, shortfall in music tuition income £52k, various small underspends £(24)k
PPP	(67)		Rebate in insurance £(17)k, agreed deductions £(50)k
Sports development	(40)		Staffing underspends £(63)k, supplies & services underspends £(28)k resulting in a shortfall in income £51k
Other areas	(106)		Mainly relates to staffing underspends within Business management, Psychological Services,Crossing patrols and Youth services.
		(225)	**Underspend**
Social Services- Childcare and Criminal Justice			
Childcare & support	37		The service has a vacancy management target of £295k , it has achieved £149k of this resulting in an overspend on staffing of £146k. Underspends in third party payments £(115)k , various other small overspends £6k
Criminal Justice & Youth Services	29		payments to voluntary organisations overspend
Management and Service Strategy	78		The service has a vacancy management target of £232k , it has achieved £108k of this resulting in an overspend on staffing of £124k. Third party underspends £(36)k, various other underspends £(10)k
Residential schools	(360)		There are 13 children in care , 2 have moved to community based provision since April and this forecast reflects plans for a reduction of another 3 placements by the end of the year.
		(216)	**Underspend**
People total Underspend		**(507)**	**Underspend**

.5   Table 3 below shows the net expenditure by the 3 themes within the People division of Care and Protection, Education & Learning and Support & Wellbeing:

Table 3

Service	Over/(underspend) £000s	Total	Narrative
Care & Protection			
Residential Schools	(360)		Reduced use of residential placements
Children's Care and Support	66		Staffing overspend £146k , underspends in third party payments and supplies £(118)k , various other small overspends £24k payments to voluntary organisations overspend £14k
Management Support and Strategy	78		Staffing overspends £124k as the service struggles to meet the vacancy management target. Third party underspends £(36)k, various other underspends £(10)k
Care & Protection Total		**(216)**	
Education & Learning			
Primary Non Devolved	(189)		Staffing underspends in Devolved schools (200)k, Supply cover £(38)k, other staffing £7k Supplies & Services £42k
Secondary Non Devolved	(274)		Supply cover £(263)k, Bus contract £(39)k, CfE £(31)k, offset by Music tuition Income £52k, and other minor £7k
Early Years Non Devolved	173		Staffing £129k, unachieved income £37k, supplies & services £7k
A.S.N Non Devolved	278		Assistance to Travel £189k, Speech & Language contract £34k and Staffing £55k
P.P.P	(67)		Insurance reimbursement, agreed contractor deductions
Other areas	(146)		Staffing turnover and vacant post
Education & Learning Total		**(225)**	
Support & Wellbeing			
Income target	(20)		Leisure income overachieved £(23)k , Health and Policy income underachieved £3k

D&E	(41)		Clacks Works underspend on payments to contractors
Economic Development	(6)		Increased client throughput
Additional Special Needs			
Support & Wellbeing Total		**(66)**	
People Total Underspend		**(507)**	**Underspend**

5.0   2018/19 Savings Progress

5.1   The 2018/19 budget incorporated approved savings of £7.376m. Of this total £3.333m is attributable to the People Division. This is a change to dsavings reported in June as some services have moved division. Based on analysis to date, savings of £2.559m (77%) are forecast to be achieved, with up to a further £0.698m (21%) likely to be achieved in the year. Table 5 below sets out the position for each of the savings categories.

5.2

Table 5: Budgeted 2018/19 savings progress

Savings Category	*Savings full year 18/19 £000*	*Green £000*	*Amber £000*	*Red £000*
Policy Savings	1,619	931	612	77
Management Efficiencies	431	399	32	0
Service Redesign	767	713	54	0
17-18 cash savings year 2	208	208	0	0
18-19 cash savings	308	308	0	0
Total	**3,333**	**2,559**	**698**	**77**
		76.8%	*20.9%*	*2.3%*

From the table of Savings above £2.559m (76.7%) have already been achieved with a further £0.698m (20.1%) likely to be achieved.

5.3   Where the saving is at risk of not being achieved in year the Accountancy team will be working in conjunction with the Services, to identify compensatory savings. At August, £0.077m of savings are forecast as not being achieved the details are in Appendix B to this report.

EDUPO1 relates to Music tuition where numbers using the service have reduced. £0.017m has been achieved but £0.052m is forecast as not achievable. It is anticipated that uptake will increase again in 2019/20

EDUSR01 relates to Out of school care £0.020m, this is in respect of income not achieved, it is worth noting that although the income budget is not achieved , overall Kidzone is underspending in staffing due to recruitment issues. This would impact the ability to generate additional income.

SCSSR16 relates to Life Skills Coach – CHL , £0.004m this is a partial non realisation of the saving due to timing. This will be moved into 2019/20 for full realisation.

5.4   Appendices A to E provide further detail of the progress on delivering savings within each service**.**

6.0   Conclusions

6.1   The Division's net service expenditure is forecasting an underspend of £(0.507)m for the year ended 31st March 2019.

6.2   Of the associated approved savings of £3.333m, £2.559m is forecast to be achieved and up to a further £0.698m is likely to be achieved in the year.

6.3   Services and the accountancy team are working to ensure the full savings are achieved by the end of the financial year.

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 **X**

8.3   Finance have been consulted and have agreed the financial implications as set out in the report.   Yes **X**

8.4   *Staffing*

9.0   Exempt Reports

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

10.0   Declarations

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

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

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

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

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

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

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

11.0   Equalities Impact

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

12.0   Legality

12.1   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   Appendices A-E savings

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)

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

Approved by

NAME	DESIGNATION	SIGNATURE
Paula Tovey	Chief Accountant (Interim)	
Stuart Crickmar	Strategic Director Partnership & Performance	

Schedules of Savings

Management Efficiencies

Service Reference		Description of Saving	2018/19	Achieved	Likely to be achieved	Amber	Red
EDUME01	PEOPLE	Additional full year impact of 2017/18 savings	134,418	134,418	-		
EDUME02	PEOPLE	Early Years Seniors include in ratios	225,640		225,640		
SSME01	PEOPLE	Staff travel. Increased use of lease cars	15,000	-	15,000		
SSME02	PEOPLE	Development of Call Handling Approach	0			-	-
SSME03	PEOPLE	Budget realignment childcare income	32,000			32,000	
DEME10	PEOPLE	Modern Apprentice Scheme Ending March 18	13,450	13,450			
SCSME02 prev 3	PEOPLE	Budget realignment of health policy officer budget	10,000	10,000		-	
Total			430,508	157,868	240,640	32,000	-

Schedules of Savings

Policy

Service Reference		Description of Saving	2018/19	Achieved	Likely to be achieved	Amber	Red
EDUP01	PEOPLE	Cessation of Music Tuition Service	69,090	-	17,000	-	52,090
EDUP02	PEOPLE	Peripatetic Early Years Teachers	100,000	-	100,000		
EDUP03	PEOPLE	Revised Primary school class configurations	366,750	`		366,750	
EDUP05	PEOPLE	Removal or full cost recovery breakfast clubs	11,640	-	11,640		
EDUP07	PEOPLE	Removal or full cost sport development	54,584	-	54,584	-	
EDUSR01	PEOPLE	Removal or full cost recovery Kidzone Out of School Care	20,000	-	-	-	20,000
EDUSR02	PEOPLE	20% reduction learning assistants	218,810	-	173,810	45,000	
SSP01	PEOPLE	Residential Schools: Develop local community based alternatives. Reduce no. of places by 9. (net saving after allowing for re-providing in local services)	500,000	-	300,000	200,000	
SSP02	PEOPLE	Development of Self Directed Support	5,000	5,000			
SCSSR16	PEOPLE	Stop - Life Skills Coach - CHL	13,500		9,000		4500
CORPP01	PEOPLE	Health & social care decrease in RT 2018/19	138,000		138,000		
DESR01	PEOPLE	Funding for Clackmannanshire Business	23,000	5750	17,250		
DESR02	PEOPLE	Funding for Tourism	10,500	10500			
SCSSR12	PEOPLE	Reduce Book Budget	5,000	5,000			
SCSSR15	PEOPLE	Stop - Decomission Clackmannanshire Healthier Lives	83,495	83495			
Total			1,619,369	109745	821,284	611,750	76,590

Schedules of Savings

Redesign   **APPENDIX C**

Service Reference		0	2018/19	Achieved	Likely to be achieved	Amber	Red
EDUR01	PEOPLE	Education Assets Team	52,640	-	52,640	-	
SSR01	PEOPLE	Remove Assistant Team manager Posts (3fte) Note: some posts lost through VR.	150,000	150,000		-	
SSR02	PEOPLE	Child Psychology Assessment Team (CPAT) Payment to NHS	68,000	68,000			
SSR03	PEOPLE	Redesign within Management/Strategy - deletion of 2 posts	60,124	-	60,124	-	
SSR04	PEOPLE	Early years redesign: commission service from third sector and transfer of staff to education. Net saving	290,000	290,000			
SSR05	PEOPLE	Replace External Agency Foster Carers with In House Carers X 4 Places	146,000	38,000	54,000	54,000	
Total			766,764	546,000	166,764	54,000	0

Schedules of Savings

Cash savings 2018/19   **APPENDIX D**

Reference		Saving description	2018/19 saving	Achieved	Likely to be achieved	Amber	Red
CASH	PEOPLE	Education staff budget - CASH	258,000		258,000	-	
CASH	PEOPLE	Education budget realignment	50,250		50,250		
Total			**308,250**	**-**	**308,250**	**-**	**-**

Year 2 savings (2018/19 savings agreed in 2017/18)

Reference		Saving description	2018/19 saving	Achieved	Likely to be achieved	Amber	Red
Managed contraction Education	PEOPLE		33,983	33,983			
Managed contraction SCS	PEOPLE		174,275		174,275		
Total			**208,258**	**33,983**	**174,275**	**0**	**0**

CLACKMANNANSHIRE COUNCIL

Report to:	**People Committee**

Date of Meeting:	**1ˢᵗ November 2018**

Subject:	**Education Scotland Inspection Abercromby Primary School**

Report by:	**Jane Rough, Improving Outcomes Manager**

1.0   Purpose

1.0   This report provides an update to Council on the outcome of the inspection process at Abercromby Primary School.

2.0   Recommendations

2.1   It is recommended that the People Committee note the findings of the report.

3.0   Background

3.1   Education Scotland (ES), 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 approximately three months 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 for improvement.

3.2   A team of Inspectors from Education Scotland made a visit to the school in May 2015. Following the inspection it was agreed that Education Scotland and Clackmannanshire Council Education officers would revisit the school in December 2016 to consider the progress made in carrying out the actions identified in the original inspection. This joint visit resulted in an updated report that was shared with parents in March 2017.

3.4   Education Scotland requested that Clackmannan Education Services provide a further progress report in March 2018.

3.5   A local authority quality assurance review took place in November 2017, and the evidence from the review, and evidence provided by the Headteacher informed a further progress report to HM Inspectors. This was submitted in April 2018.

3.6   **Curriculum for Excellence**: At the end of each academic year, progress of pupils learning from P1 (early level), P4 (first level) and P7 (second level) is evaluated in four curricular areas: Literacy Reading, Literacy Writing, Literacy Listening and Talking and Numeracy. Teacher Professionals judgement of ongoing assessment has indicated:

- an improving trend in all subjects at early level.
- an improvement in reading at first level this year
- an improving trend in all subjects other than reading at second level.

   Reading, writing, listening and talking achievement is above the Clackmannanshire average. Although the numeracy in below Clackmannanshire average there is an upwards trend.

3.7   **The review found the following strengths in the school's work:**

- The senior leadership team work very well together to lead school improvement.
- There is a strong commitment to professional development across the staff team, with many of the staff taking responsibility for leading and developing areas of the curriculum.
- Children were friendly, welcoming and well behaved.
- The school and nursery have established very good partnerships with parents and carers through sharing learning events and community involvement.

3.8   **The following development areas were identified:**

- To continue to build moderation opportunities across the school and learning community.
- To continue to monitor and develop attainment in literacy work, with a particular focus in writing.
- To develop a consistent approach to providing challenge for the most able pupils, especially in numeracy.

3.9   Education Scotland are satisfied with the progress that the school is making and will make no further visits

4.0   Financial Implications

   None

5.0   Sustainability Implications

5.1   The paper has no sustainability implications.

6.0 Resource Implications

6.1 None

7.0 Exempt Reports

7.1 Is the report exempt? Yes

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	☑
The Council is effective, efficient and recognised for excellence	☑

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

Not applicable.

9.0 Equalities Impact

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

Yes

10.00 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.

11.0 Appendices

Appendix 1 Inspection report

12.0 Background Papers

None

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Jane Rough	Improving Outcomes Manager	01259 452423

Approved by

NAME	DESIGNATION	SIGNATURE
Anne M Pearson	Chief Education Officer	
Stuart Crickmar	Strategic Director Partnership & Performance	

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Chlach Mhanann
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Direct Contact:	Jane Rough	
Telephone:	███████	
Email:	███████	
Our Ref:	JR/JM	
Your Ref:		
Date:	31st May 2018	

Education Scotland
W1 Spur,
Saughton House
Broomhouse Drive
Edinburgh
EH11 3XD

Dear Colleagues

Following your visit in December 2016, I am pleased to provide a report on further progress at Abercromby Primary School.

The school has taken forward the recommendations in your letter of 7 March 2017. A local authority quality assurance review took place in November 2017, and the evidence from the review, and evidence provided by the headteacher has informed this report.

Area for Development 1
The projects to strengthen the curriculum and improve attainment need more time to impact.

The new progression pathways for planning, tracking and assessment have been successfully implemented. Expectations are clear and there is a shared understanding and more consistent approach across the school. Time allocation for literacy ensures balance and equality across different language skills to be taught.

The structure for writing is clearly outlined and teachers are engaging more in the moderation of writing in line with the benchmarks. On-going assessments have been used effectively to determine pupil progress, inform next steps and support Teacher Professional Judgement. P1, P4, P7 teachers and SMT have recently undertaken training on the SNSA and have started to engage with the data. This has also supported TPJ and is already seen as a very useful tool for identifying gaps in learning and informing next steps for individuals and cohorts of learners.

Learners are assessed at regular intervals throughout the year and those who have been identified as being at risk of underachieving have benefited from targeted support.

There have been frequent opportunities for staff, (teachers and learning assistants) to peer observe in order to share good practice and develop a clear understanding of literacy across the school.

The school has been successful in raising the profile of literacy with parents through regular literacy events, providing workshops, information and guidance leaflets, twitter, Literacy Focus days and opportunities for family learning.

Numeracy leaders have successfully led and driven forward initiatives to improve numeracy attainment across the school. This has included, leading learning, providing training, sharing practice, working in partnership with colleagues and supporting pupil groups. The new numeracy

progression pathways for planning, tracking and assessment have been implemented.
Expectations are clear and there is a shared understanding and a more consistent approach to t

teaching numeracy across the school. This has been supported by a variety of numeracy CLPL
for all staff, including Maths Recovery for teachers. There has been 100% attendance at all
numeracy CLPL developments. This professional learning has upskilled staff and resulted in
improved teacher confidence. Teachers know what a good quality lesson should include and this
is now evident in their planning and delivery of numeracy. Teachers also adhere to the expected
time which should be spent on numeracy, including daily mental maths activities. Numeracy
learning is visible in classrooms and interactive maths walls are used effectively.

Tracking of numeracy and mathematics attainment has been used effectively to identify children
who require targeted support. Groups are supported by learning assistants and numeracy
leaders on a weekly basis. Pupils in these small groups are more confident and engaged in
numeracy.

A secondary maths teacher funded by the Cluster PEF has been working in collaboration and
team teaching with P7 teachers in 'maths blocks' throughout the session.

The school has been successful in increasing parental engagement in numeracy through raising
the profile of numeracy with parents through, workshops, literature, numeracy learning cafes,
twitter and the school website. Numeracy leaflets have been produced from early to third level,
outlining the curriculum at each stage and advice to help parents support their children.

There have been opportunities for staff to peer observe in order to share good practice.
Young learners are developing their numeracy skills in the nursery, with many demonstrating
confidence during practical activities through structured and purposeful play.

Area for Development 2
**The school needs a more strategic plan to detail how they will achieve consistency in
learning and teaching**

The school has developed a culture, where a collective vision for development and improvement
is shared and understood by all members of the school community, where there are opportunities
for leadership at all levels. There is an ethos of professional engagement and collegiate working.
Individuals, teams and RACI Groups have driven forward initiatives and developments which
have had a positive impact on learners' progress and overall attainment.

There are increasing opportunities for learners to take on leadership roles and to be innovative
and creative. Opportunities are in place for learners to take on responsibilities such as Prefects,
House Captains, Sports Leaders, School Bank Team, Buddies WOW/Eco work and school
improvement projects. There are pupil representatives on the Tullibody South Campus
Stakeholders Group for the new school.

The Senior Management Team have high expectations of everyone in the school community and
consistently reinforce this through the school values. A strong emphasis is put on celebrating
success and recognising wider achievement.

A Growth Mindset approach is now part of the whole school culture and is having a positive
impact on children's approach to learning and overall achievement. Many children are becoming

more resilient and recognise that making mistakes is part of learning. Most children understand the value of hard work and effort, and are demonstrating a more determined approach to be the best they can be.

The school has made good progress in developing its curriculum. There are progression pathways for all curricular areas which are aligned to the national benchmarks. These are currently being piloted. Pupil Equity Funding has supported the development of a resourced Skills Academy with the aim of developing skills for learning, life and work.

Quality Assurance has been effective in ensuring improvements in learning and teaching and pupil attainment. The Quality Assurance calendar is shared with staff at the beginning of each session and procedures carried out timeously throughout the year. This includes, planned learning visits by SMT and Learning Walks (unannounced) , peer learning visits, (teachers and learning assistants), planning meetings, sampling of weekly plans by SMT and literacy and numeracy leaders, tracking/assessment meetings, pupil focus/attainment groups and jotter sampling. There are opportunities for staff to give each other feedback on aspects of their work following peer visits and during staff developments days. Good practice is regularly shared, in particular in literacy and numeracy.

Moderation is becoming more embedded in school, particularly in writing. Teachers are moderating within and across levels, out with planned moderation sessions. Teachers are finding the benchmarks helpful and are using them with increased confidence. There have been planned moderation sessions in school in writing and at cluster level in numeracy.

The leadership of change has had a positive impact on raising attainment, further developing the curriculum and improving learning and teaching. The school has produced clear guidance on Learning and Teaching expectations related to Assessment, Transition, Presentation, Classroom Display and Organisation, Family Learning and Learning and Teaching. This has ensured a more consistent approach to learning and teaching across the school.

We found the following strengths in the school's work at the recent review:

- The senior leadership team work very well together to lead school improvement.
- There is a strong commitment to professional development across the staff team, with many of the staff taking responsibility for leading and developing areas of the curriculum.
- Children were friendly, welcoming and well behaved.
- The school and nursery have established very good partnerships with parents and carers through sharing learning events and community involvement.

The following development areas were identified:

- To continue to build moderation opportunities across the school and learning community.
- To continue to monitor and develop attainment in literacy work, with a particular focus on writing.
- To develop a consistent approach to providing challenge for the most able pupils, especially in numeracy.

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Summary

Clackmannanshire Education Service continues to provide support to Abercromby Primary School through the Scottish Attainment Challenge and other improvement activity that is going on across the Authority's schools (as set out in our NIF Plan 2017/2018).

The school has made very good progress since the last visit and the improvements made are showing positive impact on children's progress and attainment. As part of our ongoing professional dialogue with the headteacher, and our quality assurance processes, we will continue to support ongoing improvement in the school.

Please do not hesitate to contact me if you require further information.

Yours sincerely

Jane Rough
Improving Outcomes Manager

Abercromby Primary
Attainment Overview – P1, P4, P7 Teacher Professional Judgement – May 2018

	Primary 1 Early Level	Primary 4 First Level	Primary 7 Second Level
Number of pupils per stage	48	44	53
Number of children in deciles 1 & 2	9	13	13
Reading			
% of Children attaining expected level	88%	65% (2 x pupils in PPSS)	79%
Writing			
% of children attaining expected level	73%	65% (2 X pupils in PPSS)	75%
Listening and Talking			
% children attaining expected level	94%	78%	86%
Numeracy			
% children attaining expected level	88%	76%	73%

Abercromby Primary School

Attendance & Exclusions

2016/17

Average Attendance in **2016/17** was **94.69**. slightly higher than the overall average across Clackmannanshire Primary Schools.

Average Attendance for pupils from **SIMD 1&2** in 2016/17 was **93.8%,** lower than the overall school average.

There were **3 exclusion incidents** at Abercomby Primary in 2016/17; this is a fall on previous years.

2017/18

Average Attendance in **2017/18** (August – May) is **93.96%** This is slightly lower than last session. This can be partly attributed to holidays taken during term time. There are also dips on either side of school holidays. 2 pupils have spent periods of time in hospital this session and we have 1 non-attender in P7. (Currently supported by various agencies)

Average attendance for pupils from **SIMD 1&2** in 2017/18 (August – May) is **94.17%.** Slightly higher than the school average. Higher than average attendance in the previous year.

There have been **0 exclusion incidents** at Abercromby Primary this session. This is a fall from previous years.

Education Services

Kilncraigs, Greenside Street, Alloa, FK10 1EB

Telephone: 01259 450000

	Abercromby Primary School – 3 Year Plan Overview 2017 – 2020		
	Session 2017 - 2018		
Priorities	To further develop and embed a nurturing culture throughout the school, enhancing learning and teaching, promoting healthy outcomes for children, by focusing on emotional needs and development as well as academic learning in a whole school environment.	To improve Attainment in Literacy and Numeracy through implementation of various PEF Plans.	Develop and resource a Skills Academy , with aim of developing skills for learning, life and work in line with DYW
NIF Drivers	Teacher Professionalism School Improvement Parental Engagement	School Improvement Parental Engagement Assessment of Children's Progress Performance Information	School Improvement School Leadership Assessment of Children's progress Parental Engagement
	Session 2018 - 2019		
Priorities	To review and update our Positive Behaviour and Bullying Policy to support changing practice in school.	Leading learning and improving pedagogy and Equity through whole school participation in the Clackmannanshire **Tapestry Programme** **Literacy**: To improve literacy, in particular reading, through engaging with Strathclyde Reading Programme. / **Numeracy**: To participate in the First Level Numeracy, Regional Collaborative Project	Improve understanding of parental engagement through targeted professional learning across all establishments in the Lornshill Cluster. Reflect on current practice in our own school and further increase parental engagement in learning and the life of the school.
NIF Drivers	Parental Engagement School Improvement Performance Information Parental Engagement	School Leadership Assessment of children's progress School Improvement Our priorities Performance Information	Parental Engagement School Leadership School Improvement
	Session 2019 - 2020		
Priorities	Review and update our Curriculum Rationale and Contexts for Learning (IDL), taking account of moving into our new school.	Leading learning , reflecting and improving pedagogy and Equity through whole school participation in the Clackmannanshire **Tapestry Programme – Year 2** with a focus on improving attainment in **literacy - Reading and Speech and Language Project and numeracy.**	To review our 1+2 approach to Modern Languages and introduce a second modern language (L3) from P5 onwards in line with Government Policy.
NIF Drivers	School Leadership Parental Engagement School Improvement Our priorities	School Leadership Assessment of children's progress Performance Information Our priorities School Improvement	Teacher Professionalism Our priorities School Leadership School Improvement

These are our main priorities for the next three years. We will continue to embed the work we have been doing in previous years to raise attainment in literacy and numeracy, improve health and wellbeing and ensure positive outcomes for our learners. We shall also make the most of all the opportunities that our new school affords us during this time

Our Priorities are determined by : National and Local Priorities (NIF,HGIOS 4, SAC) – Clackmannanshire's Big Goals – Cluster Priorities – Our Local Context and Wider Community – Interventions for Equity

Analysis of performance and other data – Evidence based research - Consultation

CLACKMANNANSHIRE COUNCIL

Report to Council

Date of Meeting: 1ˢᵗ November 2018

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

Report by: Cathy Quinn, Improving Outcomes Manager

1.0 Purpose

1.1. The purpose of this report is to share the Scottish Attainment Challenge End of Year (SAC) report which was submitted to Scottish Government in September 2018.

2.0 Recommendations

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

3.0 Background

3.1. The Scottish Attainment Challenge was launched by the First Minister in February 2015. It is underpinned by The National Improvement Framework, Curriculum for Excellence and Getting it Right for Every Child.

3.2. Clackmannanshire is one of nine attainment challenge authorities and in session 17-18, 22 schools and 6696 pupils were supported by SAC funding.

3.3. The aims of Clackmannanshire's Attainment Challenge is to:

- Improve literacy and numeracy attainment

- Improve health and wellbeing

- Close the attainment gap between pupils from the most and least deprived areas

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

- overall progress towards raising attainment and closing the poverty related attainment gap

- detailed progress on each individual work stream

- progress for both the primary and secondary programmes

3.4 An Education Scotland review in May 2017 indicated that the interventions were positively impacting on children's learning experiences and wellbeing. We are awaiting a draft written report from Education Scotland.

4.0 Considerations

4.1 The main measure of progress is Teacher Professional Judgement (TPJ). The data from TPJ collected in June 2018 shows that we have improving trends in literacy and numeracy at almost all stages:

4.2 **Reading Early Level** (Early level should be achieved by end of P1)

72% of schools are reporting an improving trend from last year. A higher percentage of children from SIMD 1 and 2 achieved early level in 2018. The poverty related attainment gap however has slightly *increased* from -8% in 2017 to -10% in 2018.

4.3 **Reading, First Level** (First level should be achieved by the end of P4)

72% of schools are reporting an improving trend from last year. A higher percentage of children from SIMD 1 and 2 achieved first level in 2018. The poverty related attainment gap however has slightly *increased* from -9 % in 2017 to -11% in 2018.

4.4 **Reading, Second Level** (Second Level should be achieved by the end of P7)

72% of schools are reporting an improving trend from last year. A higher percentage of children from SIMD 1 and 2 achieved second level in 2018. The poverty related attainment gap has *reduced* from -18 in 2017 to -13 in 2018

4.5 **Reading, Third Level** (Third level should be achieved by end of S3)

Two out of the three secondary schools are reporting an improving trend from last year. A higher percentage of children from SIMD 1 and 2 achieved first level in 2018. The poverty related attainment gap however has *increased* from -15 % in 2017 to -22 % in 2018.

4.6 Biggest improvement across the authority has been in Numeracy with an overall improvement of 20%

4.7   **Numeracy, Early Level** (Early level should be achieved by end of P1)

78% of schools are reporting an improving trend from last year. A higher percentage of children from SIMD 1 and 2 achieved early level in 2018. The poverty related attainment gap has *reduced* from – 20% in 2017 to -5% in 2018

4.8   **Numeracy, First Level**

83% of schools are reporting an improving trend from last year. A higher percentage of children from SIMD 1 and 2 achieved first level in 2018. The poverty related attainment gap however has slightly *increased* from -10 % in 2017 to -11% in 2018.

4.9   **Numeracy, Second Level**

61% of schools are reporting an improving trend from last year.   A higher percentage of children from SIMD 1 and 2 achieved early level in 2018. The poverty related attainment gap has *reduced* from – 26% in 2017 to -18% in 2018

4.10   **Numeracy, Third Level**

All three secondary schools have reported an improving trend from last year. A higher percentage of children from SIMD 1 and 2 achieved third level in 2018. The poverty related attainment gap has *reduced* from – 21% in 2017 to -9% in 2018.

4.11   **Health and Wellbeing**

There has been significant reduction in exclusions from 212 in 2017 to 19 in 2018. An increased number of young people are accessing support for mental health, participating in school and community, feeling good about themselves and enjoying school.

5.0   O**verall strategy to achieve improvement**

The Attainment Team carried out a rigorous analysis and review of the 2017-2018 programmes in January 2018. Focussed monitoring, school reviews and evaluations highlighted that some interventions were not achieving sufficient outcomes and impact. As a result three key funded programmes, Read Write Inc, CCAFE came to an end in March 2018 and PEPASS in June 2018.

5.1   Six Improving Outcomes Principal Teachers took up post in February 2018. They provide school based support, working directly with universities to further support class teachers with targeted interventions and build capacity in learning and teaching. A focussed Career Long Professional Learning (CLPL) Calendar *(Appendix 2)* is delivering high quality professional learning for all practitioners to ensure sustainability and continuous improvement in pedagogy and practice.

5.2 Each school's Pupil Equity Fund (PEF) plans have been cross-referenced to the outcomes of the Attainment Challenge to ensure that the process of selecting interventions and approaches contribute to closing the attainment gap between the most and least disadvantaged children.

5.3 A Collaborative Research and Evaluation Strategy is in place to ensure that there is a coherent and consistent approach to the use of evidence for improvement. Collaboration with Strathclyde and Stirling Universities is continuing to build capacity by developing sustainable ways for educational establishments to extend and strengthen their professional collaboration, working arrangements and engagement with the communities they serve.

5.4 The Improvement Analyst has developed a Pupil Tracker which allows targeted tracking and monitoring of individual cohorts and disadvantaged groups and individuals against a set of performance measures aligned to the National Improvement Framework and Attainment Challenge. Regular reports are shared with the Attainment Team including information on attendance, exclusions, Teacher Professional Judgements, standardised and local assessment data with a focus on pupils in Deciles 1 and 2.

5.5 The FOCAL/TALK Speech and Language Project had significant impact and will be up scaled in 2018. Children, whose language skills had initially been assessed between January and March 2017 during their pre-school nursery year, were reassessed on these same language measures at the end of primary 1, between May and June 2018:
- Vocabulary
- Spoken language
- Storytelling

a. Vocabulary

Children in the four targeted schools made 16 months progress in their expressive vocabulary skills over a 15 month period. Those within the control group schools showed an average of a 10 month gain over the same period. Evidence would suggest that, for children with already impoverished language at school entry, the vocabulary gap is expected to widen year on year, and that therefore children are not expected to make month-on-month progress in line with their chronological age.

b. Spoken Language

Children's grammar in sentences in the four targeted schools also showed positive improvement, with the number of children showing age appropriate or above grammatical skills increasing from 50% to 72%. Children within the control group schools showed a slight increase, from 41% in nursery to 47% at the end of primary 1.

c. Story telling

When assessed in nursery, children presented with an age equivalent score on story retell of, on average, 5 months below their chronological age.

By the end of primary 1, children from the four targeted FOCAL schools were, on average, presenting with language skills in story retell of equal to their chronological age. On average children made 21 months progress in their storytelling skills in a 15 month period, equating to 1.4 months' progress per month of the initiative.

5.6 The following measures are being used to track and monitor long-term outcomes within each intervention.

a) **Literacy/Numeracy**
- pre/post Teacher Professional Judgement
- Pre / post pupil surveys
- School Review data

b) **Health and Wellbeing**
- GIRFEC Wellbeing Web
- Pupil Feedback
- CORE Wellbeing tool

c) **Closing the poverty related attainment gap**
- Pupil Tacker
- Attainment data
- Attendance
- Exclusion
- Parental Engagement

5.7 Detail of progress on each individual intervention is contained within the full report. (Appendix 1)

6.0 Sustainability Implications

All individual programmes plans include sustainability and exit strategies.

7.0 Resource Implications

7.1 The details of the grant funding received from Scottish Government for the Scottish Attainment Challenge Programme and the actual spend are contained in *Appendix 3*.

8.0 Exempt Reports

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

9.0 Declarations

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

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

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

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

None

10.0 Equalities Impact

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

11.0 Legality

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

12.0 Appendices

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

Appendix 1   Scottish Attainment Challenge End of year Report

Appendix 2   CLPL Programme for 2018/2019

Appendix 3   Scottish Attainment Challenge Financial Report
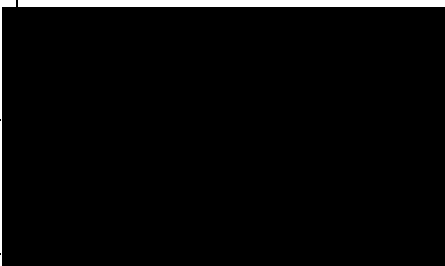
13.0 Background Papers

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

Yes ☐ (please list the documents below)   No ☑

Author(s)

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

Approved by

NAME	DESIGNATION	SIGNATURE
Anne Pearson	Chief Education Officer	
Stuart Crickmar	Strategic Director Partnership & Performance	

Scottish Attainment Challenge
Challenge Authorities Programme 2018/19

End Year Progress Report

This document provides a guide to help local authorities report on their progress achieved through the Scottish Attainment Challenge.

This is an end of year progress report and you are asked to focus on the last school year (2017/18) including any planning undertaken prior to the school year starting (timeframe **June 2017 – June 2018).**

You should provide:

- an update on overall progress towards raising attainment and closing the poverty related attainment gap in your authority
- a more detailed progress update for each of the individual work streams undertaken in your local authority
- progress for both the primary and secondary programmes

We are continuing to report on the **primary and secondary programmes** together, so progress towards both together should be provided.

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

Local Authority	Clackmannanshire Council
Project Lead/Contact	Catherine Quinn

End Year Progress Report

Remember: this is an End Year progress report, the timeframe is **June 2017 – June 2018**.

This section is split in two. First, looking at overall progress and then exploring individual progress of each work stream.

1. OVERALL PROGRESS AND REFLECTIONS TO DATE

First, we would like you to think about the overall progress towards long term outcomes.

As you are aware, the long term outcomes of the Attainment Scotland Fund are to:
a. Improve literacy and numeracy attainment
b. Improve health and wellbeing
c. Close the attainment gap between pupils from the most and least deprived areas

Number of schools supported by this funding?	22

The following questions apply to these long term outcomes

What specific long term outcomes has your local authority identified for the Attainment Scotland Fund?

a. Improve literacy and numeracy attainment
b. Improve health and wellbeing
c. Close the attainment gap between pupils from the most and least deprived areas

What evidence are you collecting to measure these long-term outcomes in your authority? Please specify the type of evidence you are collecting

a. Literacy:
- Pre / post Teacher Professional Judgement
- Pre / post pupil surveys
- School Review data

a. Numeracy
- Pre / post Teacher Professional Judgement
- Pre/post pupil surveys
- School Review data

2

  b. <u>Health and Wellbeing</u>
- GIRFEC Wellbeing Web
- Pupil Feedback
- CORE Wellbeing

  c. <u>Closing the poverty related attainment gap</u>
- Pupil Tacker
- Attainment data
- Attendance
- Exclusion
- Parental Engagement

What did this evidence show so far?

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

Latest data from the Teacher Professional Judgement Survey shows overall improvement across the authority in raising attainment in both literacy and numeracy, particularly with our P4 cohort. There is an overall improvement in reading of 7%. More than two thirds of our schools are showing improvement in reading, with all schools involved in the SAC Reading Intervention showing improvement at all three Curriculum for Excellence levels.

There has been most improvement across the authority in Numeracy, with an overall improvement of 20% across the authority. The focus on numeracy interventions, including a more comprehensive and consistent approach in structuring daily lessons, is having a positive impact in raising attainment.

Data indicates a reduction in the poverty related attainment gap at P1 and P7 across the overall cohort in both literacy and numeracy, as highlighted through TPJ assessment, although the gap is *r*educing in both P1 and P7 cohorts compared to the previous year. The focus on interventions specifically aimed at children from SIMD 1 and 2 together with the support of the Early Intervention Team will help raise attainment across this cohort and reduce the poverty related attainment gap.

There is a continuing focus on P4 and progress will be monitored this session.

Children's readiness for learning through supportive play and the creation of nurturing spaces is having an impact at Early and First Level evidenced through improved Leuven's Scores and use of GIRFEC Wellbeing Webs This is being supported by the Neuro-Sequential Model in Education/Readiness for Learning intervention, which is creating a more nurturing and inclusive approach to children's behaviour, both at Primary and Secondary level. This approach has been highlighted in the September 2018 TES article 'My brain's all shaky'

https://scotland.magazine.tes.com/editions/edition_edition_edition_2589.scotland/data/384552/index.html

Exclusion rates across the authority have reduced from 212 in 2016/2017 to 19 in 2017/2018.

The Speech and Language Project, TALK Clacks has improved vocabulary and spoken language skills for P1 pupils in targeted schools. Children involved in the approach made an average of 16 months progress in their expressive vocabulary skills, with children not involved in the project making on average 10 months progress.

3

Children's mental health and wellbeing has been improving across the authority with 7 in 10 children stating that they are enjoying learning at school, and 8 in 10 that they enjoy life; a higher percentage than the responses from last year's Realigning Children's Services Data. More young people are recording that "I feel happy" and " I know where to go to get the help I need" on CORE Wellbeing tool and Wellbeing Counsellors across the targeted schools are embedding a referral pathway to allow children and young people to access additional services and support.

Overall attendance of children remained similar to the previous year although there was a slight improvement in attendance of children from SIMD 1 and 2.

More young people are accessing sport activities especially across the schools that have been part of the SAC PEPASS project. Participation rates in extra curricular sports clubs of the schools involved in PEPASS increased on average by 44%.

As a result of the focussed Literacy, Numeracy and Health and Wellbeing interventions within the Attainment Challenge Programme, the quality of learning and teaching is improving across the authority. In recently inspected schools(2017 – 2018), 75% were rated "good" or above.

The 2018 SQA results show an improvement in the percentage of pupils achieving both Level 4 Literacy and Numeracy [90.8%] compared to the previous year with an improving trend over the last five years. There is improvement in the percentage of pupils achieving 2 or more Highers across the authority and more than a quarter of pupils achieving 5 or more Higher qualifications compared to last year.

In our S5 Cohort there is improvement in the percentage of pupils achieving 5 or more National 4s and 5 or more National 5s. The attainment gap between pupils from our most deprived areas reduced in senior phase with the largest reduction in our S4 cohort.

There is overall improvement in both National 5 and Higher in English and Maths with the 'A' pass rate improving in English.

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

The Attainment Team carried out a rigorous analysis and review of the 2017-2018 programmes in January 2018. Focussed monitoring, school reviews and evaluations highlighted that some interventions were not achieving sufficient outcomes and impact. As a result three key funded programmes, Read Write Inc, CCAFE came to an end in March 2018 and PEPASS in June 2018.

The Improving Outcomes Principal Teachers (part of the Curriculum Team) took up post in February 2018 and provide school based support, working directly with academics in order to further support class teachers with targeted children and young people and build capacity across learning and teaching. A focussed CLPL Calendar is delivering high quality professional learning for all practitioners to ensure sustainability and continuous improvement in pedagogy and practice.

The progress of the Improving Outcomes Principal Teacher Team, against key improvement measures is tracked via School Partnership Agreements and bi-monthly Performance Meetings.

Each school's PEF plan has been cross-referenced to the outcomes of the Attainment Challenge to ensure that the process of selecting interventions and approaches contribute to closing the attainment gap between the most and least disadvantaged children.

A Collaborative Research and Evaluation Strategy is in place to ensure that there is a coherent and consistent approach to the use of evidence for improvement between academics. Collaboration with Strathclyde, St Andrews and Stirling Universities is continuing to build capacity by developing sustainable ways for educational establishments to extend and strengthen their professional collaboration, working arrangements and engagement with the communities they serve.

The Improvement Analyst has developed a Pupil Tracker which is allowing for targeted tracking and monitoring of individual cohorts and disadvantaged groups and individuals against a set of performance measures aligned to the National Improvement Framework and Attainment Challenge. Regular reports are shared with the Attainment Team including information on attendance, exclusions, Teacher Professional Judgements, standardised and local assessment data with a focus on pupils in Deciles 1 and 2

Can you share any learning on what has worked less well or could be improved? Please include in here any risks envisaged for the future implementation of the programme

Procurement processes when acquiring goods or services from an external source to support the Attainment Challenge outcomes has added extra demands on establishments. The process has delayed some of the interventions planned and limited choice as services or works are provided at the best possible price.

The continuing focus on ensuring that there is evidence to show impact has provided a wide range of both qualitative and quantitative data. As the measures set in the 2017-2018 plans were broad, there were far too many data sets and measurements, which made analysis time consuming. The 2018-2019 Plan now focuses on a smaller number of measures which will be monitored and tracked. Systems have been put in place to ensure that there is a shared understanding of impact and evidence required.

2. Progress in individual work streams

Please list below the individual work streams your local authority is working towards:

Work streams:
Children Families and Communities/Health and Wellbeing
Learning and Teaching
Leadership of Learning

1. **Holistic Wellbeing and Listening Service(formerly Schools Counselling Service)**

2. **Readiness for Learning(formerly Emotional Readiness for Learning)**

3. **CCafe/FLIC**

4. **PEPASS**

5. **Pupil Led Enquiry**

6. **Reading programme**

7. **FOCAL/Talk Clacks(formerly Speech and Language)**

8. **Numeracy PEPASS**

9. **Numeracy Recovery**

10. **Early Intervention Team**

11. **Curriculum Team(Including the Improving Outcomes Principal Teacher Team)**

	Holistic Wellbeing and Listening Service(formerly Listening Service)- Wellbeing Scotland (formerly Schools Listening/Counselling service)
1	**To provide a holistic wellbeing and listening service for targeted children, young people and families in SIMD 1 and 2 to improve social, emotional and mental wellbeing.**

Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.

X Both, in primary and secondary schools

Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.

Progress to date: What evidence are you collecting to evaluate progress and impact of how this work stream outcomes will be achieved.

Remember: Your timeframe is from June 2017 to June 2018

June 2017-June 2018

Outcome (i.e. what the work stream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	Evidence Collected (e.g. focus group with parents, online survey etc.)
1. Increase in pupil wellbeing and engagement in learning for targeted children in SIMD 1 and 2 in 4 Secondary and 3 Primary schools	Adapted Leuven's Scale data analysis GIRFEC Webs Pupil Feedback
2. Improved behaviour and motivation of targeted children and young people accessing service	Attendance and behaviour logs Case Study
3. Children ,young people and family referrals to local complementary services increase to improve social isolation and wellbeing	Number of additional partners/agencies accessed
4. Increased skills and capacity of staff to provide support for children and young people	CLPL session delivered Participant Feedback
5. Increased parental engagement in their children's learning	Parent/carer feedback Number of parent/carer sessions

What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*

Remember: Your timeframe is from June 2017 to June 2018

1.

The Holistic Wellbeing and Listening Services have improved the wellbeing and involvement in learning of 190 targeted children and young people from SIMD 1 and 2.
In secondary schools, where the service has been in place for 12 months, more accurate and focussed recording of data has shown a positive impact on attendance
Attendance data secondary 2016 - 2017= 90.68%
Attendance data secondary 2017- 2018= 93.54%

Analysis of the Adapted Leuven's Scale data highlighted improvements in wellbeing, involvement in learning and engagement of all children and young people accessing the service.

While the 3 month Pilot in 3 primary schools and 1 support service indicated improvements in wellbeing and engagement, it did not show progress in achievement using the Adapted Leuven's Scale. This could be attributed to the short Pilot period. Therefore this service will continue to be closely monitored with more focussed data

Analysis of the 8 Indicators across GIRFEC with 68 secondary pupils supported from Sept 2017 -Jan 2018 showed an increase from baseline wellbeing measures over a 10 week intervention. Almost all pupils reported an increased sense of belonging and nurture, key determinants of wellbeing which can positively impact on attainment.

2.

 Individual case study material from targeted pupils accessing the service highlights increased motivation and improved behaviours allowing them to engage more positively in their learning and attend school more regularly. A small case study from Jan 2018 – April 2018 tracking a targeted group of 4 pupils over 16 weeks(8 weeks prior to involvement and 8 weeks during the intervention) showed the following improvements in attendance and behaviour recorded in school logs:

2x pupils attendance improved by an average of 4 days per 8 week period

2x pupils showed improved behaviours after receiving significant support from the wellbeing worker. Their attendance was maintained even through this was a very difficult period of time in their lives

3x pupils had reduced referrals and reduced demerits by an average of 1.333 less referrals than the previous 8 weeks.

From August 2018, individual pupils engaging with the service will be tracked using the Pupil Tracker to ensure that key interventions are targeted to measure improvements in behaviour and attendance and ensure that the impact of the targeted support is sustained.

3.

There has been an increase in engagement with schools with only 1 locality partnership in 2017 to 9 partnerships in 2018. This increased engagement is helping young people to have a more positive outlook and see themselves as more effective and confident citizens. Pupil feedback highlights that almost all felt that this had increased their confidence and made improvements in their social and emotional competencies.

4.

Staff feedback and learning walks have indicated that the bespoke training sessions, designed to build staff skills and knowledge base have improved both organisational and classroom practice, emphasising the importance of wellbeing as part of the improvement process.

Staff CLPL on Mental Wellbeing and Coping with Stress Strategies have been embedded into daily practice in one school, with daily pupil check-ins. Pupils report improved and positive relationships with staff and peers .Feedback from all participating staff has been positive with participants indicating that they will continue to use these skills in their own settings to provide focussed support for young people.

Further CLPL sessions are planned for 2018-9 to ensure that staff knowledge and understanding across all the target schools reflects and supports current practices and can be shared more universally.

5.

The continued focus on parental support, including 1-1 sessions, home visits and group work is having a positive impact on the engagement of targeted children and young people. End of session reviews from 5 pupils at each targeted schools (30 pupils inn total), indicate that pupils value the supportive and caring environment provided where all concerns may be explored and wellbeing issues addressed both within the school environment and at home.

Can you share any learning on what has worked particularly well?

A Primary Pilot Project ran from January 2018- April 2018, to extend the service to three targeted Primary Schools and Support Services. Analysis of data and feedback indicated that there was a significant improvement in wellbeing and involvement of children and increased parental engagement. The Attainment Team put the service to Tender on Public Contract Scotland in April 2018. The contract was awarded Wellbeing Scotland with 7 Wellbeing Workers now embedded within the school pastoral and guidance systems. They continue to offer a bespoke service to our targeted schools based on their profile and context.

Work and learning from the service has informed the development of the Clackmannanshire Health and Wellbeing Strategy.

3 schools are now using PEF to fund additionality which will support sustainability of this approach beyond the funding of the Attainment Challenge.

Due to the success of this innovative model ,Wellbeing Scotland will be hosting their National Conference in Alloa in October 2018 to showcase the Clackmannanshire approach and raise awareness of the aims and objectives of the service.

Effective communication mechanisms and an understanding of the importance of data capture to provide evidence of impact has been challenging. This is due to the number of staff and leads involved and their understanding of the tools and measurements used.

Moving forward, there will be a clear governance structure with termly meetings to review progress, impact and data capture involving key leads. A development day in September 2018 will ensure that all stakeholders are confident with the approach and measurement tools used to capture evidence of impact.

	Readiness for Learning(formerly Emotional Readiness for Learning)
2	**A co-ordinated approach with training, school support, analysis and research (St. Andrews University) that increases staff knowledge and skills in supporting children and young peoples' wellbeing including self-regulation, executive functioning, emotional wellbeing.**

Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.

X Both in primary and secondary schools

Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.

Progress to date: What evidence are you collecting to evaluate progress and impact of how this work stream outcomes will be achieved.

Remember: Your timeframe is from June 2017 to June 2018

June 2017 – June 2018

Outcome (i.e. what the work stream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**Evidence Collected (e.g. focus group with parents, online survey etc.)**
1. Increase knowledge base of educators in specified schools and make positive changes to classroom practice through ongoing CLPL (Universal)	Training evaluations on the day and 3 month follow up (Universal)
2. Improve pupils developmental skills in a range of areas associated with executive function/self-regulation in a variety of targeted settings (Targeted)	NME mini maps, qualitative information, staged information figures (Targeted and Enhanced)
3. Improve pupils engagement with learning and academic progress as a result of increased executive function/self-regulatory skills (Universal)	PIPS, Leuven Scale of Engagement, TPJ (Targeted & Enhanced)
4. To reduce the severity of post-traumatic symptoms experienced by children referred to the Intensive Therapeutic Service and the knock-on impact this has on their education (Intensive)	CROPS, PROPS, LITE, IES plus other educational measures e.g. attendance as relevant (Intensive)

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What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*

Remember: Your timeframe is from June 2017 to June 2018

1.

Across the Authority over 50 interventions have been supported by Educational Psychologists using the R4L approach in 2017-2018.
R4L is referenced in **60.4%** of one-off EP consultations with schools
Post-training evaluations showed :
76% of staff had changed their practice since their initial training.
42% felt it had made a positive difference at the classroom level.
47% felt it had made a positive difference at the individual pupil level.
This will continue to be monitored and reviewed as part of the Cohort 2 (2018-2019)programme to ensure consistency and sustainability in the approaches.

2.

Across the targeted schools the number of pupils' on Staged Intervention in an R4L class has reduced. Further analysis of this data is required to see if this can be attributed solely to the R4L programme and/or a combination of targeted interventions

Pupils' in R4L class are showing **statistically significant** gains in their executive function skills as measured by the NME mini map. **Effect sizes** for these attributes range from **0.8 – 0.94**.

3.

School Leuven's Scale analysis shows almost all pupils improved their engagement with learning as a result of the focussed approaches.

4.

Pupils working within the Intensive Therapeutic Service have shown an average decrease in post-traumatic stress symptoms by 35.1%.This reduction in severity of post traumatic symptoms will continue to be monitored to evaluate the impact of this approach on achievement, engagement and wellbeing.

Can you share any learning on what has worked particularly well?

The Coach-consult model of support to targeted schools by the link Educational Psychologist and R4L Lead Educational Psychologist has allowed staff to flexibly adapt the intervention according to the needs of the pupils and provided support and guidance to staff through the process of making significant changes to their practice.

Ongoing CLPL offered to staff has allowed educators to tailor their knowledge and interest levels and follow up or refresh particular topics to target interventions to those children and young people with greatest need.

The improved use of digital media has enabled ease of sharing resources and facilitated outwards focus. This has increased links both here and abroad, and made materials more

engaging. This will be further explored and plans are in place to expand this use into micro-learning blogs next session.

The research and evaluation of project needs to be developed to be more embedded within each school based on their context and need. Further assessments and support for schools will need to be provided to ensure organisational readiness is achieved. This will be assessed before beginning implementation.

Parental engagement needs to be a focus moving forward to ensure that their views and opinions are taken into account and learning is shared more widely.

The main risk to the project continues to be staffing. Educational Psychologist working on a freelance basis may create inconsistency in support .

The recruitment of the planned Assistant has been delayed and plans are already in place to ensure that the post is filled promptly.

	C-Café/FLIC(formerly Clackmannanshire Ccafe and Family Learning)
3	**An early intervention approach which brings highlighted families, partners (Action for Children, Youth Services) and the wider community together to prepare a nutritious meal and provide structured sessions, developing skills, practice, routines and rituals that are powerful organisers of family life.**

Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.

X Both, in primary and secondary schools

Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.

Progress to date: What evidence are you collecting to evaluate progress and impact of how this work stream outcomes will be achieved.

Remember: Your timeframe is from June 2017 to June 2018

Outcome (i.e. what the work stream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**Evidence Collected (e.g. focus group with parents, online survey etc.)**
1. Partners have a clearer understanding of the aims of the C-Café programme	Attendance Partners feedback
2. Participants have positive relationships within the family	Parent/carers reporting increased confidence in supporting their children. (strengths / weaknesses daily hassles)
3. Parent/carers have increased their confidence in supporting their children	Parent/carers reporting increased confidence in supporting their children. (strengths / weaknesses daily hassles) Children and young people demonstrating improved wellbeing (My Star – primary, GIRFEC Web or Teen Star for secondary)
4. Learners manage formal and informal relationships and links with wider community	Children and young people who are reported to have increased engagement as a result of the programme % of pupils who are 'on track' to achieving their potential (School Case Study)

What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*

Remember: Your timeframe is from June 2017 to June 2018

1.

From 2017- 2018, 15 targeted families from SIMD 1 and 2 engaged in the Ccafé programme, (6 Primary and 9 Secondary) developing skills and practice in routines to better support children both at school and at home.
60% of participants showed commitment to the programme through a regular 90 % attendance over the 10 week programme.
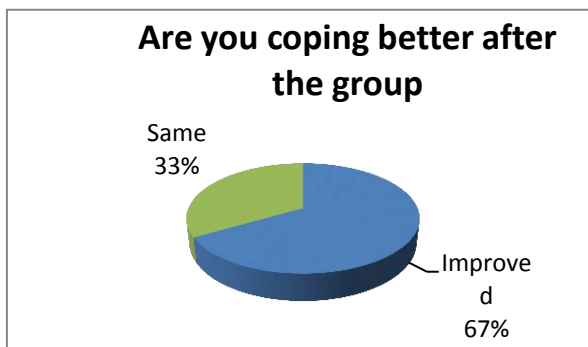All families involved in the programmes showed an increase in confidence through weekly feedback sessions.

2.

Families participating in the Primary School programmes were asked to complete the 'Daily Hassles' monitoring tool. Analysis of the tool indicated that there were improvements across all categories with all families showing decreased hassle pre and post scores in the fields of relationships, routines, child behaviour, family norms and priority clashes from an average of 194 points to 95.

3.

Data capture at each Ccafe session highlighted an improvement in supportive relationships with almost all families in the Primary Programme from base line measures.

Are you coping better after the group
Same 33%
Improved 67%

Has your mood improved after the group
Improved 100%

Analysis of the My Star Tool, showed improvements in confidence for almost all parents and carers empowering them to explore and improve their own wellbeing needs, strengthen their bonds and to take a more active and nurturing role in their child's development.

Engagement with a wider range of local partnerships and agencies ensured that all those participating gained access to support that was tailored to their identified needs and within their community.
The Ccafe Tree recorded these engagements and individual achievements and " grew" with the programme

4.

Case Study evidence indicated that :

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"By the end of the eight week programme the school were reporting that L was showing more confidence within the class, which was having a positive impact on his learning and participation within classroom learning. This was reported by his class teachers and his Mum. He was observed and reported to be less tired."

For those young people at secondary school, all demonstrated an increase on their SHANARRI assessments e.g. felt safe, healthy, achieving, nurtured, active, respected, and responsible and included.

Parents reported an increase in confidence and feeling less isolated with improvements in outcomes for families including:
- A parent joining the Parent Council within the school and a Positive Parenting group.
- A parent started their own cookery group at the nursery.
- A referral has been made to the Incredible Years Programme for one family.
- Young people have been sign-posted to groups within Education Community Learning and Development
- 2 families engaged with the CCafe + programme (Action for Children)

Can you share any learning on what has worked particularly well?

The Clackmannanshire Children and Families Environment Programme (CCafe) aimed to provide an early intervention approach which brought parents and carers, children and young people, partners and agencies and the wider community together to ensure that whole families get the support they need to fulfil their potential both within school and beyond.
Feedback from the 15 families across the C-Cafe Programme from SIMD 1 and 2 indicated that they benefited from being provided with opportunities to explore and improve their own wellbeing needs, strengthen their bonds and take a more active and nurturing role in their child's development.
Activities were supported by staff from within Education CLD, Action for Children and schools, who provided opportunities for families to develop new skills, exchange ideas, express their own views and opinions and make connections both within the group and wider community.

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific work stream going forward.

The number of families and learners within the C-Café programme demonstrated that there was a significant amount of resources being put in place for a low number of participants. There was limited evidence to show that involvement in the CCafe programme was impacting on engagement in schools or directly on achievement and attainment.

Whilst the programme was addressing the health and wellbeing of a small number of families there was a recognition that there was a greater need to engage parent/carers in learning in a positive way which would address their learning needs and increase their ability to support their child's learning and development.
As a result, impact and evaluation from CCafe has been rigorously reviewed and key learning and strengths embedded within the planned FLIC Programme for 2018-2019

4	**PEPASS** **Development of Sports Development Teams and community programmes to increase children and young peoples' participation in sport, improve confidence and resilience.** **Breakfast Club Programme**

Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.
X Secondary schools only

Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.

Progress to date: What evidence are you collecting to evaluate progress and impact of how this work stream outcomes will be achieved.
Remember: Your timeframe is from June 2017 to June 2018

Outcome (i.e. what the work stream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**Evidence Collected (e.g. focus group with parents, online survey etc.)**
1. Increased attendance and participation at targeted events for identified children and young people	Attendance rates at events
2. Increased pupil confidence and self esteem	Pupil Feedback Pupil Surveys
3. Embedding PEPASS approaches into school environment	Participants engaging in additional PEPASS approaches

What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*
Remember: Your timeframe is from June 2017 to June 2018

1.

In August 2017 a new Breakfast Club programme was introduced at a targeted secondary school to motivate pupils to arrive at school on time, prepare pupils physically and mentally for the day ahead, and to get more pupils, more active.
 The Breakfast Club was on every day, Monday to Friday.
At the Breakfast Club, 73 S1 and S2 pupils accessed the PE Department every morning before their

period 1 class, where they had access to a free breakfast buffet and use of the sports facilities to improve their readiness to learn.

11 of the pupils were invited to attend due to being identified as having poor attendance rates at school and in particular poor 'late' records.

The 11 pupil's attendance at the breakfast club was tracked and in addition their 'lates' were tracked over the 17/18 academic year and compared to their 16/17 records.

Of the 11 targeted pupils all significantly reduced their levels of lates to zero or 1 late.

In addition another 23 pupils who attended (out of 73) had reduced their record to zero lates.

By reducing the 'lates' to zero the pupils were able to get to their 1st class of every day in time and were ready for learning.

2.

Pupil Evaluations / feedback following the Breakfast Club, highlighted that all pupils valued the approach:
 "It was a fun way to start the day."
 "It was a good way of socialising/making new friends."

3.

At the Breakfast Club, S1 and S2 pupils accessed the PE Department every morning before their period 1 class, where they had a free breakfast buffet and use of the sports facilities.
The activities provided included Indoor Football, Basketball, Table Tennis, Dodgeball, and use of the Fitness Suite which have now been made available as part of PEPASS.
Increased participation in sport and physical activities, particularly amongst previously targeted inactive young people has increased.

Can you share any learning on what has worked particularly well?

The Active Schools Coordinator was pro-active and observed that pupils not engaging in social areas of the school. By providing fun sports opportunities during these times, such as before school and during lunchtimes, feedback highlighted that more young people participated in and enjoyed physical activity.

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific work stream going forward.

5	**Pupil Led Enquiry** **Structured opportunities for young people from S1-S3 in all secondary schools to engage in evidence based reasoning and creative problem solving towards finding solutions to support their own health and wellbeing. Supported by Space Unlimited and Strathclyde University, a range of learning experiences and approaches are provided to build skills and create a shared sense of responsibility.**

Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.
X Secondary schools only (Alloa Academy)

Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.

Progress to date: What evidence are you collecting to evaluate progress and impact of how this work stream outcomes will be achieved. *Remember: Your timeframe is from June 2017 to June 2018*

Outcome (i.e. what the work stream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**Evidence Collected (e.g. focus group with parents, online survey etc.)**
1. Enhancement of children and young peoples' voice and active role in health and wellbeing that reflect their interests, needs and enthusiasms.	Pupil comments and evaluations Pupil group presentations at Strathclyde University
2. Increased knowledge, understanding and enthusiasm for the health and wellbeing curriculum as a key to raising achievement, aspiration and motivation.	Pupil comments and evaluations. Staff and student teacher on-going evaluative conversations and presentations at Strathclyde University,
3. Improved curriculum design based on a pupil-led enquiry approach which translates a collaborative vision for health and well-being.	Enhanced curriculum development and inform learning and teaching.
4. Improved and reinforced active networking opportunities with other school partners and external partners to promote positive approaches relevant to community context.	Partnership engagement evidence.

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What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*

Remember: Your timeframe is from June 2017 to June 2018

1.

The Pupil –Led Enquiry approach was focussed on one Secondary school, allowing 37 young people at S2 to increase their knowledge and skills around the model and embed a holistic pupil-led approach across the whole school community.
Evaluation data gathered at the end of the 3 day enquiry process suggested that the experience has been a positive personal development opportunity, enhancing pupil-voice for all the young people involved. End of programme pupil evaluations highlighted that:

83% say they are using their strengths and ideas
"I talked about my views on things"
"Being confident to share ideas"
"I listened to other people"

68% say that they have developed their skills
"I have developed my skills by joining in more"
"I've got better at listening"
"I have developed teamwork and people skills"
"I can work more cooperatively with others"

89% say they benefitted from the collaborative sharing of ideas
"It was fun getting to work with others"
"Sharing my ideas and thoughts"
"I have developed my skills in teamwork and communication"
"More confident at speaking in front of people"

2.

Presentations by young people and conversations at Strathclyde University showed improved knowledge and understanding of key health and wellbeing areas. Evidence presented by pupils highlighted the positive difference targeted approaches to support for health and wellbeing were having in their school. These included:
1. Be more Donkey – A project that offers a creative way to engage young people with identifying characteristics that support health and wellbeing through an interactive game involving popular movie and TV characters.
2. No More – Pupil campaign seeking to challenge racism and homophobia
3. In the Teacher's Shoes – A project led by young people that aims to support teachers to discover the range of sensitive issues young people are experiencing and potential personalised strategies for solutions.
4. Equality - A teacher feedback card - ' each term give feedback to teachers on their teaching. They can use this to make their teaching more positive'. Young people said that they felt that staff were able to offer them feedback but that they didn't have the same

3.

These ideas were presented to SMT and key members of the school community at a marketplace event on the last day of the 3 day process. As a result, key chnages in the curriculum have been made to the PSHE Curriculum and r school policy, guidance and parctice is taking into account

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the views of the young people involved in the approach.
Most of the young people's sense of agency improved as a result of the experience:

68% say that they are more confident in their ability to influence change
"*I can make a change with a little more help*"
"*Because I am not scared to talk in front of people*"
"*Seeing that my opinion can make a change helped a lot*"
"*Because I'm not as scared as I used to be in sharing my ideas*"

100% say that positive change is already happening as a result of the work
"*Teachers were excited to help us change things*

All staff commented positively on the impact of this project on pupil engagement, commenting that "it has really strengthened teacher-pupil relationships within the school" and that *"we were able to view learning from a different point of view."*

4.
Wider partnership involvement has promoted positive approaches to supporting wellbeing across the whole school community
For example:The school has reviewed its anti-bullying policy in collaboration with Brian Donnelly (Respect Me, Scotland) who has begun undertaking parental, staff and pupil consultations to support the school to create a new policy which reflects the views of the young people.

Can you share any learning on what has worked particularly well?

All staff at the school, as well as student teachers felt that the involvement with external partners supported them to truly engage with the enquiry process and use the results as a vehicle for positive change in the school.

All members of the SMT valued the partnership opportunity, to look outward and bring changes inwards, seeing their pupils in a different light, promoting positive relationships and validating young people as supporters and drivers of change at a whole-school level.

All pupils enjoyed working with the range of external partners and commented positively on the experience of attending the university. All pupils agreed that they day was inspiring and almost all felt "the school is committed to taking forward our ideas". All pupils also felt much more positive about attending university and further study, "it looks a lot more fun than I thought"

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific work stream going forward.

Some staff at the school commented that they would like to receive some continued support from the Improving Outcomes Principal Teacher involved, particularly in relation to the work with cluster primary schools. This will be taken forward as part of the I.O. PT's future work stream to ensure the school are able to fully embed pupils' ideas and vision.

6	**Reading Programme** **A bespoke project designed by Professor Sue Ellis (Strathclyde University) supports educators to co-create, with their pupils, a reading curriculum that explores how cognitive knowledge and skills for reading, reader and learner identity and cultural capital can intersect with the class and curriculum organisation and teaching.**

Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.

X Primary Schools

Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.

Progress to date: What evidence are you collecting to evaluate progress and impact of how this work stream outcomes will be achieved.

Remember: Your timeframe is from June 2017 to June 2018

Outcome (i.e. what the work stream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	Evidence Collected (e.g. focus group with parents, online survey etc.)
1. Literacy attainment continues to improve	NGRT (or equivalent) and CEM data. Increase in attainment levels from Teacher Professional Judgement.
2. Quality and consistency in the teaching and learning of reading will be increased.	Domain Wheels Confidence Measure
3. Increased use of a wider range of reading pedagogies	Learning Walks
4. Increased knowledge and understanding of the Reading programme through targeted CLPL.	Feedback from CLPL sessions

What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*

Remember: Your timeframe is from June 2017 to June 2018

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1.

Analysis of data from the Teacher Professional Judgement Survey shows overall improvement across the authority in raising attainment in literacy particularly with our P4 cohort. There is an overall improvement in reading of 7%. More than two thirds of our schools are showing improvement in reading, with all schools involved in the Reading Programme showing improvement at all three Curriculum for Excellence levels

2.

Of the schools where domain self-reflection wheels were used, almost all staff verbally commented that this tool was a useful way of evaluating their practice and identifying next steps. This view was supported by all members of SMT in schools

The majority of staff members were able to compare their confidence levels before and after the period of support from the Improving Outcomes Principal Teacher Team.

Where domain wheels were completed as part of a whole-school CAT night, all staff felt they had a better understanding of the core components of each domain. In almost all schools where staff completed these independently, most teachers felt it would have been better if this was completed as a collegiate activity with a member of the Improving Outcomes Principal Teacher Team leading the session.

Of the individual teachers which we worked with, almost all staff comments were positive during team-teaching and modelling/coaching sessions. Almost all staff commented that they had increased confidence implementing elements of the reading programme however there was little evidence of these practices in school self-evaluation visits conducted within the local authority.

3.

Head Teachers and Senior Management Teams report an increased use of reading pedagogies and resources through Learning Walks. This has been supported through the implementation of Staff Book Clubs, engagement with local Libraries, sharing of resources via a GLOW page and targeted work with Literacy Leads in schools.

4.

Feedback and evaluation from CLPL across the Reading Programme   has been sporadic   and has provided limited evidence .This will be reviewed in 2018-9 to ensure that there is a mechanism in place to evaluate the programmes aims and objectives more robustly.

Can you share any learning on what has worked particularly well?

Staff have reported that they value the focussed approach on reading and comprehension programme. School end of year programme reviews highlighted that all of the Cohort 1 schools strongly agree that the role of the Improving Outcomes Principal Teachers is supporting them to develop a range of strategies and   work collaboratively to enhance teaching which leads to high quality learning experiences.

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific work stream going forward.

The use of Reading Attitude Survey's was initially met with positive feedback from staff as they

were able to recognise "how my pupils see and value reading" (class teacher). However, due to the shortness of the period of support from the Improving Outcomes Principal Teacher members, staff were unable to re-access pupil's views as 6 weeks would not be enough time to show impact. The same was true for some staff members who completed the domain self-reflection wheels.

Due to the Reading Programme being embedded across all Primary Schools engaging in teaching/modelling/coaching will need to be more targeted in order to make effective impact. The idea of using video equipment to record key elements is a potential solution to encourage 'noticing teachers' is being developed to support this.

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7	**FOCAL/TALK Speech and Language Project** **A whole-school, assets-based approach in targeted primary schools. School communities work in partnership with Speech and Language Therapy to develop sustainable best practice, to ensure that children, regardless of their socio-economic background, experience improved spoken language, confidence and learning, with the strands of:** • **Earlier identification of children with speech, language and communication needs** • **Development of an enskilled workforce who can deliver the best outcomes for children and families through awareness, understanding and use of strategies and interventions that will support children's spoken language skills.** • **Development of communication environments that are accessible and language enriching for all learners** • **Increasing parent/carer knowledge, confidence and empowerment to be the best they can be in supporting children's language development**

Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.

X Primary schools only

Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.

Progress to date: What evidence are you collecting to evaluate progress and impact of how this work stream outcomes will be achieved.

Remember: Your timeframe is from June 2017 to June 2018

Outcome (i.e. what the work stream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	Evidence Collected (e.g. focus group with parents, online survey etc.)
1. Improved vocabulary and spoken language – children from Primary 1 to Primary 4 in targeted classes across 4 project schools	Standardised child language measures. Informal language sampling.
2. Improvement in children's listening skills within targeted classes across 4 project schools	Rating scales: % improvement as rated by class teachers
3. Increase in staff knowledge and confidence in supporting children with SLCN.	Staff surveys and questionnaires: % increase in knowledge and confidence, as rated on staff surveys pre and post intervention.
4. Improved engagement with	Parent/carer feedback.

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parents/carers, to develop their knowledge, skills and confidence	Parent/carer attendance at planned events	

1

Children whose language skills had initially been assessed between January and March 2017 during their pre-school nursery year, were reassessed on these same language measures at the end of primary 1, between May and June 2018:

- Vocabulary
- Spoken language
- Storytelling

a. Vocabulary

Children in the four targeted schools made 16 months progress in their expressive vocabulary skills over a 15 month period. Those within the control group schools showed an average of a 10 month gain over the same period. Evidence would suggest that, for children with already impoverished language at school entry, the vocabulary gap is expected to widen year on year, and that therefore children are not expected to make month-on-month progress in line with their chronological age.

b. Spoken Language

Children's grammar in sentences in the four targeted schools also showed positive improvement, with the number of children showing age appropriate or above grammatical skills increasing from 50% to 72%. Children within the control group schools showed a slight increase, from 41% in nursery to 47% at the end of primary 1.

c. Story telling

When assessed in nursery, children presented with an age equivalent score on story retell of, on average, 5 months below their chronological age.

By the end of primary 1, children from the four targeted FOCAL schools were, on average, presenting with language skills in story retell of equal to their chronological age. On average children made 21 months progress in their storytelling skills in a 15 month period, equating to 1.4 months' progress per month of the initiative.

2.

Following an initial 6-week Teaching Children to Listen intervention, all classes across the four schools except one were rated as having improved their listening total by their teacher and this improvement was maintained until the end of the year. 100% of class teachers reported continuing to use aspects of the Teaching Children to Listen approach following the modelled sessions.

3. Improved knowledge and confidence of staff

Staff knowledge and confidence in supporting children with Speech, Language and Communication Needs (SLCN) showed positive improvements, as rated on staff questionnaires. 6/21 staff in the four targeted schools rated their knowledge of SLCN as 'good' and 0/21 as 'excellent' before the project, while at the end of 2017-18 this had increased to 1 rating of

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'excellent' knowledge and 12 ratings of 'good' knowledge. 7 out of 21 felt confident in identifying children with SLCN before the project, while 11 felt confident afterwards, an increase of 57%. Before the project, 7 staff described themselves as 'confident' in supporting children with SLCN and 0 as 'very confident', while at the end of the year, 3 staff felt 'very confident' and 12 felt 'confident. Finally, 6 out of 21 staff members pre-FOCAL felt 'confident' in developing children's spoken language in the classroom, while following the intervention this had increased to 2 feeling 'very confident' and 9 'confident'.

3.

Prior to the FOCAL initiative, 29% of staff felt 'confident' about creating an inclusive communication environment. This had increased to 67% by June 2018. Staff reported a 20% increase in the regular use of strategies in the classroom that would support an inclusive communication environment by June 2018.

All four 2017-2018 FOCAL schools are working towards achieving their bronze communication environment award with the support of 'Communication Champions' in each establishment, all making positive steps towards this.

4.

Increased Speech and Language Therapist visibility in the FOCAL project schools has developed family learning opportunities. These have included:
- Speech and Language Therapists' presence at school parents evenings
- Presence at school events e.g. Christmas/Summer fairs
- Display boards sharing the work of FOCAL
- Newsletters
- Social media posts (supported by education staff) to share with parents and carers children's learning and key messages
- Family learning opportunities related to specific areas of language and intervention approaches e.g. Fun with Words parent/carer and child session, sharing the learning classroom sessions.
- Specifically arranged whole school events that promote listening and talking e.g. Screen Time Challenge, No Pens Day, FOCAL fun afternoon

8 out of 8 families who attended a 'Fun with Words' workshop were able to identify at least one key message around building vocabulary that they would take away to try at home.

Can you share any learning on what has worked particularly well?

Staff have reported anecdotally throughout the year really valuing the modelling and coaching approach used within FOCAL to deliver classroom interventions, with class teachers having the opportunity to jointly plan and deliver the approaches alongside Speech and Language Therapists to support growth in skills and confidence. This has been further highlighted during whole staff evaluation sessions to reflect on FOCAL at the end of the year.

Comments from staff:
- *'Modelling over 6 weeks really embeds practice'...'helped teachers to be comfortable teaching [the language interventions]*
- *'Weeks [when SLT was] in and then not in helped model and practice'*
- *'I was more confident being able to see the interventions in action...more powerful than just hearing about them in a CAT session, like so many other interventions'*
- *'Planning jointly with [SLT]'*

Many members of staff, following coaching and modelling, have felt confident to take ownership of the FOCAL language interventions and are recognising ways to adapt or make use of aspects of them to embed within their existing practice.

Formal Training Sessions

Positive feedback has been received related to the FOCAL formal training modules, particularly for staff in upper school classes who may not have had the Speech and Language Therapists alongside them in the classroom. A proportion of staff in all project schools have taken up informally opportunities to follow up on training by asking the Speech and Language Therapists for advice in adapting approaches for their context. Following the practical interventions training module in particular, 90% of staff identified at least one approach explored in the training that they wished to learn more about and/or implement in the classroom.

Comments from staff:
- *'CAT sessions very informative'*
- *'It has been some of the best training. Great to have resources available.'*
- *'Excellent CAT sessions. Best this year.'*
- *'Very thorough, informative, easy to follow, practical to put in place'*
- *'Liked all the resources [being available to look at] so you could see what could be used in class'.*
- *'Clear presentation and explanations coupled with practical sessions.'*

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific work stream going forward.

Work is needed to ensure joint ownership and promotion of such events between therapists, school leadership and other key staff through joint planning and improved communication around event logistics, purpose and intended outcomes. Family learning is an area that will require a more coordinated approach between Speech and Language Therapy and education going forward and we wish to develop this further in the next year of the project. It is recognised that engaging and building relationships with staff in the past year has been key to build the foundations for working together on supporting family learning opportunities.

Consultation time between Speech and Language Therapists and Education

It is important that regular, planned consultation time with teachers prior to beginning interventions and regularly between sessions are key to the success of the interventions in the classroom. In the event that this time is not prioritised, this reduces the confidence of both the SLTs and class teachers in successfully delivering the intervention and therefore means that the effectiveness of the intervention is reduced. Due to time and staffing pressures within schools this has not been consistently easy to prioritise and it is something that in the next year of the project we are keen to ensure is. Making use of the Key Factors for Success as outlined in our collaboration document the 'Partnership Working Tool' will enable us to have conversations with school Senior Leadership Teams around the importance of ring-fenced planning time and of other factors that lead to successful collaboration.

Comments from staff about possible improvements:

- *Parental engagement: better communication and advanced notice of drop in sessions*
- *More time available to develop the visual communication environment around school*
- *Clarity around progression pathways for FOCAL interventions and support with where these interventions fit into literacy benchmarks*

8	**Numeracy in the Early Years (formerly Numeracy PEPASS)** **Develop an approach to teaching numeracy and mathematics in the Early Years which will use physical activity as a vehicle to raising attainment.**

Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.

X Primary schools only

Progress to date

What evidence are you collecting to evaluate progress and impact of how these work stream outcomes will be achieved?

Outcome	Evidence Collected
1. Promote collegiately and the sharing of good practice between Early Years and Sports Development staff.	Minutes
2. Increase Early Years Educators' knowledge of early number development.	CLPL feedback and analysis
3. Increase capacity of staff to identify strengths and areas of development in young children's early numeracy skills.	Data from Number Assessments
4. Effective delivery of numeracy in the Early Years.	Support Packs Created
5. Raise attainment in early numeracy skills	Pre and Post Assessment Data

What does this evidence show on the extent to which the above outcomes have been achieved? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*

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1.

A working group of practitioners was established with staff represented from early years, sports development and the attainment challenge team. In addition, a second group from the early years setting was established to implement the Numeracy through Physical Activity programme.

2.

A total of 90 Early Years Educators across the local authority attended a half-day in-service CLPL session. Feedback was very positive and indicated that the session gave them a better understanding of:

- what is meant by 'Number Sense'
- the misconceptions/difficulties children have with number
- Clackmannanshire's Numeracy and Mathematics Progression Pathway at Early Level
- games/activities which could be used to develop children's understanding of number

In addition, a CLPL session was delivered to members of the Sport's Development Team who have lead roles in the Active Start Programme across the authority. The session was designed to develop their knowledge of children's numeracy skills and how they can be supported.

3.

A total of 89 children were assessed in January 2018 using Clackmannanshire's Early Number Learning Trajectories. The random sample included 33 children from SIMD 1-2 and 56 children from SIMD 3-10.

Key Findings

If using the projected progress as highlighted in section 3, the following analysis can be made about children living in SIMD 1-2 compared to SIMD 3-10;

FNWS(forward number word sequences) – 2 months behind	BNWS(backward number word sequences 2 months behind
Numeral Identification – 5 months behind	**Numeral Sequencing and Ordering** – 2½ months behind
Number Structure (Spatial) – 2 months behind	**Number Structure (Fingers)** – 1½ months behind
Counting – 2½ months behind	

Additional Key Findings from the 89 children:

- 87.8% of children sampled were able to orally count forwards from 1 to 10
- 47.3% of children sampled were unable to count backwards from 5, they were unable to count backwards in sequence or had limited or no number names
- 6.8% of the children sampled were unable to identify any numeral within 10
- 45.9% of children sampled were unable to identify the missing number in a sequence 1 to 5
- 33.% of children sampled were able to identify the number of dots on a dice without counting
- 55.5% of the children sampled could show finger patterns to 5
- 4.1% of the children sampled were unable to count objects
- 90.5% of the children sampled could count objects to 5 and state how many

4.

A pack with activity cards was created to support staff in the planning and delivery of numeracy

through physical activity. Feedback was positive.

5.

A total of 33 children across 6 nursery classes were part of the 10 week Numeracy Through Physical Activity intervention. These children were assessed both pre and post intervention. On average there was an improvement in every area assessed. In particular significant gains were made in numeral identification, numeral sequencing and finger patterns

Can you share any learning on what has worked particularly well?

CLPL session to upskill Early Years Educators was generally very positive. Staff stated the session developed their knowledgeable of number development and they felt more skilled to support numeracy in the Early Years.

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific work stream going forward.

To continue with progress it is essential that the Improving Outcomes Principal Teachers and establishments ensure that there are effective tracking and monitoring of the model to ensure that the programme is embedded across all establishments within the authority.
There will be a continued focus on the need for staff to be upskilled in a Train the Trainers model to ensure all nursery establishments are implementing this model to raise attainment in Numeracy.

9	**Teaching Number in the Classroom (Maths Recovery)** Prepare practitioners to approach mathematics instruction in a new way, emphasising the importance of ongoing assessment, careful observation, gauging children's current knowledge and strategies, and building on them to increase the student's knowledge, ability and self-confidence in mathematics.

Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.

X Primary schools only

Progress to date

What evidence are you collecting to evaluate progress and impact of how these work stream outcomes will be achieved?

Outcome	Evidence Collected
1. Enable Numeracy Leaders across the authority to become more knowledgeable in children's early mathematical development and equip them to support colleagues within the school community.	CLPL feedback and analysis
2. Increased skills and capacity of staff to provide numeracy support for children and young people	CLPL feedback and analysis

What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*

1. and 2.
Achievements

21 Numeracy Leaders across the authority attended a 2-Day course delivered by Maths Recovery Council. These sessions gave guidance and support about using Maths Recovery strategies and resources in the classroom for group and whole class teaching.

4 Numeracy Leaders were identified to take a lead role in the planning and delivery of CLPL sessions across the local authority.

8 Numeracy Leaders were identified to help plan the content and structure of the sessions and facilitate discussions during the events across the authority.

Teaching Number in the Classroom - CLPL Session 1
Over 200 members staff from all primary school establishments and 2 secondary schools across the local authority attended an after school CLPL session.

Video clips exemplifying high quality learning and teaching activities from the Teaching Number in the Classroom book have been collated by Numeracy Leaders and added to Clackmannanshire's Numeracy Glow page.

There has been most improvement across the authority in Numeracy, with an overall improvement of 20% across the authority. The focus on numeracy interventions, including a more comprehensive and consistent approach in structuring daily lessons, is having a positive impact in raising attainment.

Can you share any learning on what has worked particularly well?

2-day Maths Recovery course

Feedback was very positive. In relation to ongoing CLPL, 20 out of 21 Leaders rated the sessions as excellent. Additional comments in terms of how the training advanced their knowledge of assessing and teaching children's number knowledge and strategies included;

'The learning trajectory and progressions in the book make it clear and easy to see where pupils have come from, what their next steps are and what are the gaps.'

'Clear progression in the learning trajectories which can slot in with current progression pathways. I now have a book full *of assessment ideas, many of which I've had the opportunity to try over the last 2 days, to use with small groups.'*

'Has given me ideas and strategies to teach the children when the gaps have been identified through assessments.'

Teaching Number in the Classroom - CLPL Session 1

Feedback was very positive. In relation to ongoing CLPL, 82% rated the sessions as excellent or very good. Additional comments in terms of how the training advanced their knowledge of assessing and teaching children's number knowledge and strategies included;

'Activities were excellent and ideas were extremely useful for seeing assessments in practice.'

'Lots of opportunities to discuss strategies with colleagues very helpful.'

'Good to watch videos in order to identify and discuss strategies.'

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific work stream going forward.

It has been difficult maintaining continuity amongst the Numeracy Leaders due to absence or change of role within the school. A number of Leaders who were trained by the Maths Recovery team have either now left the authority or been replaced. It was therefore a challenge getting staff to support the planning and delivery of the authority wide Teaching Number in the Classroom CLPL sessions.

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	Early Intervention Team
10	**The Early Intervention Team provides targeted support for children, young people and families living within deciles 1 and 2 (SIMD) to ensure that the cycle of deprivation is disrupted and that the delivery of an effective Early Years service meets the needs of children and families in P1 and P2.**

Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.

Primary schools only

Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.

Progress to date: What evidence are you collecting to evaluate progress and impact of how this work stream outcomes will be achieved.

Remember: Your timeframe is from June 2017 to June 2018

Outcome (i.e. what the work stream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**Evidence Collected (e.g. focus group with parents, online survey etc.)**
1. Improved engagement in numeracy and literacy for targeted children in SIMD 1 and 2.	Adapted Leuven's Scale data analysis Pupil Feedback
2. Improved emotional resilience for targeted children	Case Studies Learning Logs/Diaries
3. Increased skills and capacity of school staff to embed play into learning contexts	HT evaluation of Early intervention Worker Training Need Analysis
4. Increased parental engagement in their children's learning.	Attendance data Parent/carer feedback Number of parent/carer support sessions
5. Improved learning contexts that meets the needs of children and young people.	Peer Reviews End of Year Review

What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*

Remember: Your timeframe is from June 2017 to June 2018

1.
Following a review of the roles and remit of the Early intervention Team in November 2017,13

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Early Intervention Workers are supporting targeted P1 and P2 children and families living in Deciles 1 and 2 in schools across Clackmannanshire to raise attainment in literacy, numeracy and health and wellbeing.
 A total of 130 children were targeted by the programme - 85 individual children and 9 groups (45 children).
Close tracking February- June 2018) indicated improvements in all children in Wellbeing, Involvement and Attainment using the Adapted Leuven's Scale.
Feedback from children and young people highlight the benefit from play-centred approaches that help them reinforce key literacy and numeracy skills.

"I enjoyed writing numbers in the sand and finding numbers in the playground"- P1 Deerpark

" Kelsie brings in her dog to help me be calm and not loose my temper so often" – P2 Coalsnaughton

"I made this flower with the easy grip scissors and put on pom poms with tweezers. My hands was steady" P1 Banchory

2.

 Individual case study material and School Learning Logs from targeted children show improvements in identified responses to stressors, key indicators of emotional resilience.
Focussed group and 1-1 programmes such Circle Time, Sunshine Groups, Soft Start and Mindfulness has improved children's engagement and involvement in learning.

3.

A training needs analysis identified that the Early intervention Team would benefit from wider professional approaches to using play to enhance learning.
In August-September 2017, the Early intervention Team was trained in Theraplay. Key learning from this has been shared with schools via collegiate planning and peer opportunities to enhance the skills of staff to better support children you who require the highest levels of support
Feedback from school staff indicates an increased understanding and use of Theraplay.

"Theraplay sessions have been a big success and she now delivers whole class sessions for P2 classes allowing class teachers to get involved and become upskilled."

"She has worked hard to lead the introduction, implementation and embedding of play across the school day."

The Team will continue to create and share resources and approaches to embed Theraplay for 2018-9 to ensure that staff capacity is increased and the positive developments across wellbeing and involvement continue.

4.

 Evidence of a wider range of opportunities to provide parental support is having a positive impact on the engagement and attendance of targeted children in P1 and P2.
Home visits and bespoke sessions for parents have increased their confidence and have provided them with a range of strategies and resources to increase the opportunities for learning at home.
 End of session reviews indicate that parents value this support and feel more positive about how to participate in their own children's learning.

5.

Regular peer review and observations of learning contexts highlight an increased range of interventions and programmes for targeted children promoting outdoor and contextual learning, imaginative play, therapeutic activities and positive relationship building.

Feedback from the Early intervention Team's end of year survey shows:

- increased confidence of the Early Intervention Worker in the use of these interventions
- 100% of staff are "clear about their role in supporting attainment and achievement across Clackmannanshire"

A survey of 9 Head Teachers from the SAC schools highlighted the effectiveness of these interventions by the Team

Based on SSSC standards. The Early Intervention Worker:	Strongly Agree	Agree	Disagree	Strongly Disagree
Designs an environment that responds to children's individual developmental levels, physical and emotional needs, and current interests.	90%	10%		
Provides a variety of developmentally appropriate materials and activities that foster social skills and encourage children to think, problem solve, question, and experiment.	100%			
Establishes and maintains a relationship of cooperation and respect with colleagues.	100%			
Establishes and maintains positive relationships, families, responding to comments and concerns with sensitivity, interest, and respect.	80%	20%		

Termly Peer Support and evaluations will continue to form part of the planned programme for the Team to ensure that key interventions are targeted to support improvements in wellbeing, literacy and numeracy.

Can you share any learning on what has worked particularly well?

In January 2018, the Early Intervention Team agreed to formalise their meetings to share good practice, review outcomes and impact. A schedule of meetings, school visits and peer support provides the Team with opportunities to ensure that the delivery of an effective Early Years service meets the needs of children and families in P1 and P2,(SIMD 1 and 2)

Due to the positive impact of the Early Intervention Team, all the posts were made permanent to the authority. This ensures that the skills and knowledge of the Team remains within the authority beyond 2020- the end of the Scottish Attainment Challenge.

A two day development session in June provided the Early Intervention with opportunities to enhance their skills, re-establish relationships with their co-workers and gain an insight into complementary programmes across the Attainment Challenge to raise attainment. Positive feedback from the sessions highlighted that 100% of the Team benefited from the opportunities provided and will embed their learning and experiences into their roles and remits.

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Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific work stream going forward.
Due to the refocus of the Early Intervention Team to provide targeted support, it has been necessary to monitor the work streams of some of the Team to ensure that their role is focussed on those children who have an identified need. The new calendar of meetings has supported this and continued regular communications and visits to schools will ensure that there is targeted support to raise attainment.

11	**Curriculum Team(Formerly Leadership of Learning)** **A Curriculum Team providing targeted support in :** **Literacy** **Numeracy** —**Improving Outcomes Principal Teachers** **Health and Wellbeing** **Data Analysis** **The focussed work of the Improving Outcomes Team is referenced through the information and reporting highlighted in the individual work streams above.**

Scope: Please state whether this work stream has been implemented in primary schools, secondary schools or both.

X Primary and Secondary schools

Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.

Progress to date: What evidence are you collecting to evaluate progress and impact of how this work stream outcomes will be achieved.

Remember: Your timeframe is from June 2017 to June 2018

Outcome (i.e. what the work stream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	Evidence Collected (e.g. focus group with parents, online survey etc.)
1. Improving Outcomes Principal Teachers continue to be part of a network for sharing good practice.	GLOW Twitter Lead Programme Calendar
2. Leadership skills are further developed to build capacity.	School Review Data
3. Increased knowledge, understanding and enthusiasm for literacy, numeracy health and wellbeing curriculum as a key to raising achievement, aspiration and motivation	School feedback
4. Improved curriculum design based on key principles, supporting and enhancing identified Benchmarks.	Use of Progression Pathways School Feedback
5. Increased use of data improves the use of targeted interventions to improve literacy, numeracy and health and wellbeing	Improvement Data- e.g. TPJ analysis, NGRT analysis, NIF

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What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*

Remember: Your timeframe is from June 2017 to June 2018

1.

The Curriculum Team provide regular updates and share local and national resources via GLOW to highlight good practice and increase participation in networking opportunities for practitioners.
A weekly Twitter update ensures that current work and programmes are shared widely and partners are kept up to date with progress. The number of Twitter followers has increased by 50%

2.

Involvement from the Curriculum Team in School Reviews (2018) has provided a clear baseline from which to establish targets for performance and impact.75% of schools recently inspected (2017-2018) have been rated "good" or above.
The Team use this data to inform their practice and provide targeted approaches to build capacity and support closing of the poverty related attainment gap.

3.

End of session evaluations from 9 targeted schools participating in core Attainment Challenge programmes provided positive feedback on the work of the Improving Outcomes Team, highlighting the impact of their work streams on building capacity across Literacy, Numeracy and Health and Wellbeing

	Strongly Agree	Agree	Disagree	Strongly Disagree
Develop a range of strategies for individual and collective self-evaluation which contribute to school improvement	100%			
Develop coherent approaches to professional learning which build and sustain teachers' practice	100%			
Lead and work collaboratively to enhance teaching which leads to high quality learning experiences	80%	20%		
Build and sustain partnerships with colleagues, learners, parents and other stakeholders to meet the identified needs of all learners	70%	30%		

4.

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Feedback from Curriculum Leads across Literacy, Numeracy and Health and Wellbeing indicates that staff are working collegiately to embed Benchmarks into planning . They all value the focussed support provided by the Improving Outcomes Principal Teacher Team

5.

The role of the Data Analyst has improved access and understanding of attainment and performance data for the Improving Outcomes Team. All the Team members have regular planned update sessions with the Analyst to ensure that there is a continued focus on those interventions that are making the difference to closing the attainment gap

Can you share any learning on what has worked particularly well?

See individual Work stream evidence

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific work stream going forward.

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CLPL

2018/19

Date	Time	Event	Location	Attendees
27/08/18	4pm – 6pm	Tapestry TLC Leaders – Group 1 Introduction	Kilncraigs, Council Chambers	Abercromby PS, Alva PS, Banchory PS, Clacklmannan PS, Colasnaughton PS, Craigbank PS, Deerpark PS, Deerpark PS, Fishcross PS, Menstrie PS, Park PS, Alloa Academy (5), Alva Academy
28/08/18	3.30pm – 5.30pm	R4L (Universal) for Probationers / New Staff	TBC	Probationers / New Staff
29/08/18	3.30pm – 5.30pm	R4L (Universal) for Any School Staff	Kilncraigs, Room 2.01	Any School Staff already trained in NME
30/08/18	4pm – 6pm	Tapestry TLC Leaders – Group 2 Introduction	Kilncraigs, Council Chambers	Muckhart PS, Redwell PS, St. Bernadette's PS, St. Mungo's PS, St. Serf's PS, Strathdevon PS, Sunnyside PS, Tillicoultry PS, Alloa Academy (5), Lornshill Academy, PSSS/SSSS, Lochies, ABC Nursery, Sauchie Nursery
04/09/18	3.30pm – 5.30pm	R4L (Universal) for Probationers / New Staff	Kilncraigs, Room 2.01	Probationers / New Staff
05/09/18	4pm – 6pm	Reading Cohort 2 Session 1 – HT's and all Teaching Staff	Lornshill Academy, Assembly Hall	Abercromby PS, Alva PS, Banchory PS, Coalsnaughton PS, Craigbank PS, Fishcross PS, St Bernadette's PS, St. Mungo's PS, St. Serf's PS, Strathdevon PS, Tillicoultry PS
TBC	4pm – 5:30pm	NIF Event	Alva Academy	TBC
11/09/18	8.30am – 5.30pm	Tapestry – Dylan Wiliams Masterclass	Alloa Academy	SMT – am TLC Leaders - pm
11/09/18	2pm – 5pm	CCPE – Targeted Secondary	Lornshill Academy	Secondary Schools
12/09/18	4pm – 6pm	Reading Cohort 1 & 2 HT's	Lornshill Academy, Classroom	Headteachers
18/09/18	3.30pm – 5.30pm	R4L (Universal) for any Educator	Kilncraigs, Room 2.01	Any Educator
19/09/18	8pm – 9pm	R4L (Universal) for any Clacks Employee	Online YamJam	Any Clacks Employee
19/09/18	4pm – 6pm	Reading Cohort 2 – Session 2	Lornshill Academy, Assembly Hall	HT's and All Teaching Staff - Abercromby PS, Alva PS, Banchory PS, Coalsnaughton PS, Craigbank PS, Fishcross PS, St Bernadette's PS, St. Mungo's PS, St. Serf's PS, Strathdevon PS, Tillicoultry PS
25/09/18	3.30pm – 5.00pm	R4L (Universal) for any Nursery, Primary Staff	Park PS	Nursery, Primary Staff
26/09/18	4pm – 6pm	Reading Cohort 1 & 2 HT's	Lornshill Academy, Classroom	Headteachers

Date	Time	Event	Location	Attendees
01/10/18	4pm – 6pm	Tapestry SMT Session 1	Kilncraigs, Council Chambers	Head Teachers, Depute Head Teachers
03/10/18	4pm – 6pm	Reading Cohort 2 – Session 3	Lornshill Academy, Assembly Hall	HT's and All Teaching Staff - Abercromby PS, Alva PS, Banchory PS, Coalsnaughton PS, Craigbank PS, Fishcross PS, St Bernadette's PS, St. Mungo's PS, St. Serf's PS, Strathdevon PS, Tillicoultry PS
08/10/18	4pm – 6pm	Tapestry TLC Leaders – Group 1 Session 1	Kilncraigs, Council Chambers	Abercromby PS, Alva PS, Banchory PS, Clacklmannan PS, Colasnaughton PS, Craigbank PS, Deerpark PS, Deerpark PS, Fishcross PS, Menstrie PS, Park PS, Alloa Academy (5), Alva Academy
09/10/18	2pm – 5pm	CCPE – Targeted Secondary	Alva Academy Room D104	Secondary Schools
10/10/18	4pm – 6pm	Reading Cohort 1 & 2 HT's	Lornshill Academy, Classroom	Headteachers
11/10/18	4pm – 6pm	Tapestry TLC Leaders – Group 2 Session 1	Kilncraigs, Council Chambers	Muckhart PS, Redwell PS, St. Bernadette's PS, St. Mungo's PS, St. Serf's PS, Strathdevon PS, Sunnyside PS, Tillicoultry PS, Alloa Academy (5), Lornshill Academy, PSSS/SSSS, Lochies, ABC Nursery, Sauchie Nursery
24/10/18	3.30pm – 5.30pm	R4L (Universal) for any Educator	Kilncraigs, Room 2.01	Any Educator working with pupils at GIRFEC Targeted or Enhanced Level
24/10/18	4pm – 6pm	Reading Cohort 1 & 2 HT's	Lornshill Academy, Classroom	Headteachers
6/11/18	2pm – 5pm	CCPE – Targeted Secondary	TBC	Secondary Schools
7/11/18	4pm – 6pm	Reading Cohort 2 – Session 4	Lornshill Academy, Assembly Hall	HT's and All Teaching Staff - Abercromby PS, Alva PS, Banchory PS, Coalsnaughton PS, Craigbank PS, Fishcross PS, St Bernadette's PS, St. Mungo's PS, St. Serf's PS, Strathdevon PS, Tillicoultry PS
14/11/18	4pm – 6pm	Reading Cohort 1 & 2 HT's	Lornshill Academy, Classroom	Headteachers
21/11/18	4pm – 6pm	Reading Cohort 1 & 2 HT's	Lornshill Academy, Classroom	Headteachers
14/01/19	4pm – 6pm	Tapestry SMT – Session 2	Kilncraigs, Council Chambers	Head Teachers, Depute Head Teachers
29/11/18	9.30am- 12noon	NME Training	TBC	Invited schools / teams only
15/01/19	3.30pm – 5.30pm	R4L (Universal) for Probationers / New Staff	Kilncraigs, Room 2.01	Probationers / New Staff

Date	Time	Event	Location	Attendees
21/01/19	4pm – 6pm	Tapestry TLC Leaders – Group 1 Session 3	Kilncraigs, Council Chambers	Abercromby PS, Alva PS, Banchory PS, Clacklmannan PS, Colasnaughton PS, Craigbank PS, Deerpark PS, Deerpark PS, Fishcross PS, Menstrie PS, Park PS, Alloa Academy (5), Alva Academy
22/01/19	2pm – 5pm	CCPE – Targeted Secondary		Secondary Schools
22/01/19	3.30pm – 5pm	R4L (Universal) for any School staff	Kilncraigs, Room 2.01	Any School staff trained in NME
23/01/19	3.30pm – 5.30pm	R4L (Universal) any Education, Social Work or AHP	Kilncraigs, Room 2.01	Education Staff, Social Work or AHP
23/01/19	4pm – 6pm	Reading Cohort 1	TBC	Headteachers / All Staff
24/01/19	4pm – 6pm	Tapestry TLC Leaders – Group 2 Session 2	Kilncraigs, Council Chambers	Muckhart PS, Redwell PS, St. Bernadette's PS, St. Mungo's PS, St. Serf's PS, Strathdevon PS, Sunnyside PS, Tillicoultry PS, Alloa Academy (5), Lornshill Academy, PSSS/SSSS, Lochies, ABC Nursery, Sauchie Nursery
30/01/19	3.30pm – 5.30pm	R4L (Universal) for Probationers / New Staff	Kilncraigs, Room 2.01	Probationers / New Staff
11/02/19	TBC	Tapestry SfL Assistants (am)	TBC	TBC
11/02/19	3.30pm – 5.30pm	R4L (universal) any Early Level Educator	Kilncraigs, Room 2.01	Any Early Level Educator
11/02/19	9.30am – 12noon	R4L (Universal) for invited school teams only	Kilncraigs, Room 2.01	Invited school teams only
11/02/19	9am – 3.30pm	Reading Cohort 1 & 2 (Full Day)	TBC	Headteachers / All Staff
12/02/19	2pm – 4pm	R4L (Universal) Online for any Clacks Employee	Online YamJam	Any Clacks Employee
12/02/19	9.30am – 11.30am	R4L (Universal) for Educators & other Professionals	Kilncraigs, Room 2.01	Any Educator & other Professional working with pupils with high levels of SEBN needs, partner agencies
12/02/19	TBC	Tapestry SfL Assistants	TBC	TBC
19/02/19	2pm – 5pm	CCPE – Targeted Secondary	TBC	Secondary Schools
04/03/19	4pm – 6pm	Tapestry SMT – Session 3	Kilncraigs, Council Chambers	Head Teachers, Depute Head Teachers
11/03/19	4pm – 6pm	Tapestry TLC Leaders – Group 1 Session 3	Kilncraigs, Council Chambers	Abercromby PS, Alva PS, Banchory PS, Clacklmannan PS, Colasnaughton PS, Craigbank PS, Deerpark PS, Deerpark PS, Fishcross PS, Menstrie PS, Park PS, Alloa Academy (5), Alva Academy

Date	Time	Event	Location	Attendees
13/03/19	4pm – 6pm	Reading Cohort 1	TBC	Headteachers / All Staff
14/03/19	4pm – 6pm	Tapestry TLC Leaders – Group 2 Session 3	Kilncraigs, Council Chambers	Muckhart PS, Redwell PS, St. Bernadette's PS, St. Mungo's PS, St. Serf's PS, Strathdevon PS, Sunnyside PS, Tillicoultry PS, Alloa Academy (5), Lornshill Academy, PSSS/SSSS, Lochies, ABC Nursery, Sauchie Nursery
19/03/19	2pm – 5pm	CCPE – Targeted Secondary	TBC	Secondary Schools
23/04/19	3.30pm – 5.30pm	R4L (Universal) for Probationers / New Staff	TBC	Probationers / New Staff
30/04/19	3:30pm – 5:30pm	Tapestry SfL – Session 1	TBC	TBC
30/04/19	3.30pm – 5.30pm	R4L (Universal) for Probationers / New Staff	Kilncraigs, Room 2.01	Probationers / New Staff
07/05/19	3.30pm – 5pm	R4L (Universal) for all Educators	TBC	Any Educator
13/05/19		Tapestry SMT – Session 4	Kilncraigs, Council Chambers	Head Teachers, Depute Head Teachers
15/05/19	4pm – 6pm	Reading Cohort 1	TBC	Headteachers / All Staff
20/05/19	4pm – 6pm	Tapestry TLC Leaders – Group 1 Session 4	Kilncraigs, Council Chambers	Abercromby PS, Alva PS, Banchory PS, Clacklmannan PS, Colasnaughton PS, Craigbank PS, Deerpark PS, Deerpark PS, Fishcross PS, Menstrie PS, Park PS, Alloa Academy (5), Alva Academy
23/05/19	4pm – 6pm	Tapestry TLC Leaders – Group 2 Session 4	Kilncraigs, Council Chambers	Muckhart PS, Redwell PS, St. Bernadette's PS, St. Mungo's PS, St. Serf's PS, Strathdevon PS, Sunnyside PS, Tillicoultry PS, Alloa Academy (5), Lornshill Academy, PSSS/SSSS, Lochies, ABC Nursery, Sauchie Nursery
28/05/19	3.30pm – 5.30pm	R4L (Universal) for any education staff NME	TBC	Any education staff NME
28/05/19	2pm – 5pm	CCPE – Targeted Secondary	TBC	Secondary Schools
29/05/19	3.30pm – 5.30pm	R4L (Universal) for any early level educator	TBC	Any early level educator
05/06/19	3:30pm – 5:30pm	R4L (Universal) for any Clacks employee	TBC	Any Clacks employee

Date	Time	Event	Location	Attendees
11/06/19	3:30pm – 5:30pm	Tapestry SfL – Session 2	TBC	TBC
17/06/19	4pm – 6pm	Tapestry SMT – Session 5	Kilncraigs, Council Chambers	Head Teachers, Depute Head Teachers

Scottish Attainment Challenge
Challenge Authorities Programme 2017/18
Budget and Actual Expenditure year ended 31 March 2018

Intervention	Allocation	Total spend to March 18
1. Listeners Services	£80,000	£70,000
2. Pupil Led Enquiry	£20,000	£25,833
3. Emotional	£168,000	£169,173
4. CAFÉ/ Family	£97,000	£118,466
5. PEPASS	£165,600	£170,567
6. Early Intervention	£290,000	£275,437
7. Leadership	£638,800	£594,616
8. Literacy & Numeracy	£88,600	£123,908
Authority Total	**£1,548,000**	**£1,548,000**

CLACKMANNANSHIRE COUNCIL

Report to:	**People Committee**

Date of Meeting:	**1 November 2108**

Subject:	**St Mungo's Roman Catholic Primary School**

Report by:	**Jane Rough, Improving Outcomes Manager**

1.0   Purpose

1.1   Provide an update on the issues associated with the water ingress at St Mungo's RCPS school building.

1.2   Advise members of the outcomes of the two reports that the Council commissioned.

2.0   Recommendations

It is recommended that the People Committee:

2.1   Notes that St Mungo's RCPS was decanted to Alloa Academy in April 2018, as a result of concerns about the ongoing issue with damp.

2.2   Notes the cost of carrying out the remedial work is estimated at between £1.7m and £1.9m.

2.3   Agrees that the remedial work should not be undertaken at the school

2.4   Agrees that St Mungo's RCPS should remain in Alloa Academy for the medium term until the longer term plans have been fully developed and consulted on

3.0   Considerations

3.1   There has been an ongoing issue with damp at St Mungo's RCPS. Inspections were undertaken and remedial work carried out, but the damp smell remained and water levels under the floor continued to rise. Parts of the floor were damaged and a decision was made earlier this year to decant the school to a self contained designated area on the 1st floor of Alloa Academy as a precautionary measure. This ensures that children and staff are in a safe and healthy environment and allowed intrusive investigative works to be carried out.

3.2   Alloa Academy was chosen as it has sufficient space to accommodate all the children of St Mungo's RCPS, no other school has the capacity to keep the St Mungo's RCPS community together. In addition, the majority of children attending the school live

within walking distance of Alloa Academy. These parents and children continue to be able to walk to school.

3.3   Since the decant we have made St Mungo's RCPS secure, carried out inspections of the building and monitored the surrounding grounds.

3.4   We commissioned 2 external reports to advise the Council on possible options. The first report, received at the end of June, described the current condition of the property and provided an understanding of the current condition of the property and to provide advice relating to repairs. The report estimated that the cost of undertaking these repairs amounts to between £1.6m and £1.8m. Amongst other things, this includes replacing the floor, the heating system and all pipework.

3.5   Following receipt of this report, a drainage investigation report was commissioned to examine the issue of water gathering in the foundations of the school. This report was received at the end of August and highlighted the complex groundwater conditions prevailing in the area. The report said that it is difficult to identify a specific feature that is likely to be responsible for the water entering the site.

3.6   Officers from the Council's assets team have interpreted the reports and provided a briefing to the Education Service on the findings, a copy of which is contained in Appendix 2. The reports do not provide guarantees that the cost of the repairs can be limited to £1.8million, or that the dampness would not return in the future.

3.7   Since the decant, the Headteachers of Alloa Academy and St Mungo's have been working together with Senior Managers of the Council to ensure we are meeting the needs of all our children and young people. Senior Officers met with the St Mungo's Parent Council between April and June as we waited for the commissioned reports to come back. .

3.8   Senior Officers met with members of both parent councils, elected members and representatives of the Catholic Church on 27 September. The technical briefing was shared, which informed the discussions. At that meeting, parents expressed concerns about operational matters such a school toilets, lunch time arrangements and school grounds. These have now been reviewed and changes have been put in place and a development plan is being taken forward for the school grounds. Regular meetings have been arranged between the chairs from both parent councils and officers of the Council, including the two headteachers, to maintain an ongoing dialogue with parents. Following that meeting parents of both schools were issued with a letter containing "frequently asked questions" and answers, this is attached as Appendix 1.

4.0   Financial Implications

4.1   There are no implications relating to the PPP contract associated with locating St Mungo's RCPS Primary in Alloa Academy

5.0   Sustainability Implications

5.1   The paper has no sustainability implications.

6.0 Resource Implications

6.1 No

7.0 Exempt Reports

7.1 No

8.0 Declarations

8.1 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.

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

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.

The Schools (Consultation) (Scotland) Act 2010 requires an education authority to undertake a consultation before it implements a relevant proposal which it has formulated. The Act sets out what proposals are relevant proposals and require consultation. One of the proposals is to relocate a school. St Mungo's was decanted to Alloa Academy due to concerns that the impact the damp conditions in the school would have on the health of children and staff and to allow detailed investigative work to be undertaken . The recommendations in this paper represent a holding position. It is not intended to relocate St Mungos to Alloa Academy permanently, indeed the focus of the Councils' work in the last few months has been ascertaining the position in relation to the existing building. The Council will consult in accordance with the Act if there are any relevant proposals it wishes to pursue in future.

11.0 Appendices

    11.1   Appendix 1 Frequently asked questions
    11.2   Appendix 2 Technical briefing
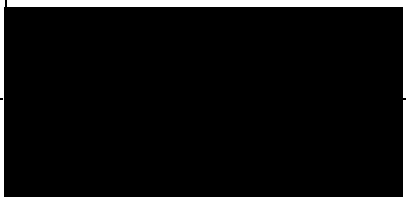   11.3   Appendix 3 Action plan

12.0 Background Papers

12.1   'Condition Survey report of St Mungo's School': Hardies Property & Construction Consultants June 2018

12.2   'St Mungos School Assessment of Groundwater Flooding Susceptibility' WSP August 2018

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Anne M Pearson	Chief Education Officer	01259 452438

Approved by

NAME	DESIGNATION	SIGNATURE
Anne Pearson	Chief Education Officer	
Stuart Crickmar	Strategic Director Partnership & Performance	

St Mungo's Roman Catholic Primary Schools Frequently asked questions August 2018

St Mungo's FAQs

Q1. Why was St Mungo's decanted to Alloa Academy?

A1. There has been an ongoing issue with damp at St Mungo's RC Primary for some time. Inspections have been made and remedial work carried out, but the damp smell remained, areas of the floor were damaged.

 Water levels under the floor continued to rise so a decision was made earlier this year to decant the school to a self contained designated area on the 1st floor of Alloa Academy as a precautionary measure. This ensures that children and staff are in a safe and healthy environment and has allowed intrusive investigative works to be carried out.

Q2. Why to Alloa Academy?

A2. Alloa Academy had sufficient space (it has capacity for 900 pupils) to accommodate all the children of St Mungo's.

No other school in the Council had the capacity to keep the St Mungo's community together. In addition, the majority of children attending St Mungo's RCPS live within walking distance of Alloa Academy. These parents and children continue to be able to walk to school.

Q3. What has the Council done since the decant in April?

A3. We made St Mungo's RCPS secure, carried out inspections of the building and monitored the surrounding grounds.

We commissioned 2 external reports to advise the Council on options.

We received a report at the end of June. The purpose of the report was to gain an understanding of the current condition of the property and to provide advice relating to repairs that affect the fabric and structural integrity of the property. For the first time this quantified the cost of undertaking repairs, which amounts to nearly £2m. This includes replacing the floor, the heating system and all pipework.

Following receipt of this report we decided to undertake a drainage investigation to examine the issue of water gathering in the foundations of the school. This report was received at the end of August.

Q4. Has there been any consultation with parents?

A4. There is the opportunity for ongoing discussion between HTs and their Parent Councils. Senior Officers have met with the Parent Council between April and June whilst we waited for the commissioned reports to come back.

Acting on feedback from parents we have reviewed lunchtime arrangements and use of toilet facilities. Additional staff hours have been allocated to the school to ensure greater supervision in the playground at lunchtime.

Following receipt of both reports at the end of August a joint meeting of the Parent Councils of Alloa Academy and St Mungo's, elected members and senior officers was arranged for Thursday 27th September. The purpose of this meeting is to share the content of the reports and to discuss next steps.

Q5. What does 'medium term' mean?

A5. Based on the experience at Tullibody South at least 3 years:

Q6. Will the repairs be carried out?

A6. In the report to People Committee on 1 November, Officers will recommend that the repairs are not undertaken and the school remains in the Alloa Academy site

Q7. Will you rebuild the school on another site?

A7. As part of a report on the Education Estate to be brought before Clackmannanshire Council, officers will recommend that subject to budget availability and Government funding, an Alloa South East Campus should be constructed which will incorporate a number of schools and nurseries and community facilities. It is the intention that St Mungo's Primary would be part of this campus.

Q8. What happens next?

A8.The Council is committed to the children and families of both Alloa Academy and St Mungo's RCPS and the long term future of St Mungo's.

Officers will bring forward a report to the People Committee at the beginning of November recommending that St Mungo's RCPS will remain located in Alloa Academy in the medium term.

Q9. How will this impact on my child's learning (both St Mungo's and Alloa Academy pupils)?

A9. The Headteachers and staff at both schools are committed to ensuring that pupils' learning is not disrupted. Ongoing changes are risk assessed by teaching staff.

The 2 HTs are going to explore how the excellent facilities at Alloa Academy can be used to enrich the children's educational experience

Q10. I've still got questions – who do I speak to?

A10. First of all speak to your Headteacher.

Appendix 2

Technical Briefing on St Mungo's external reports

 Comments on Hardies Report. – June 2018

In essence, the report confirms that there is a severe damp problem within the school building and this will require a package of measures to address this.

The Hardies report confirms the findings of our in-house surveys carried out in October 2017. Remedial costs to attempt to address the issues found are estimated being in the region   £1.78M. The report does not provide an elemental cost breakdown, instead uses a standard refurbishment rate of £1,360 per m2, plus a further £300K for the tanking works. The total cost of this equates to £1.78m.

The key findings of the report are -

- **There is a damp problem due to water in the solum area. This is a complex problem and the report recommend tanking and solum upgrade (£300K) to address the problems .However Given the proposed works to the solum area, these cannot be undertaken in isolation. The minimum cost of the upgrade is estimated at £1.78m including associated works connected to this. There will be no guarantee given the unstable ground conditions that this investment will indeed address the problem fully.**

- **The flat roof covering is at the end of its economic life and requires replacement.**

- **The pitched roof may have a life expectancy of approximately 10 to 15 years, although localised repairs are required**

- **Aside from the ground water ingress, the property is in "good to fair condition for its age".**

- **The external fabric of the property is in good order, with only minor defects noted to the wall structure**

The report further highlights that upgrades to the solum area will also require the following associated works -

- replacement of all floor linings and coverings

- renewal of all skirting, facings and internal door sets
- renewal of all fixtures and fittings secured to the floor including
- upgrading of the toilet facilities and kitchen including extraction systems
- renewal of the electrical installation, including the fire alarm and IT/teaching infrastructure
- renewal of the heating installation
- Internal redecoration throughout
- renewal of the flat roof covering, including rooflights
- Renewal of the roof tiling to pitched roof, including rainwater goods.
- Replacement roller shutters, and redecoration of the security bars to the windows.

The windows and doors to the property are in good condition and do not require to be replaced.

Ground Survey – WSP – September 2018 – Comments/Findings

- There are complex groundwater conditions prevailing in the area so clear drivers re the issues at the school are difficult to determine

- Clay deposits within the sub-soil ground are evident in the area and therefore this hinders rainfall infiltration to the ground, thereby increasing pluvial (surface water) flood risk.

- Recent developments have caused changes to the groundwater environment and it is suggested this could have influenced water table rise in the area of the school

- The changes referred to are described as :- topographic changes and resultant potential for extra groundwater recharge ; increased SUDs discharge and associated earthworks ; altered drainage features. Comment is made that the adverse ground water effect on the school could be as a result of a combination of these factors

Potential mitigations listed are :-

- A sufficiently deep and long filter drain along the toe of the development earth bund to the south / east of the school with this filter drain then linked to the river Black Devon in some manner.

- An interception drain to the north of the school to provide protection from that direction.

Action note St Mungo's/Alloa Academy working group

10 October 2018

No	Action/Discussion	When	Comment – New actions
1.	Report to People Committee on 1st November 2018 regarding the recommendations that St Mungo's RCPS should remain in Alloa Academy in the medium term	1/11/18	1. Copy to be sent to Chairs as soon as possible prior to committee 2Confirm with parents that People committee is open to the public
2.	The Parent Councils requested copies of the recent reports and the previous reports from 2014 as background	23/10/18	**completed**
3.	Working groups to be established with both Parent Councils	On-going	First meeting. Decision to arrange an officers and parents group to take forward the actions agreed.
4.	Working in partnership officers and parent chairs should meet to establish an action plan and communication strategy.	5/10/18	Timetable of monthly meetings to be sent out with meetings taking place in the first few months this can be reviewed. **Attendees** • IOM • HTs • 2 parents from each parent Council • Service Manager Assets • H&S • Soft FM/catering • IT • And any other officer required can be invited to tasks forward
5.	An action plan and timeline to be established to address issues raised. These include: • Metal work at the bottom of the trees should be cover this could be by furniture round the tree; • Playground to be improved. • Acknowledged that trim trail will not be moved due to possible health and safety issues; • Children's access to suitable toilets;		• Asset manager to be asked to take forward request for signs and "furniture" around bottom trees • Playground plan to be drawn up • HT to continue to monitor

	• Further risk assessment of climbing wall; • St Mungo's health and safety/risk assessment to be shared with parent council.		• Risk Assessment shared
6.	A public announcement to be made that St Mungo's is not closing. Support to be given to the school to ensure the school roll is maintained.	1/11/18	Press release to be issued at time of Committee report
7.	A request was made for a mosaic to be displayed on the front of the school building.	As soon as possible	As this is a PPP school any changes need to be agreed with Clackmannanshire Schools Education Partnership (CSEP). Asset Manager asked to find out more details
8.	St Mungo's to have access to halls within the school for fund raising events	Agreed	Agreement has been reached on the use of the school hall. More discussion to take place between HTS
9.	Pupil voice to be heard for both St Mungo's and Alloa Academy pupils	30/11/18	HTs taking forward
10.	FAQ to be issued to parents	5/10/18	**Complete**

Timetable of meetings

Future meetings
14/11/18
12/12/18
16/01/19
13/02/19
13/03/19
17/04/19

CLACKMANNANSHIRE COUNCIL

Report to: People Committee

Date of Meeting: 1 November 2018

Subject: Consultation on amending the Schools Admissions Policy

Report by: Chief Education Officer

1.0   Purpose

1.1   This paper proposes that Clackmannanshire Council undertake a formal consultation on amending the schools admission policy to change the policy for denominational primary schools. The consultation will be a formal consultation in line with the Schools (Consultation) (Scotland) Act 2010, which will start immediately and conclude with a report to People Committee in March 2019.

2.0   Recommendations
It is recommended that the People Committee agrees that:

2.1   A formal consultation be undertaken on the proposed change to the Clackmannanshire Council schools admission policy

2.2   A report on the outcome of the consultation be brought to the People Committee on 14 March 2019

3.0   Considerations

3.1   Currently all parents in Clackmannanshire can enrol their children into one of two catchment schools. Either their neighbourhood non-denominational school or one of the two Roman Catholic primary schools. Parents are entitled to send their children to their catchment Roman Catholic primary school (see Appendix 1), regardless of the child's denomination. If children live more than 2 miles from their catchment school (or 1 mile for children under 8) they are entitled to free school transport.

3.2   The policy of allowing parents to have 2 catchment schools differs from most other local authorities.

3.3 St Bernadette's RC primary school will move into Tullibody South Campus in August 2019. The new school will have 6 classrooms, which is the same number as in the current school, this is maximised by access to additional flexible space. The school roll at October 2018 is 121 and the school has capacity for a further 45 children which means it can accommodate all the children who currently wish to attend. As a new building, St Bernadette's will be attractive to parents and it is possible that demand for places could be greater than the number of available places.

3.4 St Mungos' Primary school is currently located in Alloa Academy and has 7 classrooms, which is the same as it had when it was in its previous accommodation. The current configuration in Alloa Academy would make it difficult for the school to expand any further. With 7 classrooms it has 74 spaces for parents who wish to enrol their children and there is no pressure on accommodation.

3.5 It is proposed that priority for admission to Roman Catholic primary schools be given to pupils who are baptised Roman Catholics and that other children may be admitted by means of a placing request. This allows the Council to manage the admissions and if necessary, reserve places for Roman Catholic children.

3.6 The new admissions policy would only apply for children who are not already attending either St Bernadette's or St Mungo's. While the current cohort of children remains in either school, any sibling can enrol without submitting a placing request. This ensures that parents will not have to enrol their children in two different primary schools.

3.7 The following illustrates the consequence of the current policy;

In 2015/16 school years, St Bernadette's did not have sufficient capacity to accommodate Roman Catholic children who wished to enrol during the academic year. As the Council has a legal duty to offer denominational education to Roman Catholic children, transport had to be provided to St Mungo's in Alloa. This meant the children had to attend a school outside the community in which they were living.

3.8 In order to change the admission arrangements for a school or schools, a formal consultation is required in line with Schools (Consultation) (Scotland) Act 2010 which sets out timescales for the consultation. If the change to the admissions policy is to take effect from the start of 2019-20 school session, the outcome of the consultation will have to be reported back to the People Committee in March 2019. This will allow any parents who wish to enrol in either school and who require a placing request sufficient time to submit one. The timeline for the consultation is set out below:

Permission to consult granted by People Committee	01/11/2018
Publish paper and send copy to mandatory consultees	02/11/2018
Start of Consultation	02/11/2018
Public meetings to discuss the proposal:	
• **St Bernadette's Primary school**	20/11/2018
• **St Mungo's Primary school**	6/12/2018
Consultation closes	14/12/2018
A copy of the proposed paper, copy of written representations, summary of oral	21/12/2018

representations sent to Education Scotland	
Education Scotland report received	28/01/2019
Final consultation report to incorporate Education Scotland report and views of consultees	14/2/2019
People Committee take a decision on proposed changes	14/3/2019

In addition to the formal public meetings, to which Education Scotland will be invited, we will consult with pupils, staff, the Church and parents.

4.0 Financial Implications

There are no financial implications

5.0 Sustainability Implications

5.1 Implementation of this policy will allow the Council to manage the admission to denominational schools in the same way as it manages admissions to non denominational schools therefore reducing the risk of capacity/ accommodation pressures on schools.

6.0 Exempt Reports

6.1 Is the report exempt? No

7.0 Declarations

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

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

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

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

Schools Admissions policy

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

The consultation will be in accordance with the Schools (Consultation) (Scotland) Act 2010.

10.0 Appendices

Appendix 1: Consultation document: 'Proposal for a change in the schools admissions policy a consultation document'

Appendix 2: Geographical catchment areas for St Bernadette's and St Mungo's RCPS

11.0 Background Papers

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Michael Boyle	Improving Outcomes Business Manager	01259 452454

Approved by

NAME	DESIGNATION	SIGNATURE
Anne M Pearson	Chief Education Officer	
Stuart Crickmar	Strategic Director Partnership & Performance	

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PROPOSAL FOR A CHANGE IN THE SCHOOLS ADMISSIONS POLICY

A CONSULTATIVE DOCUMENT

Clackmannanshire Council | Comhairle Siorrachd Chlach Mhanann

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1 PROPOSAL

Proposal   It is proposed that the Council's Admissions Policy is changed, so that pupils who can demonstrate affiliation to the Roman Catholic church by means of baptismal certificate would remain entitled to enrol at their catchment denominational school, but that all other pupils would be required to submit a placing request.

Background   Clackmannanshire Council has two Roman Catholic primary schools, St Bernadette's and St Mungo's. Each school has a catchment area that includes the catchment areas of a number of non-denominational primary schools.

St Bernadette's RCPS	St Mungo's RCPS
Abercromby PS	Clackmannan PS
Alva PS	Coalsnaughton PS
Banchory PS	Craigbank PS
Menstrie PS	Deerpark PS
St Serf's PS	Fishcross PS
	Muckhart PS
	Park PS
	Redwell PS
	Strathdevon PS
	Sunnyside PS
	Tillicoultry PS

All primary school children in the Council area have two catchment schools, one denominational and one non-denominational.

Parents (and child) resident in the catchment area who wish their child to attend either their denominational or non denominational catchment school are not required to make a placing request and are entitled to free home to school transport if the distance entitlement criteria apply, i.e. if the child lives more than 2 miles from their school (or 1 mile for children under 8).

St Bernadette's RCPS will move into Tullibody South Campus in August 2019. The new school will have 6 classrooms which is the same number as are being used in the current school. The school roll for the current session is 121 and the school has space for a further 45 children which means it can accommodate all the children who currently wish to attend. As a new school, St Bernadette's will be very attractive to parents and it is possible that demand for places could be greater than the number of available places. The current admissions policy allows any child living in Tullibody, Menstrie or Alva, irrespective of their denomination, to attend the school and the new school is not designed to accommodate such a broad catchment.

Clackmannanshire Council has a legal duty to offer denominational education to Roman Catholic children and this proposal to change the admission policy aims to ensure that this is possible.

Who would be Affected Pupils and parents/carers of children wishing to enrol at St Bernadette's RCPS or St Mungo's. RCPS.

Note: Pupils currently enrolled at these schools would not be affected by the change and would not have to submit any further documentation, either a placing request or baptismal certificate.

Siblings of pupils who are enrolled in the school in August 2019, will automatically be entitled to enrol if at the point of starting school their older sibling remains at the school. This is to prevent parents having to enrol their children in separate primary schools.

Legislation and Current Policy Denominational schools in the Clackmannanshire Council area are open to pupils of all denominations, all faiths and none, in the same way that non-denominational schools are. This reflects the duties outlined for education authorities in the Education (Scotland) Act 1980.

However, whilst this legislation also gives education authorities the right to manage pupil intake for schools, the current Admissions Policy limits the Council's ability to do this. The proposed change would mean that if spaces are limited at a denominational school, the Council may use the placing request mechanism to reserve places for Catholic pupils likely to move into a school's catchment area during the school year.

Educational Benefits This proposal will not have any impact on the pupils currently attending St Bernadette's or St Mungo's RC Primary Schools as they will not be asked to reenrol or submit a placing request in order to continue their current schooling in either school.

Whilst the current cohort of children remains in either school, any of their siblings will be entitled to enrol without submitting a placing request.

The revised policy will benefit any Roman Catholic children who wish to enrol in the future as they will be confident of getting a place in their school catchment Roman Catholic School.

The new admissions policy should not have any impact on children currently attending other schools in Clackmannanshire as given the additional capacity currently available in both St Mungo's and St Bernadette's too many children would have to attend another school because either St Mungo's or St Bernadette's were full.

Effective management of the proposed additional control on denominational school admissions would allow the Council to manage demand for places so that this statutory duty can be met comfortably within the existing denominational school estate.

If denominational school admissions grow, then additional capacity may eventually be required at one or more of these schools in order that the Council can meet its legal duty to provide a denominational education. This would be financially onerous and could reduce the capital investment available for projects in other areas of the school estate.

Date of Change

It is proposed that this change will come into effect on 14 March 2019.

2 CONSULTATION

Legislation	**Schools (Consultation) (Scotland) Act 2010** A formal consultation is required for any proposal to change the Council's school admissions policy. This consultation fully accords with the requirements of this legislation.
Consultees	During the consultation period, in accordance with legislative requirements, views are being sought from a range of interested parties including:

- Parents of all children attending Clackmannanshire Council partner nurseries and all pupils attending denominational schools.
- The Parent Councils of all denominational schools.
- Denominational school staff and trade unions.
- Community Councils.
- Elected members.
- Education Scotland.
- The Roman Catholic Church.
- Stirling Council.

Consultation Period	The consultation is taking place over 8 week period between 2 November and 14 December 2018.
Public Meeting	Two public meetings to discuss the proposal will be held as follows:

- St Bernadette's Primary school on Tuesday 20 November 7pm.
- St Mungo's Primary school on Thursday 6 December 7pm Everyone is welcome to attend.
-

Officers of the Council will be present to discuss these proposal and there will be an opportunity to ask questions at the meeting. We appreciate, however, that there will be limited time at the meeting to discuss everything fully and not everyone is comfortable with speaking in a public meeting   To make sure all issues are covered and everyone gets the opportunity to contribute to the discussion, we are happy to accept advance notice of specific questions or issues you would like to raise at this meeting. Advance questions will be accepted in writing only up to 2 days in advance of the meeting (see contact details below). Please let us know how the proposals would affect you and your family, and whether you would like to be named at the meeting as asking the particular question you submit.

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How to Respond
Interested parties are encouraged to complete and return the pro-forma attached with this proposal document. It asks some specific questions regarding the proposal, and provides the opportunity to detail any issues of concern.

Separate written submissions regarding this proposal will also be accepted by letter or e-mail until **14 December 2018** when the consultation period ends. We will be happy to discuss these proposals on the phone, but telephone conversations will not be recorded as part of the consultation and all submissions should be in writing.

Following the Consultations
Education Scotland will receive details of consultation responses and the public meetings and will provide Education Services with a report after the consultation.

Education Services will then prepare a **consultation report** which will be published on the council website and it will also be made available to read at libraries, council offices and at Clackmannanshire Council Kilncraigs.

The consultation report will be discussed by councillors at the People Committee in March 2019. They will consider whether this proposed change to admissions arrangements should go ahead.

Contact Details
When completed, please return the attached pro-forma and any further written submission regarding these proposals to:

Admissions Policy Consultation
Education Services
Kilncraigs
Greenside Street
Alloa
FK10 1EB

or by e-mail to education@clacks.gov.uk

Clackmannanshire Council | Comhairle Siorrachd Chlach Mhanann
www.clacks.gov.uk

3 RESPONSE FROM

PROPOSAL FOR A CHANGE IN THE SCHOOLS ADMISSIONS POLICY

Name: _____

Address: _____

_____

Contact Telephone Number: _____

Contact Email Address: _____

Name of Pupil(s) Concerned: _____
(where relevant)
Name of School(s) Attended: _____

QU1: Do you agree with the proposed change in the Clackmannanshire Council Admissions Policy to require a Placing Request for non-RC baptised pupils to attend denominational schools?

☐ **Yes**   ☐ **No**

QU2: Do you have any further comments on this proposal? (please continue overleaf if necessary)

Please complete and return this form by
14 December 2018 to:

Admissions Policy Consultation
Education Services
Clackmannanshire Council
Kilncraigs
Greenside Street
Alloa
FK10 1EB

Or by email to: education@clacks.gov.uk

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Appendix 2

Clackmannanshire Council has two Roman Catholic primary schools;
St Bernadette's and St Mungo's. Each school has a catchment area based
on the catchment areas of a number of non-denominational primary schools.
The catchment areas are as stated below

St Bernadette's RCPS	St Mungo's RCPS
Abercromby PS Alva PS Banchory PS Menstrie PS St Serf's PS	Clackmannan PS Coalsnaughton PS Craigbank PS Deerpark PS Fishcross PS Muckhart PS Park PS Redwell PS Strathdevon PS Sunnyside PS Tillicoultry PS

CLACKMANNANSHIRE COUNCIL

Report to People Committee

Date of Meeting: 1 November 2018

Subject: Chief Social Work Officer's Annual Report 2017-2018

Report by: Head of Social Services and Chief Social Work Officer

1.0   Purpose

1.1.   The Chief Social Work Officer's Report provides an overview of the key priorities, challenges and achievements related to the delivery of the social work and social care services in Clackmannanshire in 2017-2018. This report also meets the statutory requirement to report annually on Social Services complaints.

1.2   The Chief Social Work Officer's report is submitted annually to Council for its consideration and for information.

2.0   Recommendations

2.1.   Council is asked note the report as set out in Appendix 1 and provide comment and challenge as appropriate.

3.0   Considerations

3.1.   The role of the Chief Social Work Officer is to provide professional governance, leadership and accountability for the delivery of social work and social care services. The Chief Social Work Officer role is pivotal at both local and national levels in leading, influencing and contributing to policy and practice change within social work and social care services.

3.2.   This report is completed using the standard template produced by the Office of the Chief Social Work Adviser. This is designed to enable a consistent approach across Local Authorities.

3.3.   The report reflects the Chief Social Work Officer's evaluation of the delivery and performance of adults, children's and criminal justice social work services

3.4.   The report draws on self-evaluation and internal and external scrutiny. The report describes some of the key achievements and challenges for 2017-2018 and sets out the priorities the Chief Social Work Officer will be taking forward in 2018-2019. It also provides an overview of the specific activities of the Chief Social Work Officer in respect of leadership, values and standards and decision making.

3.5. Redesign work continued in 2017-2018 in children's and criminal justice services in conjunction with partner organisations and in adult services through the Clackmannanshire and Stirling Health and Social Care Partnership. There continued to be a focus on *"shifting the balance of care"* and supporting people, wherever possible, to remain in their local community, promoting social inclusion and rights based approaches to service delivery.

3.6. Significant progress was made in shifting the balance of care and increasing the proportion of children and young people looked after safely in their own communities in 2017-2018, while reducing the proportion living in residential settings. This has been supported through the introduction of effective community based supports for children, young people and their families and a greater emphasis on kinship care. This family focus is securing better outcomes for children young people and we are seeing a shift in our expenditure towards early intervention, prevention and intensive community based resources rather than on residential placements.

3.7. In July 2017, responsibility for the operational management for Clackmannanshire's adult social care service transferred to the Chief Officer for the Health and Social Care Partnership. Performance reporting mechanisms have been enhanced and the Chief Social Work Officer has a key role in the developing work around clinical and care governance across the HSCP.

3.8. In April 2017, a new model for handling social work complaints was introduced across Scotland. Information about this is included in this report. Complaint enquiry figures across Social Services in Clackmannanshire rose by 67% from 24 in 2016-2017 to 40 in 2017-2018. This is linked to the introduction of the new model. All complaints enquiries are now dealt with on a formal basis and the majority of complaints (33) were resolved at an early stage in the process.

4.0   Sustainability Implications

4.1. This report does not relate to a Plan, Policy, Programme or Strategy therefore Strategic Environmental Assessment does not apply.

5.0   Resource Implications

5.1.   Financial Details

5.2. There are no financial implications associated with the recommendations. Where appropriate, the full financial implications of the recommendations are set out in the report. This includes a reference to full life cycle costs where appropriate.   Yes ✓

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

5.4.1 *Staffing*

There are no staffing implications that directly arise from the contents of this report.

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6.0 Exempt Reports

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

7.0 Declarations

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

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

Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all   ☐
Our families; children and young people will have the best possible start in life   ✓
Women and girls will be confident and aspirational, and achieve their full potential   ✓

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

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

None identified.

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?

The report does not in itself recommend changes to policies, plans or strategies. The day-to-day work of Social Services is to provide a positive impact on vulnerable sections of the community. It does not fall into any of the prescribed requirements for an EQIA.

Yes ☑   No ☐

9.0 Legality

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

10.0 Appendices

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

Appendix 1 – Chief Social Work Officer Annual Report 2017-2018

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)
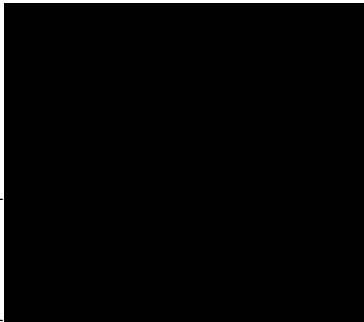
Yes ☑ (please list the documents below)   No ☐

Clackmannanshire and Stirling Health and Social Care Partnership Annual Performance Report 2017-2018

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Christine Sutton	Service Manager	x 5031

Approved by

NAME	DESIGNATION	SIGNATURE
Celia Gray	Head of Social Services / CSWO	
Stuart Crickmar	Strategic Director Partnership & Performance	

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Chlach Mhanann

CHIEF SOCIAL WORK OFFICER
REPORT 2017-2018

The Chief Social Work Officer Function

Every local authority must appoint a professionally qualified Chief Social Work Officer (CSWO) as set out in Section 45 of the Local Government (Scotland) Act 1994.

The CSWO provides professional governance, leadership and accountability for the delivery of social work and social care services, whether directly provided or delivered by the private or voluntary sector on behalf of the local authority. The role assists the local authority to understand the responsibilities and the complexities involved in the delivery of social work services. The CSWO has a key responsibility for performance management and the identification and management of corporate risk, as it relates to the delivery of all social work services. The CSWO is required to ensure that all social services workers meet the requirements of the Scottish Social Services Council (SSSC) Code of Practice.

The CSWO is required to complete an annual report in accordance with Scottish Government guidance.

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Foreword

1. Summary - Key Challenges and Developments during the past year

2. Partnership Structures/Governance Arrangements

3.   Social Services Delivery Landscape

4. Resources (**Finance)**

5.   Service Quality and Performance Including Delivery of Statutory Functions

6. Statistical Information

7. **Workforce Planning and Learning and Development**

9. Conclusion

 Appendix One: Statutory Social Work Complaints – Annual Report

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Foreword

Welcome to my second Chief Social Work Officer's Annual Report. Thank you for taking the time to read my report. I hope that it gives you an understanding of some of the excellent work that is taking place across Clackmannanshire and an insight into some of the challenges that we face.

Over the last year, there has been ongoing change across social work services across Scotland and in Clackmannanshire, including the implementation of new legislation and policies, ongoing financial pressures and organisational change. In this context, I have maintained a focus on improving outcomes for people through relationship based and person-centred approaches to service redesign and delivery.

This report evidences the contribution of social work services to the delivery of positive outcomes for the people of Clackmannanshire. I have included examples of work in different areas, highlighting some of the complexities of delivering social work services. In the case studies, names and some individual details have been changed to preserve anonymity.

My report provides an overview of Social Services activity, challenges and achievements across all care groups. It is organised in line with the template produced by the Scottish Government's Chief Social Work Adviser. This report also meets the statutory requirement to report annually on Social Services complaints. I attach the complaints report as an appendix to my main report.

I would like to take this opportunity to thank everyone who works in social work services across Clackmannanshire, whether working directly for the Council, or for the third and independent sectors. I would also like to thank all of our partners who work alongside us to deliver and develop services. This includes unpaid carers, kinship carers, foster carers and staff who work in partner organisations.

Thank you to each of you who use our services for your engagement, participation and feedback over the last year. And a special thank you to *Oor Clacks Voices* for their role as a reference group for the Children and Families Service. The input from each of you helps us to know what we are doing well and what we need to improve.

Celia Gray, Head of Social Services and Chief Social Work Officer

1. Summary - Key Challenges and Developments during the past year

In 2017-2018, there were a number of strategic and operational developments and demands across the range of social work services, which placed requirements on the Chief Social Work Officer. These included:

- Rising demand. There continues to be an increase in demand for services, while finances are still significantly constrained. Service redesign has continued across social work services, focused on maintaining and supporting front line delivery while introducing more sustainable service models.
- Legislative Change. This included planning for the April 2018 implementation of the Carers (Scotland) Act 2016; the ongoing implementation of the Community Justice (Scotland) Act 2016 and of the Children and Young People (Scotland) Act 2014.
- Inspection. A strategic inspection of the Clackmannanshire and Stirling Health and Social Care Partnership took place between January and June 2018 and is due to be published in early Autumn 2018. Over the last year, a number of inspections took place of registered services. These inspections identified many areas of strength as well as some areas for development
- Between September and November, 2017, Audit Scotland completed a Best Value Audit of Clackmannanshire Council. Their report was published in January 2018. Audit Scotland identified that Clackmannanshire Council used the end of the Shared Service arrangements with Stirling Council, as an opportunity to redesign both Social Work Services and Education Services *"with early signs of improvement"* (Audit Scotland, Best Value Assurance Report, 2018). The report also identified significant challenges with the pace and scale of redesign across the whole Council, which presented further demands across service and on the Chief Social Work Officer.

These were some of the key successes and improvements that were achieved across Clackmannanshire's Social Work Services in 2017-2018:

- Progress in shifting the balance of care and increasing the proportion of children and young people looked after in their own communities, while reducing the proportion living in residential settings. This was supported by the development of a range of community based supports for children, young people and their families:

    i)   Intensive Family Support Services at Alloa Family Centre. This new service is delivered in close partnership with other statutory and third sector services. It focuses on prevention, early intervention and the delivery of intensive family support.

ii)   Functional Family Therapy. This intensive support service has helped to deliver better outcomes for young people.

iii) Increased focus on supporting Kinship care. Kinship care arrangements have increased from 25 carers caring for 33 children at end of March 2017 to 41 carers caring for 55 children at the end of March 2018.

iv)   Introduction of Family Group Decision Making enabling families including extended families to make their own decisions about children's futures and to be more involved in finding solutions.

- We continued our recruitment campaign for foster carers. Some applicants are now registered as foster carers and others are continuing through the assessment process.
- The Children and Families Service initiated and led on work to revise the GIRFEC integrated assessment framework with partner organisations across Forth Valley to develop more child and family friendly models and documentation.
- Work with Who Cares? Scotland increased our advocacy provision for looked after and accommodated children and young people and supported us to develop more imaginative and innovative approaches to participation.
- We further developed the Community Justice Model and local Community Justice Improvement Plan. We hosted two very successful conferences "Resilience in the Face of Adversity" and the first Clackmannanshire Youth Community Justice Conference.
- Social Services made a successful transition to the new complaints handling model and now operate under a standardised 2 stage corporate procedure.
- In July 2017, responsibility for the operational management for Clackmannanshire's adult social care service transferred to the Chief Officer for the Health and Social Care Partnership. Performance reporting mechanisms have been further developed and established across the Partnership.
- Significant redesign work has progressed across adult mental health and learning disability services and will continue in 2018-2019. Commissioning plans are in place for these service areas.
- Local care homes across the statutory and independent sectors engaged with the Care Inspectorate's improvement initiative, Care about Physical Activity.
- The Health and Social Care Partnership's Annual Audit Report conducted by Audit Scotland and published in September 2017, highlighted the open and transparent in which the Integration Joint Board conducted its business.
- Improvement work has focused on ensuring a common understanding of the thresholds for Adult Support and Protection across partner organisations, with a particular focus on the care home sector.
- In November 2017, an Adult Protection Conference was held at Stirling Community "Balancing Rights and Risks".

- Our first Adult Support and Protection event for service users took place in November, 2017. The theme was "Working Together to Protect You from Financial Harm" and the delegates included service users and practitioners.

The key challenges, opportunities and areas for development for 2018-2019 include:

- In January, 2018 the Best Value Assurance Report identified significant challenges for the Council in making the necessary transformational changes to secure its financial position. While there has been clear progress in 2017-2018 in addressing some of the pressures across social work services, sustained effort and focused leadership is required to sustain and embed this improvement. For adult social work services, this will be progressed through the Health and Social Care Partnership and will require extensive collaboration and co-production.
- Operational redesign across the Council and the implications for Children and Families and Criminal Justice Social Work Services and the role and function of the Chief Social Work Officer
- Tackling the impact of poverty across Clackmannanshire. The Local Authority has the eight highest concentration of deprivation of the 32 Scottish Local Authorities with 27% of children living in poverty. Social Work Services will play a key role in developing our local action plan to address this in response to the Child (Poverty) Scotland Act 2017.
- Some of our looked after children are waiting too long to secure a settled and permanent home. In 2018-2019, we will start with the Centre for Excellence for Looked after Children in Scotland's Permanence and Care Excellence team. This will help us to embed effective permanence processed across our children and families service focused on the needs of each child.
- Continued awareness raising to develop the commitment to Corporate Parenting across the Council and partner organisations.
- Pilot the revised GIRFEC assessment and review framework to introduce more child and family friendly documentation.
- Ongoing work to recruit and retain Clackmannanshire Council Foster Carers.
- Further development of Intensive Family Support Services. This will include the delivery of out of hours support in partnership with the third sector.
- Development of the *'Safe and Together'* model of working with families experiencing domestic violence across Clackmannanshire
- Ongoing development of community based services for all adults care groups. This will include a redesign of day services with a view to establish integrated day assessment services and further extending the use of Self Directed Support.
- Work across service user groups to fully implement the Carers (Scotland) Act 2014 and develop improved identification of Carers and supports available
- Introduction of the new *duty of candour* across social work services.

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2. Partnership Structures and Governance Arrangements

2.1 Overview

I report to the Chief Executive of Clackmannanshire Council as Chief Social Work Officer and Head of Service for Children and Families Social Work and Justice Services. I have responsibility for financial planning, identifying service pressures and developing the Annual Business Plan for Children and Families Social Work and Justice Services.

The Annual Business Plan sets out the priorities for the Service, and establishes the delivery plan and performance management arrangements for the coming year. It includes a service risk register. In 2017-2018, Social Services reported on the Business Plan to Clackmannanshire Council's Scrutiny Committee. The Service also reported on financial performance to Clackmannanshire Council's Audit and Finance Committee. This supports scrutiny and challenge by elected members and transparency about service performance.

The Service has arrangements in place to publicise plans and performance information and engage with those who use our services to obtain feedback. I receive assurance on the quality of social work practice and identify areas for improvement through reports on self-evaluation, learning reviews, case file audit, analysis of complaints data, engagement with front line staff and performance data. We make use of performance information available at a national level to support sharing good practice and benchmarking. The delivery of Social Services is also subject to scrutiny and regulation from the Care Inspectorate.

The following sections provide details of the current governance arrangements linked to Clackmannanshire Community Planning Partnership, as they relate to social work functions.

2.2 Adult Social Services and Health and Social Care Integration

Clackmannanshire and Stirling Health and Social Care Partnership and its governing Integration Joint Board are responsible for the strategic planning and delivery of community based health and social care services to adults and older people. The Integration Joint Board has 12 voting Members: 6 are NHS Forth Valley Board Members and 6 are Elected Members from the two Councils [3 from Clackmannanshire Council and 3 from Stirling Council]. The Integration Joint Board reviewed its committee structure in 2017- 2018. It has an Audit Committee and approved the establishment of a Finance Committee to improve scrutiny and financial governance.

The Board is supported in its work by the Strategic Planning Group has membership drawn from across the services including the third and independent sector, carers' organisations, the local Hospice and palliative care services, service users/patients and carers.

As Chief Social Work Officer, I am a non-voting member of the Integration Joint Board and a member of the Strategic Planning Group. I present the Chief Social Work Officer Report to the Integration Joint Board on an annual basis.

The Clinical and Care Governance Framework for the Health and Social Care Partnership reflects the role of the CSWO in providing social work advice to the Integration Joint Board and in relation to the governance of social work practice standards. I also have regular meetings to ensure a direct link with key staff undertaking statutory functions that are operationally managed through the Adult Health and Social Care Partnership, for example, quarterly meetings with Mental Health Officers.

2.3 Children's Services

I chair the **Children and Young People Strategic Partnership Group** (CYPSPG) with support from the General Manger of NHS Forth Valley Community Health Services as vice chair. Membership includes Council Services, NHS Forth Valley, Police Scotland, the Third Sector, Fire and Rescue, representation from the Alcohol and Drugs Partnership.

The CYPSPG has overall responsibility for delivery of the Clackmannanshire's Children's Services Plan 2017-2020, and contributes to the Clackmannanshire Alliance responsibility for delivery of the Local Outcome Improvement Plan for Clackmannanshire 2017 – 2027. It has a key role to play in removing barriers and securing better outcomes for the children and young people of Clackmannanshire.

2.4 Community Justice

2017-2018 was the first year of delivering community justice services within the framework of the Community Justice (Scotland) Act 2016 through the **Community Justice Partnership**. As Chief Social Worker, I chair this Partnership with support from the Clackmannanshire Third Sector Interface business manager as Vice Chair.

Clackmannanshire Council is represented on the Partnership by the Criminal Justice Social Work Service, Social services, Housing services, Education services and Strategy and Performance.

The approach in Clackmannanshire has focused on connecting the community with community justice and investigating the type of strategic changes which will make a difference in the years ahead. In 2017-2018, the partnership facilitated Communities of Practice and Communities of Interest to inform the new Community Justice Improvement Plan.

This new plan set out the following priorities:

- Developing healthy relationships, healthy minds and healthy attitudes to gender roles

- Enabling worthwhile work and financial inclusion - especially within Alloa South and East.
- Addressing misuse of alcohol and other substances.

2.5 Public Protection

The **Chief Officers Group (COG)** oversees all areas associated with public protection and operates across Clackmannanshire and Stirling Community Planning Partnerships. I attend this group in my role as CSWO. This key group provides oversight and scrutiny of the Child Protection and the Adult Support and Protection Committees, the Alcohol and Drugs Partnership, the strategic arrangements in respect of gender based violence and the Multi Agency Public Protection Arrangements (MAPPA). The COG provides governance and leadership and engages in discussion around strategy and innovation.

With the appointment of new Chief Officers, there have been changes over the year in the membership of the COG. Following from this work is planned for 2018-2019, in conjunction with the Care Inspectorate, to provide the opportunity for the COG to consolidate their understanding of their role and remit.

The **Child Protection and Adult Support and Protection Committees** operate across the Clackmannanshire and Stirling Council areas. The same independent chair is in place for both committees. The strategic support arrangements for the two Committees operate across the two local authority areas. I ensure that both the Adult Support and Protection Coordinator and Child Protection Lead Officer have a clear line of accountability to me as Chief Social Work Officer.

The overarching objective **of Multi Agency Public Protection Arrangements** (MAPPA) is to bring together key agencies to protect the public from harm. The Management of Offenders Etc. (Scotland) Act 2005 places a duty on Local Authorities, Police Scotland, the Scottish Prison Service and National Health Service to establish joint arrangements for the assessment and management of risk associated with Registered Sex Offenders, Restricted Patients and other Risk of Serious Harm offenders.

MAPPA is directed and overseen by the **Forth Valley MAPPA Strategic Oversight Group (SOG)**, consisting of senior representatives from each of the Responsible Authorities and Duty to Co-operate agencies. The group meets four times per year and is driven by strategic priorities and a business plan addressing the areas of responsibility identified in MAPPA National Guidance including performance data and the review of cases where there are considered to be significant operational or strategic implications. Supporting the work of the SOG is the MAPPA Operational Group (MOG), where operational managers involved in the delivery of MAPPA across Forth Valley come together to offer support and advice to senior officers. Both groups met on a quarterly basis.

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Meetings about people subject to MAPPA take place in each Local Authority area at time intervals commensurate with the risks required to be managed. MAPPA Meetings are chaired by representatives from NHS Forth Valley, Police Scotland and Forth Valley's Local Authorities.

More information can be found in the Forth Valley MAPPA Annual Report, published every October and available from Local Authority websites.

3. Social Services Delivery Landscape

3.1 Overview

This section provides an overview of market provision and some of the challenges and opportunities for local commissioning. I have highlighted some of the key achievements and areas of progress in 2017-2018, as well as identifying ongoing areas for development.

Clackmannanshire is the smallest mainland local authority with a population of around 51,000. Clackmannanshire is one of the most deprived areas of Scotland with four of our data zones featuring in the 5% most deprived areas across the country (all located in Alloa). There are also very high levels of child poverty with 27% of children assessed as living in poverty.

Clackmannanshire has a relatively low level of in-house service provision in care at home, care home, day opportunities and children's residential care. Approximately 80% of adult and older peoples' care at home, day services and care home provision is provided by the independent and third sector. Intermediate care, including short-term assessment beds and care at home reablement provision, are primarily delivered through internal services.

Across third sector providers for all service user groups, we carried out a review to ensure providers are delivering high quality services, meet service user outcomes, are value for money and are continuously improving to meet the range and demand required. This included recommending and negotiating the decommissioning of one service.

Care and Support Services: In 2017-2108, we commissioned Care and Support for children, young people, adults and older people to ensure the provision of services that are outcomes based and are contractually compliant. All of the successful providers have achieved grades of 4 (Good) across all Care Inspectorate quality themes.

Scottish Living Wage: We worked with our providers to support the ongoing delivery of the Scottish Living Wage. The rate increased for 2018-2019. We have a transparent process to negotiate and agree rates increases with care providers.

As Chief Social Work Officer, I require assurance about the quality and effectiveness of externally commissioned services as well as our internally provided services. We monitor the quality of both our internal and external service delivery using a range of different approaches and work closely with providers where there is an identified need for improvement. Monitoring arrangements for all providers are risk based. This includes collating complaints data and working closely with the link operational manager and other front line staff to identify and address any areas of concern. There are close working relationships with the Care Inspectorate and other partner agencies, e.g. Fire and Rescue, to monitor improvement activity where this is required.

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We work closely with the Care Inspectorate and others to review and monitor the quality of provision. Quarterly liaison meetings take place to share local knowledge and best practice as an early intervention mechanism to identify and act upon any intelligence gathered. We have also worked closely with Scotland Excel to identify opportunities for efficient, cost effective commissioning. This has included in the residential child care sector.

3.2 Adult Social Care Delivery Landscape

We have continued to improve our relationship with providers in 2017-2018 across the Health and Social Care Partnership. Joint Provider Forums are in place across the Health and Social Care Partnership to ensure dialogue and share information.

Clackmannanshire has a very low level of care home bed usage compared with other local authorities across Scotland. This balance of care has been maintained through the effective use of intermediate care services, both care at home and bed-based provision. There is recognition that increasing complexity of need is reflected in increasing demand for care home placements. The Health and Social Partnership closely monitors the trends in the number of care home placements to inform service planning and financial planning. This analysis will inform service redesign and the development or commissioning of alternative models, this is likely to include extra care housing.

In 2017-2018, we completed focused work in the following areas:

Market Position Statement: The Market Position Statement for the Clackmannanshire and Stirling Health and Social Partnership 2017-2020 was finalised with input from independent and third sector providers. It sets out key statistical information about current need, future need and how the partnership intends to foster market shaping activity. Further work is required to build on the market facilitation plan. This will recognise market changes and locality planning as this is advances.

Quick Step: In 2017, Social Services commissioned Quick Step, a responsive service for people who have been assessed as ready to be discharged from hospital, or following a crisis. This provides an intensive level of care for a short period.

Self Directed Support, Choice and Control: While the majority of care and support services continue to be commissioned by the Council, there has been a steady increase in the use of Option 1 under the Self- Directed Support legislation. In 2017-2018, there was a 33% increase in the use of Option 1.

3.3 Children and Families Delivery Landscape

From 2016-2018, the Children and Families Service took on the lead role in the Realigning Children's Services Programme, delivered in conjunction with

the Scottish Government and local partners. This programme was designed to improve our commissioning of children's services. The data gathered through the survey work helped us to get a fuller understanding of the strengths and possible concerns in the local child population and has helped us in decision making to meet those needs.

We used the data from the Realigning Children's Services and other sources of information including analysis of our looked after population to inform service planning. We used this to inform commissioning activity with the third sector and to support us in continuing to shift the balance of care and support more children to remain safely in their own homes and local communities. We will continue this work in 2018-2019 with a focus on needs relating to continuing care and supporting Clackmannanshire's care experienced young people in their communities up to the age of 26. This will include planning for housing with support needs. We will work in partnership across Children's Services to plan our delivery and commissioning of children's services and develop more imaginative and creative solutions to using our shared resources.

In 2017-2018, we completed focused work in the following areas:

Transitions from Children to Adults: There has been substantial work carried out to ensure that there is purposeful planned movement of young adults with chronic conditions from child centred to adult orientated care and support.

Children and Families Third Sector Provision: We established a better understanding of the local 'asset base' of third sector provision for children and families. We clarified what the private and third sectors could deliver by initiating discussions at an early stage of the commissioning process. We commissioned services from the third sector to complement internal intensive support services. This included Functional Family Therapy and out of hours services to support vulnerable children and their families.
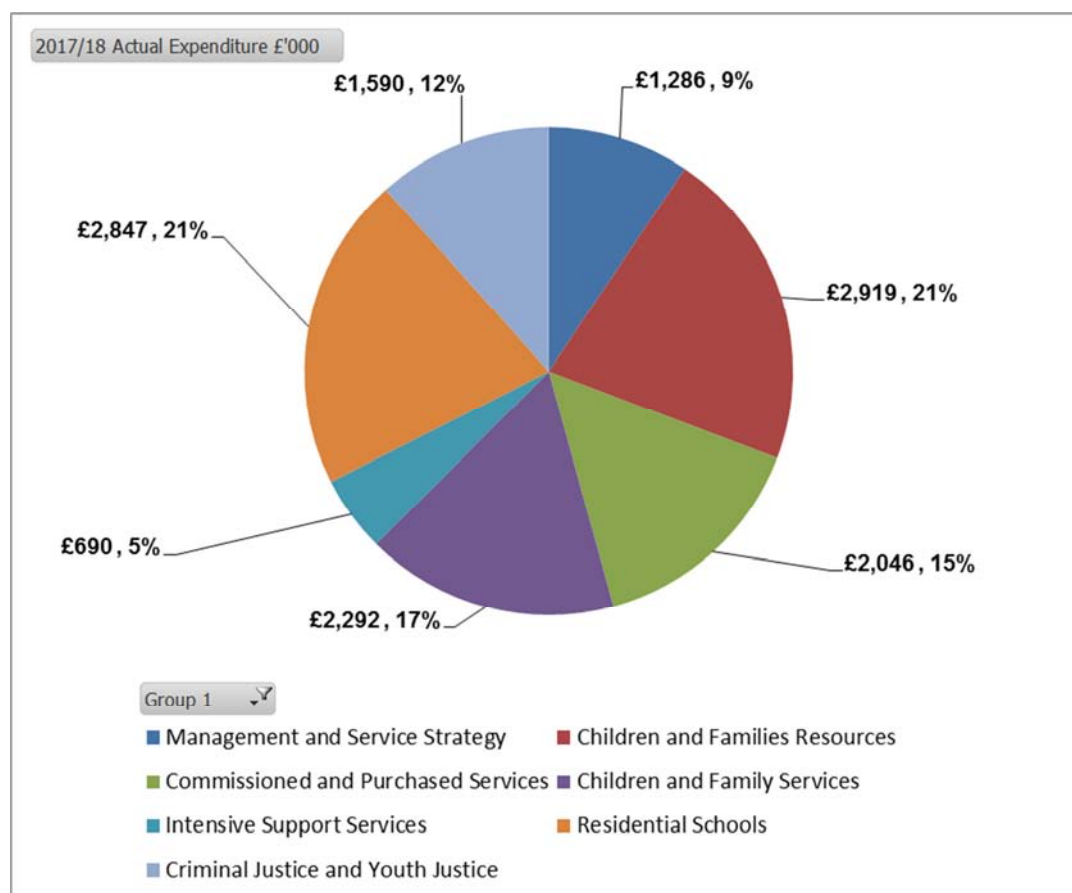
4. Resources

Social Work gross expenditure across adults, children and families and criminal justice services amounted to £48.2m for 2017 -2018.

4.1 Children and Families Service:

The total expenditure in 2017 -2018 amounted to £14.5m with net expenditure of £13.7 million.

The most significant budget pressures in the Children and Families Service in 2017-2018 were the number of external foster care placements. Through the implementation and introduction of additional community based supports, the Service reduced the expenditure on external residential placements. Monitoring arrangements and robust reviews of all external placements and the implementation of alternative support arrangements in line with the needs of children and young people brought improved outcomes for children and young people and secured more cost effective provision throughout the year.

The following table shows net expenditure allocated across the various service groupings.

2017/18 Actual Expenditure £'000

- £1,590, 12%
- £1,286, 9%
- £2,919, 21%
- £2,046, 15%
- £2,292, 17%
- £690, 5%
- £2,847, 21%

Group 1

- ■ Management and Service Strategy
- ■ Children and Families Resources
- ■ Commissioned and Purchased Services
- ■ Children and Family Services
- ■ Intensive Support Services
- ■ Residential Schools
- ■ Criminal Justice and Youth Justice

During the financial year, the service reported regularly to the Finance and Audit Committee on the budget position and on the associated savings.
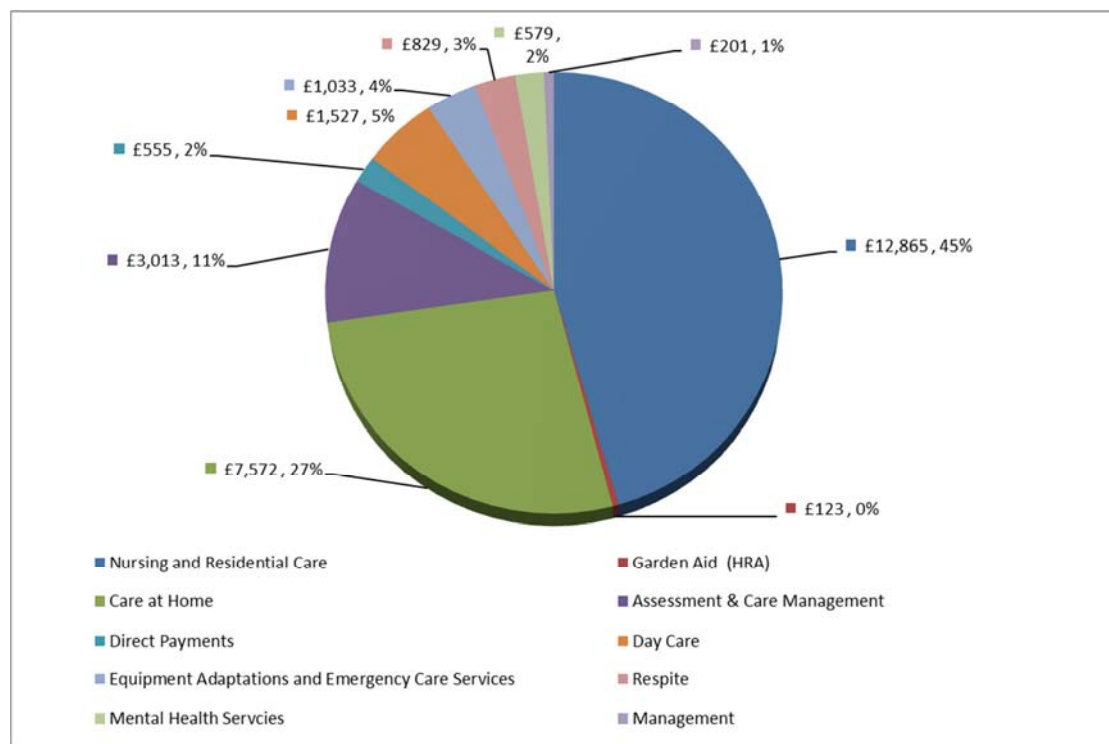
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Managers at all levels continued to meet with finance accountancy throughout the year to maintain robust budget management arrangements

4.2 Clackmannanshire and Stirling Health and Social Care Partnership

Clackmannanshire Council and Stirling Council and NHS Forth Valley (the constituent authorities) delegate budgets, referred to as payments, to the Integration Joint Board which decides how to use these resources to achieve the objectives of the Strategic Plan. The Board then directs the partnership through the constituent authorities to deliver services in line with this plan.

Adult Social Work Services are delegated to the Clackmannanshire and Stirling Health and Social Care Partnership. Total Expenditure on Adult Social Work Services in 2017-2018 amounted to £28.2 m with income of £12.5m resulting in net expenditure of £15.7m.

The following table shows net expenditure allocated across the various service groupings.

Clackmannanshire Council and Stirling Council and NHS Forth Valley (the constituent authorities) delegate budgets, referred to as payments, to the Integration Joint Board which decides how to use these resources to achieve the objectives of the Strategic Plan. The Board then directs the partnership through the constituent authorities to deliver services in line with this plan.

Adult social work financial pressures related primarily to pressure on the care at home budget and increased use of long-term care placements for older

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people. It is noted that the increased use of care home placements is in the context of a relatively low use of care home placements in Clackmannanshire Council area compared to the picture across Scotland.

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5. Service Quality and Performance Including delivery of statutory functions

The statutory duties of the service arise from the Social Work (Scotland) Act 1968 (amended by subsequent pieces of legislation). The core legislative responsibilities focus on protection and support and improving outcomes for individuals with a range of needs across all ages and a wide range of settings. These responsibilities are expressed through the assessment and management of risk, the provision of direct support, advice and guidance across children and families, adult care and criminal justice services.

5.1 Children and families

5.1.1 The service has continued with the development of a range of community based supports for families and young people as part of the work in redressing the balance of care. This work is aimed at maintaining children and young people in their families and local communities where it is safe to do so. We have strengthened community based services and introduced evidence based programmes to support this in 2017-2018.

5.1.2 The improvements that have been secured have been recognised by the Council and subsequently received positive publicity in the Alloa Advertiser

Major improvements in Clacks social work

Elected members are told of 'demonstrable improved outcomes' for Wee County families

By Rajmund Bakonyi
Reporter
rbakonyi@alloaadvertiser.co.uk

SOCIAL Services at Clackmannanshire Council has managed to turn around a negative trend, re-uniting families while saving millions of pounds of taxpayer money in the process.

A report tabled at the first-ever sitting of the new People Committee last week detailed the achievements, which received praise from all corners of the chamber.

Elected members last Thursday, August 30, heard how in 2016, Clackmannanshire saw the highest number of youngsters looked after away from home in Scotland.

Accordingly, the local authority had the highest spend in this field around the country – the net cost of children in residential schools was just over £4million in 2016-17.

However, successful schemes to bring children back from expensive placements, a drive to recruit more foster parents locally and the creation of a family support service brought the costs down to just around £2.5m in 2017-18.

Moreover, this financial year's forecast is projecting further improvements with estimates showing the mon-

ey spent on residential placements will be down to just above £1.5m.

That amounts to a £2.5m shift over the two years in this one area of service delivery, in comparison the projected budget gap for the council is estimated to be £12.6m next year.

Papers at the local authority highlighted the weekly cost for a child in a residential school can rack up to as much as £4,000.

According to the report brought to council, the introduction of the Functional Family Therapy service in particular had a positive impact, working with some of the most vulnerable young people between the ages of 11 and 18.

It worked with a dozen families in the first half 2017 and none of the children or young people involved went into care.

The document said: "There have been demonstrable improved outcomes in relation to returning children home, improved attendance at school and retaining young people at home."

SNP Councillor Les Sharp moved the paper, hailing the budget savings, but saying the main concern was "getting families back together" so they can progress and become good citizens.

Labour opposition leader Cllr Dave Clark was happy to second the report.

SHIFT: Social work in Clackmannanshire has gone from being one of the worst performing areas of the council to showing some stark improvements

Coming from a social works background himself, he said he was passionate about improving the lives of children, especially those from deprived backgrounds.

He added that "some risks" had been taken and the council now needs to stick by head of social services Celia Grey and "toughen it out with her".

The councillor also high-

lighted that having more children back in the county could increase costs elsewhere, adding: "Social works is half the battle, education is the other."

Their sentiment was echoed by Conservative representatives Cllrs Martha Benny and Darren Lee, both supporting the paper and applauding the good work done by civil servants.

The former highlighted achieving savings can be "challenging", but the staff are doing the job.

Delivered in partnership with Action for Children, the Functional Family Therapy service is staffed by four people, including two full-time therapists, and will cost just over £100,000 this year, compared to the millions of pounds saved.

5.1.3 Functional Family Therapy was implemented in 2017 in Clackmannanshire. Family Functional Therapy is an evidence based programme aimed at improving outcomes for young people aged 11- 18. It is an intensive intervention programme which builds on the existing strengths of the family relationships. The programme works with some of the most vulnerable young people including those who are demonstrating significant behavioural difficulties, involvement in offending, violent behaviour and substance misuse. In the first half of 2017 Functional Family Therapy worked with 12 families and it is assessed that this intervention prevented young people from being accommodated. There have also been other benefits such as improved school attendance.

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The following examples illustrate some of the success stories:

- *"Sean had been accommodated in an external Children's Unit since 2015. He returned home in Feb 2018 and FFT have been supporting the rehabilitation plan."*

- *"Over the course of FFT work John has increased attendance at school from 3 days per fortnight for 1.5hours to 100% attendance over a 4-week period with an increased timetable of 3.5 hours per day."*

- *"During the period family have worked with FFT positive changes have been observed including; violence no longer being present within family, Claire remaining in the full time care of her parents, improvements in parental relationship, improvements in Claire's relationship with her parents, increased family resilience, reduction in family negativity. Family are able to acknowledge the significant progress they have* made."

5.1.4 Family Group Decision Making was introduced in Clackmannanshire in 2018. This model has been used in a number of areas worldwide since the 1990's. The process emphasises a family's strengths, seeks to be blame free and solution focused. Families are invited to host their own meetings to reach decisions that are safe for the children. This process has been introduced where children are at risk of becoming accommodated or being placed on the Child Protection Register. The service has trained two social workers to operate this model.

5.1.5 Intensive Family Support Team. We have redesigned our services and introduced an intensive family support service delivered from Alloa Family Centre. The service provides early intervention and more targeted specialist support to children, families and care leavers. This includes groups and outreach work to help parents develop skills needed for infants and young children to meet their milestones. Two social workers who are part of the team also undertake parenting capacity assessments and unborn baby assessments.

The team have piloted the *Thrive* programme in Clackmannanshire in conjunction with health colleagues. This will be further developed in 2018-2019. Over 2018-2019, the team also plan to develop a range of programmes to support families affected by domestic abuse.

Intensive Family Support service Case Study

The service worked with a care experienced young person. At the point of referral the young person was in crisis. We provided support two – three times each week to build up a trusting relationship. Practical supports were given to help with budgeting, benefits and housing applications. We helped the young person access appointments with other agencies. Through these interventions, we helped the young person to get involved with volunteering. The young person has also re-engaged with education and the situation with housing has stabilised and she feels much more positive about her future.

5.1.6 Foster Carers. As part of addressing the balance of care we have prioritised the recruitment of local Foster Carers and have looked at reducing the number of out of authority placements. Following a successful recruitment campaign 3 new Foster Carers have been registered and 5 are under going assessment and hope to progress to panel in the near future. This will provide placements for children and young people in their own communities.

There has also been an increase in the use of family based care when a child can no longer reside with his/her parents. This has saw Kinship care arrangements increasing from 25 carers and 33 young people in placement at end of March 2017 to 41 carers and 55 young people in placement at end of March 2018. To provide additional support to Kinship Carers a dedicated post has been created in our Family Placement team.

We have continued to review all external residential placements for young people and by using packages of support based on the needs of these young people have successfully reduced the number of young people placed in external residential resources. Over the year March 2017 to March 2018, there was a reduction of 13 residential placements out with the authority. This has helped to address the balance of care and ensure that young people are supported to return to their own communities with appropriate supports. This has had the additional benefit of reducing the budget challenges in this area.

5.1.7 Young Carers As part of the development of services to meet the requirements of the Carers (Scotland) Act 2016 we have engaged with Young Carers via our commissioned Carers Centre. This has facilitated the coproduction of a draft Young Carer Statement, guidance for those assisting young people in completing these and information materials for young people. We have worked with partner agencies to develop an implementation strategy and action plan to ensure we are meeting the requirements of the act. This was presented to and approved by Council in June 2018. In addition both single and multi-agency guidance and training have been put in place.

5.1.8 Advocacy services The service has extended independent advocacy services for young people who are looked after and additional funding has been provided to 'Who Cares?' to employ a full time advocacy support worker. This worker has been in post since November 2017 and has worked with young people in a variety of settings including Foster Care, residential schools and our local children's house. This work has included supporting them at Children's Hearings, LAAC reviews and a safety planning meeting.

As part of the work developing advocacy services, a participation group for care experienced young people has been formed called, 'Oor Clacks Voices'. This group has provided input into the development of the Corporate Parenting Plan and will continue to link with Corporate Parents to ensure the views of care experienced young people are listened to and acted upon. In my role as a Corporate Parent I have met with this group recently to gain their views and intend to continue to have close links with them.

'Oor Clacks Voices' have also created a Facebook page to provide information and access to surveys to young people who may not wish to engage directly with the group.

The group have been involved in training for NHS, Education and New panel members. The young people have taken part in Question time with the First Minister, Care Day Question Time with The First Minister and The Children's

Commissioner, Care Day Ceilidh, Young Person's input in Corporate Parenting Strategy, CHS Workshop, and the Youth Council.

In the future it is planned to have an identified Corporate Parent link to this group to gather views and provide information. This will ensure a direct link to the Corporate Parenting Steering Group and create a meaningful partnership with this group of care experienced young people.

5.1.9 Children and Families Registered services

Clackmannanshire has one children's house, Woodside Children's Unit. This has space for up to 5 young people age 11 to 18. The service was last inspected in December 2017 and received grades of 4 (good) for care and support, and staffing. Work has been completed in early 2018 with a focus on further improving recording and documentation.

"Young people appeared settled in their environment, benefiting from nurturing relationships with staff."

Woodside Children's Unit Care Inspectorate Report December 2017

At the most recent published inspection, The adoption service was graded as 4 (good) in respect of care and support and management and leadership and the fostering service received grades of 4 for care and support .

Further work took place throughout 2017-2018 to develop the Fostering and Adoption Panel and to enhance our support to kinship carers.

5.1.9 Child Protection In 2017-2018, the Child Protection Committee raised awareness of the National Framework for Missing persons in Scotland and the Scottish Government Trafficking and Exploitation Strategy both launched in 2017.

The Committee developed a Multi-Agency Action Plan in response to the joint Child Protection Committee and Alcohol and Drugs Partnership Multi-agency Audit of children affected by parental substance misuse. The Committee continued to consider multi-agency performance management information and is in the process of revising its performance management framework.

The Committee hosted one of a series of National Child Sexual Exploitation Workshops in Stirling in April, 2017 and the Child Protection Committee and Adult Support and Protection Committee held a joint Development Day in May, 2017 focused on Significant Case Reviews. A conference for young people across Forth Valley was held during the Sixteen Days of Action with the theme of Consent and Healthy Relationships.

5.2 Adult Social Services

5.2.1 Adult Social Work Services are delivered through the Health and Social Care Partnership. Locality profiles were established in 2016 and work is ongoing to further develop the data for the three designated localities within the Partnership. Clackmannanshire is one of the designated localities.

As part of the over arching programme work-streams specific to each of the localities and reflect their priorities have been developed and progressed in 2017-2018.

In Clackmannanshire there has been a lot of investment in the development and delivery of intermediate care services (both bed based and care at home provision). These services, which support people in their recovery, are key to the Partnership's approach to supporting effective discharge from hospital and preventing readmission. We know that life expectancy, linked to health inequalities, is lower for a wide range of Clackmannanshire's population than in other areas of Scotland and this is a priority area for action going forward.

We are reviewing our day support services for all care groups with a view to establishing integrated day assessment services and are working closely with Primary Care to support new ways of working. Initial work has also taken place to consider options for an integrated front door approach for health and social care services.

5.2.2 We have also celebrated some key achievements this year.

Clackmannanshire Council older people's residential care services celebrated 21 years of gold standard quality management ISO 9001. This is used to plan for service improvements, the involvement of service users and unpaid carers, other stakeholders and the wider community in the design and delivery of services.

Our adult social work services are engaged in a number of national initiatives. This has included the Care Inspectorate's **Care about Physical Activity Programme.** This has included inter-generational projects with local schools and improved links with local community groups. Benefits have included improved mental health and self esteem for residents and better sleeping patterns. We have also found that there has been increased physical activity amongst the staff group and better links between the care homes and local communities.

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5.2.3 The Health and Social Care Partnership played a lead role in the effective implementation of **the Carers (Scotland) Act 2016** aimed at supporting Unpaid Carers. Work has been undertaken with Carers Centres to prepare for implementation of the Act, and we will continue this work over the next year. Work will continue on the identification of Carers and raising awareness of the supports available to Carers. In addition scoping work will continue with acute NHS services relating to the duty to involve Carers in discharge planning.

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Carer Centres working in partnership:

The Care with Confidence programme was developed in partnership with carers and local health and social care professionals. Carer Support Workers now attend multi-disciplinary team meetings at Clackmannanshire Community Health Care Centre. Welfare Benefits Clinics have been developed for carers in partnership with local Citizens Advice Bureau.

(Clackmannanshire and Stirling Health and Social Care Partnership, Annual Performance Report, 2017-2018)

5.2.4 The service continues to use the money awarded by the **Technology Enabled Care Fund** to not only increase access to telecare and the range of equipment available to service users but also to support trials of new equipment including GPS tracking devices and digital telecare units which will enable the service to test and prepare for the switch from Analogue to Digital Telephony systems.

There were 231 new people who started to use the telecare services in Clackmannanshire between April 2017 and the end of March 2018.

Frank's Story - Technology Enabled Care TEC Fraser lives with a significant brain injury following a serious fall, and had previously used our Reablement and TEC services when he was discharged from hospital to stay with his parents. However, Fraser had expressed a wish to return to his own home, and so the service worked with him and his family to identify the appropriate personal outcomes to make this happen. The TEC service installed Just Checking as an environmental monitoring tool, following assessment and input from the Reablement team. This helped to build a picture of Fraser's daily routine, and reduced concerns raised by his family. By working together, the service was able to support Fraser to improve his confidence, reduce his risks and build his self esteem and relationships with care providers. This also supported his family to make this transition for his future.

5.2.5 Work has been undertaken relating to the redesign of community services to ensure best value and improved services. This has included a redesign of day care services and extending the use of self directed support to increase choice and control. Within **Learning Disability Services** work has been undertaken to improve transitions between Children and Family Social work and Adult Care services with creation of clearer transitions pathways.

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> **Learning Disability Case Study**
>
> J age 16 was attended a specialist provision for young people with additional support needs in a local secondary school. It was identified that he would require an ongoing care package into adulthood by his Team Around the Child and links were made via the Children With Disability Team to Community Learning Disability Team.

5.2.6 In 2017-2018, the **Alcohol and Drug Partnership** has widened services involved in reviews of all local drug related deaths, including Social Care and Housing. Recent reviews have resulted in changes to Housing Policy in *relation to identifying vulnerable people at an earlier stage and linking them* with support as appropriate.

5.2.7 Registered adult social care services were inspected over 2017/2018, the majority of services are graded as 5 (very good) with one grade 3 (adequate).

Whins/Centre Space current provides an adult day service for adults with Learning difficulties, physical and or sensory disabilities and operates from a day centre with 4 additional bases in the community. In a recent inspection it achieved grades of 5 (Very good) for quality of environment, and management and leadership.

> "We observed good relationships between staff and people attending. It was relaxed and friendly. Staff expressed positive attitudes and came across to us as motivated, enthusiastic and caring. "
>
> Whins/Centre Space Care Inspectorate report January 2018

Clackmannanshire Council Adult Care registered services received one reduced grade of 3 (adequate) for quality of environment for Menstrie House when inspected by the Care Inspectorate. An action plan was formulated and improvements have been made and the service is awaiting re-evaluation following these actions.

Reablement and Technology Enabled Care. This service is based at Ludgate House and provides short term support at home to assist people in regaining confidence and independence through a reablement approach. The service is designed to support people who are being discharged from hospital or people who are at home who have had a decline in their health. The prevention of crisis as well as the promotion of independence remains the focus of this service. In addition TEC services are provided including community alarms and an emergency response team. The service can also

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support people who require palliative care needs or who are at end of life to enable them to return to or remain at home.

> "Peoples needs and wishes were understood and the service was very good at responding to changing circumstance."
>
> Clackmannanshire Reablement and Technology Enabled Care Service Care Inspectorate Report January 2018

Ludgate Resource Centre has 11 beds that are used flexibly for short term assessment, respite and joint assessment with NHS Forth Valley enhanced care team. Short term assessment gives individuals the opportunity to be supported to regain skills and confidence before making informed decisions on their future care and support needs. The assessment period can be up to 6 weeks with the aim where possible for people to return to their own homes as soon as they are safe to do so.

5.2.8 Adult Support and Protection. Development of a Thresholds Matrix has provided clarity and consistency in reporting adult protection incidents from Care Providers. It provides a framework for identifying priorities enabling us to use our resources most effectively to deliver proportionate care and support for adults at risk of harm.

Progress was made in ensuring prompt response to Adult Support and Protection concerns with an increase in adult protection discussions being held within 24 hours of referral. Although this is slightly below the 100% target there has been an increase from 88% in 2016/17 to 94% for 2017/18. The Adult Support and Protection Lead Officer continue to support operational managers to ensure consistency of practice in this area.

The development of a Self Assessment Framework provides opportunities for us to reflect upon the effectiveness of our work and identifies learning through monthly audit activity. This informs the development of new processes and procedures and enhances front line service delivery. The framework includes Service User Surveys which are progressed on our behalf by Forth Valley Advocacy Service to provide anonymised feedback of the quality of our services provided to our service users.

5.3 Community Justice and Criminal Justice Services

5.3.1 The **Community Justice Partnership** has progressed work in collaboration with a range of partners in 2017-2018 and has developed communities of practice with a focus on trauma informed practice. We are working with the Alloa Jobcentre to train local advisers in supporting pathways to safe and sustainable employment for those known to the Justice System.

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The Clackmannanshire Third Sector Interface received funding to deliver 'test of change' projects linked to social services. This enabled third sector organisations to engage in small pilot projects with existing and new groups working within the community justice partnership or with people at risk of offending. This included befriending, skills development, healthy relationships, work placement and training, enterprise development, prison outreach, women's support. Some of these activities have developed into more substantial pieces of work including the befriending project for young people at risk. Evaluation of the projects is currently underway; in all cases the groups are now more able to inform, support and integrate people with convictions and those at risk of offending, better with their communities.

Two successful conferences were hosted in 2018 by the Community Justice Partnership, the Forth Valley Community Conference (attended by 220 people) and the Clackmannanshire International Women's Day event (attended by 80 people). The Women's Day event had Naomi Breeze as a speaker who highlighted issues around coercive control. This event enabled local women to identify some gaps in services and supports. We also hosted an Early System Change Event. This event brought 20 partner organisations together to discuss how to reduce the domestic violence in Clackmannanshire.

The Community Justice Partnership have also offered to participate in a pilot of the new inspection regime for Community Justice in line with the national Outcomes, Performance and Improvement Framework for Community Justice..

5.3.2 The **Criminal Justice Social Work Service** works closely with key agencies including Police Scotland, the Scottish Court Service, the Scottish Prison Service and the Procurator Fiscal's Office and in partnership with Clackmannanshire Community Justice Partnership.

The responsibilities of the Social Work Criminal Justice Service include:

- providing Courts with a range of alternatives to prison in appropriate circumstances;
- providing effective supervision of offenders in the community;
- challenging offending behaviour and helping offenders realise the impact of their behaviour on themselves, their families, the community and, most importantly, their victims;
- promoting community safety and public protection; and
- assisting with factors which may contribute to offending, for example, drug or alcohol misuse, relationship difficulties, mental health, gambling problems, anger management issues, problem solving difficulties, etc.

In 2017-2018, the Criminal Justice Social Work Service maintained and developed integrated working relationships with a number of partner agencies and connected to wider community organisations through Clackmannanshire Third Sector Interface (CTSI) under the umbrella of the Community Justice Partnership.

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The Criminal Justice Social Work Service based in Glenochil Prison provides a national service funded by a memorandum of understanding with the Scottish Prison Service. The Service previously operated under a formal Service Level Agreement (SLA), however the Local Authority has been unable to commit to an ongoing SLA due to a significant resource gap in funding from the Scottish Prison Service taking into account the volume of work required. Due to changes in the composition and configuration of the prison population, there is a requirement for discussion with the Scottish Prison Service about the funding formula.

5.3.3 Youth Justice The youth justice service continues to engage with young people between the ages of 12-18 who are involved in harmful sexual behaviour, young people involved in significant violent behaviour or young people who have become engaged in a significant pattern of offending behaviour. The service works with young people in both the children's hearing and formal criminal justice systems.

The principle aim of the service is to engage with young people in the community, reduce levels of re-offending behaviour, and to minimise the risk that young people place themselves and the community at, resulting in improved public protection and better outcomes for the young person, families and the wider community.

The members of the team have specific skills in relation to formal risk assessment and intervention programmes to work with young people and to achieve positive outcomes. During 2017-18 the service received 10 Care and Risk Management referrals (CARM). These relate to young people who have been involved in harmful sexual behaviours or significant violent behaviours.

The service is committed to the principle and process of the whole systems approach, a key policy driver for the Scottish government in relation to reducing youth offending. The Scottish government has provided the local authority with 2 year additional funding to further develop the delivery of the whole systems approach in Clackmannanshire to support work with young people to the age of 21, and with the aspiration of young people to the age of 26 who are care leavers.

It is notable that no young person from Clackmannanshire has been placed in secure accommodation or in HMI Polmont on either remand or sentence, in the last year. There has also been an increase in the number of young people referred to the service by the Procurator Fiscal for diversion from prosecution; from 5 in 2017 to 13 in 2018.

6.0 Statistical information

6.1 Mental Health

Local Authority Mental Health Officers (MHOs) are appointed by the Chief Social Work Officer to undertake a statutory role with people with a mental disorder.

MHOs are social workers who have completed an accredited Masters level post-qualifying award including additional practice placements. They have a role in preparing applications, reports and care plans in relation to people who are or may be subject to compulsory care and treatment in hospital or in the community. Presenting reports and evidence at Mental Health Tribunals and to the Court represent a substantial proportion of Mental Health Officers' workload. MHOs also have a role in providing advice and support to the wider Social Work Service in respect to the complex interaction of mental health and incapacity legislation.

The service currently has 5 Mental Health Officers. A further MHO has completed her training. It is also planned for another worker to commence training, which will assist with future planning for the service.

There has been a sustained increase in statutory work over recent years, placing additional demands on the Mental Health Officer team.

Table 1 **Rates of Detention under the Mental Health (Care and Treatment) (Scotland) Act 2003**

Category of Detention	April 2016-March 2017	April 2017 - March 2018
Number of Emergency Detention Certificates	17	25
Number of Short Term Detention Certificates	36	50
Number of Compulsory Treatment Orders (new applications)	17	45

Where an individual is convicted of an offence for which the punishment is imprisonment, instead of imposing a prison sentence the court may detain the person in hospital using a Compulsion Order, or impose strict conditions, which would allow the person to receive treatment while living in the community. The Court can also add a Restriction Order. This may restrict the person's movement to the extent that s/he may not be transferred to another hospital or be granted leave from the hospital without the consent of the Scottish Ministers

**Table 2 Total number of Orders for Mentally Disordered Offenders –
Mental Health (Care and Treatment) (Scotland) Act 2003/Criminal
Procedures Act (Scotland) Act 1995**

	April 2016-March 2017	April 2017 - March 2018
Number of Compulsion Orders	3	3

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6.2 Adults with Incapacity

Local Authorities have a duty, where someone over the age of 16 who has a
mental disorder is deemed incapable of making decisions to safeguard his/her
welfare and/or property or finances, to carry out an assessment and make
recommendations as to whether someone else should be given the legal
authority to make decisions on their behalf. Mental Health Officers undertake
these assessments.

Any person with an interest in an individual's welfare including a family
member may make an application to Court to be appointed as their guardian.
Most welfare guardianships orders are private applications, where an adult
with a relevant interest in the subject of the order e.g. a relative or friend, is
appointed. Where there is no one who is willing or able to act, then the Chief
Social Work Officer may be appointed to act as Welfare Guardian.

Table 3 Existing Guardianship Orders

	April 2016- March 2017	April 2017 - March 2018
Existing Guardianships Total (private and local authority)	87	118
Local Authority Existing Guardianships	21	25

The increase in Guardianship orders reflects a national trend. This may be
linked to a greater awareness by families and individuals.

Table 4 Guardianship reports Completed

	April 2016-March 2017	April 2017 - March 2018
Local Authority	5	11
Private	15	21
All	20	32

6.3 Adoption

Securing early permanent alternative family-based care for children unable to remain with their birth family is one of the most important factors in their healthy emotional development. We also fully recognise that there can be positive alternatives to adoption for children, which can secure permanence, including permanence orders and kinship care arrangements. More collaborative working supports earlier matching of children to adoptive parents across Clackmannanshire Stirling and Falkirk Councils continue to share information about potential adoptive parents and about children requiring adoption.

In 2017-2018 we established out own Adoption & Fostering Panel and this has been in operation for a full year.

The numbers of adopters approaching Clackmannanshire Council continue to be relatively small in keeping with the size of the local authority. The PACS service (Post Adoption Central Support), with Barnardo's Adoption Service and the GAP Group for adopted people continue to work in partnership with the Council to ensure on-going support is available for those who need it.

Table 5 Adoption Figures

Adoption Figures	April 2016-March 2017	April 2017-March 2018
Number of children placed for Adoption	2	3
Number of children registered for Adoption at panel	9	5

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As noted elsewhere in this report, the need to reduce the delay in permanence has been identified as an area for improvement. As part of this work we will be working with the PACE in 2018-2019.

6.4 Secure Accommodation

In prescribed circumstances, when children are, for example likely to abscond putting their own welfare at risk and are assessed as presenting a serious risk of harm, either to themselves or to others, the Chief Social Work Officer may authorise their detention in secure accommodation. The numbers for young people in secure care are generally low, sitting at less than 1% of all Looked After and Accommodated young people across Scotland.

In 2017-2018, there were no children or young people admitted to secure care by Clackmannanshire Council. This is the second year where no children or young people have required these measures to protect them. This demonstrates a positive achievement in identifying alternative ways of protecting their interests and providing them with support in alternative, less restrictive settings.

Table 6 Number of young people admitted to secure care

Admissions to secure care	2017	2018
Number	0	0

6.5 Child Protection and Looked After Children

Table 7

Category	Time period	Numbers
Number of referrals	April 2017-March 2018	156
Number of case conferences	April 2017-March 2018	95
Children on Child Protection Register	As at 31.3.18	40
Children looked after at home with parents	As at 31.3.18	74
Children looked after away from home	As at 31.3.18	116

Clackmannanshire Child Protection Referrals
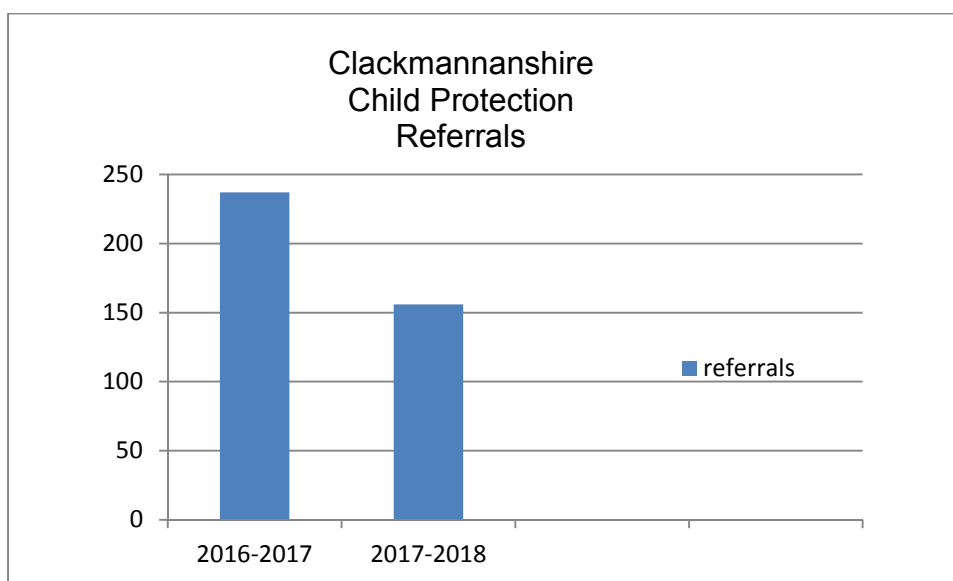
In 2017-2018, Operational procedures have been reviewed and updated and further work has been undertaken across partner agencies around thresholds. This has helped ensure that referrals under Child Protection processes are appropriate.

6.6 Adult Protection

Table 8 Adult Protection Referrals

Year	Number	Rate (per 1,000)
2016/17	208	2.46
2017/18	94	2.22

Over 2017-2018, the number of referrals has decreased which is attributable to a more accurate way of distinguishing between adult concerns and adult protection. The Adult Support and Protection Co-ordinator has developed a thresholds matrix and has worked with providers to ensure more consistency in the recognition and reporting of Adult Protection concerns

Table 9 A summary of the volume and range of adult protection activity:

ASP activity	Year 2016-17	Year 2017-18
Referrals	208	94
Investigations	6	25
Case Conferences	1	3
Review Case conferences	0	0

There were 25 investigations in 2017-2018. The main type of harm investigated remain was physical harm (44%) followed by financial harm (36%). The majority of harm (88%) occurred within the adults own home. The proportion of investigations has increased from the previous year, it is assessed that this reflects an increased awareness and understanding of Adult Support and Protection.

6.7 Registered Care Services

Table 10

Care Inspectorate Quality grades

Service	Date inspected	Care and support	Environment	Staffing	Management and Leadership
Woodside Children's House	12.12.17	4 Good	Not assessed	4 Good	Not assessed
Whins/Centre Space	28.1.18	5 Very Good	Not assessed	5 Very Good	Not assessed
Ludgate House Resource Centre	16.1.18	6 Excellent	5 Very Good	Not assessed	Not assessed
Menstrie House	25.10.17	4 Good	3 Adequate	Not assessed	Not assessed
Clackmannanshire Adoption Service	26.6.16	4 Good	N/A	4 Good	4 Good
Clackmannanshire Fostering Service	26.6.18	4 Good	N/A	4 Good	Not assessed

6.7 Criminal Justice

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Table 11

Offenders subject to statutory supervision in the community /2017-2018 (Previous years figures in brackets)

Type of Order	Male	Female	Total Numbers
Criminal Justice Social Work Reports (CJSWR) submitted to Court	352(358)	100(73)	452 (431)
Community Payback Orders	191(246)	49(45)	240(291)
Community Payback Orders with a Requirement of Unpaid Work	106(159)	16(30)	122(199)
Drug Treatment and Testing Orders imposed	4(3)	2(2)	6(5)
Bail supervision	5(10)	2(4)	7(14)
Number of individuals in custody 31/03/18 who will be subject to statutory supervision on release	42(37)	0(0)	42(37)
Number of individuals subject to Statutory Throughcare Licences/Orders in community 31/03/18	26(21)	0(1)	26(22)

In 2017 -2018, activity remained fairly consistent across most service areas, although the number of CPOs imposed reduced by 17.5% on the previous year. While the number of statutory throughcare cases in prison and in the community saw a small rise, those are likely to have related to higher tariff offences, hence less likelihood of a CPO being imposed in such cases. Of note is the increase in women placed on CPO with a requirement of unpaid work as this has nearly doubled on last years figures.

7. Workforce Planning and Learning and Development

In this section an overview of workforce planning is provided along with information on staff training and development over the past year.

7.1 Workforce Planning

Over the past year in Children and families and Justice Services, we progressed service redesign including restructuring first line management arrangements. We increased the complement of Team Leaders and removed the Assistant Team Manager roles to provide clear lines of accountability and improve the safety of decision making.

A similar change in frontline managerial arrangements for Criminal Justice Services has resulted in the deletion of the Assistant Team Manager role and the recruitment of two new Team Leaders to provide consistent supervisory support to staff.

Changes were also made in relation to the deployment of staff across the Children and Family Service with the movement of staff to create the new Intensive Family Support Service. We have also dedicated staff time to Family Group Decision Making and to support the development of our work with kinship carers. This shift in focus means that workers are empowering families to play a greater role in decision making and planning, with the aim for more children and young people to stay safely within their own families and communities.

Turnover of staff within the Children and Families Service decreased from 20.83% in 2016-2017 to 14.69% last year. The turnover last year in Social worker posts was 12.82% in Children and Families and 5.13% in Criminal Justice. The services also ended its use of frontline agency social work staff. Turnover across adult social work services has also improved in 2017-2018, as shown in the table below.

Health and Social Care Partnership	% Staff Turnover 2016-2017	% Staff Turnover 2017-2018
Adult Provisions	10.65%	8.13%
Assessment and Care Management	10.2%	4.83%
Partnership, Mental Health and Learning Disability	4.8%	6.08%

The Health and Social Care Partnership's Integrated Workforce Plan was refreshed in 2017-2018 to meet the evolving needs of the Partnership.

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In considering the demographic of this workforce, future planning has begun to ensure the continuity of service provision in this area. We have focused initially on training social workers as Mental Health Officers and have increased capacity in this area, which will assist with meeting statutory requirements.

During 2017-2018 staff engagement events across the Health and Social Care Partnership started to focus more on the detail for operational delivery of the Transforming Care Programme. This has included sessions relating to Clackmannanshire Locality Service Planning and wider service innovation. Employees have also participated in consultation events alongside service users, families and partners within other agencies, to shape the future development of community mental health services.

7.2 Learning and Development

Social Services Learning and Development runs a programme of core training throughout the year. This ensures that we meet our registration requirements with the Scottish Social Services Council as an employer and that individual workers are able to access learning that develops to maintain professional registration.

The programme is designed to meet statutory requirements so that that all our staff members are briefed on changes in legislation and duties have the up to date knowledge and skills to fulfil their roles. This includes courses as diverse as food hygiene, risk assessment for child protection and moving and handling.

We are commitment to retaining staff and promoting continuing professional development and career progression. In addition to these core programmes, SSLD works in partnership with the wider service to promote continuous improvement and support service redesign activity across all service areas. Some of the fields of learning that are outside of the core programme, or where there are notable achievements by our employees, are identified below.

- In 2017-2018, we introduced a comprehensive five day training course in Child Protection for all qualified children and family social workers. This was well received by front line staff and their managers. The model of delivery has attracted interest from other Local Authorities.

- This year we supported four candidates to undertake SVQ Awards at varying levels in order to meet SSSC requirements and to promote and celebrate professional development.

- Two workers from the Children's and Families team successfully completed accredited training in Family Group Decision Making. This was fundamental to the development and introduction of this innovative service.

- A further four workers completed post-graduate accredited programmes in Adult Support and Protection, Child Welfare and Protection and Mental Health Officer training.

- We worked with Adoption and Fostering Alliance Scotland to create a bespoke programme of training to improve experiences for children who are looked after away from home, with a particular focus on improving permanence practice.

- Social Work Services are playing a key role in supporting the development of trauma informed practice, with the Community Justice Partnership hosting a conference, 'Resilience in the Face of Adversity', in November 2017. This drew 135 delegates.

- A conference is under development to look at the link between adverse childhood experiences on mental health in adulthood with consideration of approaches to prevention and recovery. This continues the work on trauma informed practice and builds on the partnership working between Children and Families and Adult Social Work Services.

- The service has worked closely with the Health and Social Care Partnership to provide training on 'Good Conversations' to 26 members of staff and the follow up, 'Making Good Conversations Even Better', to a further five staff. This training aims to embed close partnership working with service users and carers to ensure assessments identify and meet personal outcomes. This ethos is at the heart of social work and social care practice and aligns closely to the principles of self-directed support.

- The Health and Care Partnership worked in conjunction with Social Services Learning and Development and Macmillan Cancer Support to deliver training for trainers across local care homes, enhancing knowledge and practice skills in palliative care. This is in line with the objectives of the National Health and Social Care Delivery Plan and the local Partnership's Strategic Plan.

- In 2017-2018, the Service worked in partnership with a number of universities to provide high quality social work placements to four students.

- Both the Child Protection Committee and the Adult Support and Protection Committee continued to promote a range of multi-agency training for their respective staff groups, with the recognition that there are many common areas of practice and staff who will work with both vulnerable adults and children. The Committees support practitioner forums and delivered training on child sexual exploitation, children's rights, domestic abuse, hoarding and financial harm.

- The Public Protection Leads delivered *Keeping People Safe in Forth Valley,* which covers Adult and Child Protection, Gender Based Violence, MAPPA and Alcohol and Drugs.

- In a move to promote sustained cultural and practice change, the Service plans to commission training on the 'Safe and Together' model which aims to improve how child welfare and criminal justice systems respond to issues of domestic abuse. This training will engage practitioners and leaders from across disciplines to deliver a more coherent response to domestic abuse.

  The model is based on 3 key principles:

  - Keeping child safe and together with the non-offending parent
  - Partnering with the non-offending parent as the default position
  - Intervening with the perpetrator to reduce the risk of harm to the child

  This is in response to the high prevalence of domestic abuse in Clackmannanshire compared to other areas of Scotland which is a key priority in Clackmannanshire's Local Outcome Improvement Plan.

In 2018-2019, we will focus on refreshing models of multi-agency training opportunities. We know that bringing staff from different disciplines together to share learning fosters mutual respect and supports effective collaboration. We will also continue to place an emphasis on staff engagement through quarterly Whole *Team Gatherings* across Children and Families Services and *Big Team Meetings* across the Health and Social Care Partnership. We will support more front line staff to lead on the delivery of training and learning and development. We will provide more opportunities for student placements including multi-agency placements, support volunteering, mentoring and job shadowing as learning opportunities. In the coming year, we will increase opportunities to hear from and involving people with lived experience in leading and contributing to staff learning and development.

8. Conclusion

My report identifies the challenges, complexity and opportunities associated with delivering social work services at a time of significant change. It highlights many positive developments across all areas of service provision in 2017-2018. I am proud of all that the social work services staff, including those who work in the Council and in independent and third sector services, have done over the last year to support and protect children, young people and adults in our communities.

We will continue to work together to make improvements, deliver high quality services and change and adapt the way we work to deliver services fit for the future.

Social Services Complaints 2017-2018

Purpose

This report provides information and analysis of Social Services complaints activity in Clackmannanshire over 2017-2018.

Introduction

In April 2017, the new Scottish Public Service Ombudsman's Social Work Complaints Handling Procedures came into force. This followed the publication of the Public Service Reform (Social Work Complaints Procedure) Order 2016, which abolished the previous arrangements for handling social work complaints. This alignment of procedures was designed to enable organisations to handle complaints flexibly, reduce the number of conflicting complaints procedures currently in operation and improve services to the public by ensuring that they receive a joined up response to all complaints wherever possible. The new model introduced a standard approach to handling complaints across local government and the NHS.

The new model reflects Clackmannanshire Council Social Work Service's commitment to valuing complaints and providing high quality services to service users, unpaid carers and the wider community. It is acknowledged that there are occasions when things can go wrong; when this occurs it is important we act quickly to resolve the situation. Complaints allow us to examine and identify where we are not achieving what people expect of us, and where we are failing to meet agreed standards. An effective complaints process offers us the opportunity to take actions to improve the quality of our services. Actively listening to service users, unpaid carers and the wider community helps us to put things right and to learn from our mistakes. This helps us identify areas for further development and to understand where there may be particular operational pressures.

Our service seeks to resolve customer dissatisfaction as close as possible to the point of service delivery and to conduct thorough, impartial and fair investigations of Social Service complaints, so that, we can make evidence-based decisions on the facts of the case. Resolving complaints early means we can resolve them locally and quickly whilst enabling us to better understand how to improve our services by learning from complaints. This provides a positive and prompt resolution for the individual. While the service aims to resolve issues where possible we recognise the nature of the service can inhibit complaint, perhaps especially where people are in receipt of a service on a compulsory basis. It is important to ensure those receiving services have an understanding of how to complain about Social Services. Corporate Complaints leaflets are available in all offices to support this, together with information on Clacksweb.

Complaints Data and Recording

Corporate complaints databases and the complementary Social Services database are utilised to improve the recording of complaints at all stages. Complaint Information is also reported quarterly and annually to SPSO and the general public have access to complaint information on a quarterly basis through the corporate reporting mechanism.

The Complaints Officer's role in managing the processes, policy and guidance was helpful in advising, guiding and supporting managers with complaints and ensuring all complaints reported were recorded for quality assurance purposes.

We have continued to utilise a robust auditing process, which provides analysis on the progress made, with respect to the outcomes and recommendations made following complaints, the experience of the process and following up with complainants to improve the overall quality and delivery of Social Services and to further enhance the overall customer experience.

Staff Sessions

We continue to place a focus in providing support to operational managers to become more effective in handling complaints. This has developed frontline managers' skills base and confidence in dealing with complaints by achieving early resolution on a formal basis and enhancing working relationships with service users and families.

We held mandatory briefing sessions on the new Social Work Complaints Handling Procedures for all managers across Social Services. All Complaint Policy and Procedural documentation is available electronically, together with a range of forms and pro-forma letters, to assist managers in dealing with complaints efficiently within the set guidelines and legislative parameters.
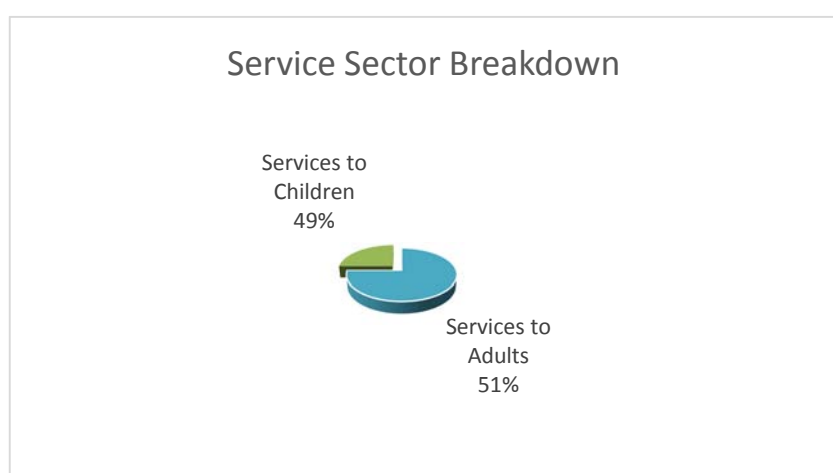
All Complaints 2017-2018

Clackmannanshire	2016-2017	2017-2018	Change from 2016-2017 figures
Total Complaint enquiries	24	40	+16(67%)
Those dealt with through informal resolution	12	N/A	N/A
Stage 1	12	39	+27
Upheld	5 (41.5%)	9(24%)	+4
Part Upheld	6(50%)	8(20%)	+2
Not Upheld	1 (8.5%)	22(56%)	+21
Stage 2	3	4	+1
Upheld	1(33.3%)	2(50%)	+1

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Part Upheld	1(33.3%)	0	-1
Not Upheld	1(33.3%)	2(50%)	+1
% upheld in full or part	87%	44%	-43%
Within time- Yes	9 (60%)	33(77%)	+24
Within time- No	6 (40%)	10(23%)	+4
Children	7 (44%)	21(49%)	+14
Adults	9 (56%)	22(51%)	+13
CJS	0	0	None
CRP/SPSO Stage 3	1	0	-1

The total number of complaints formally registered by the Service in 2017-2018 was 43.There were 40 complaint enquiries to Social Services resolved on a formal basis by local managers. In 2017-2018 we responded to 77% of complaints within target timescales (5 or 20 working days). The remaining 23% being out with target timescales, but most were completed at Stage 1 within a maximum of 10 days. The reasons for delays in responding to complaints were due to a range of contributory factors, including complexity of the investigation and the non-availability of the complainant or key staff. The Service advised complainants of the progress of their complaints and where necessary extended time scales were agreed in line with procedures.

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

- Services to adults   (51%)
- Services to children   (49%)
- Criminal Justice   (0%)

Service Sector Breakdown

Services to Children 49%

Services to Adults 51%

Details of Complaints Outcomes

Chart legend: ■ upheld in full ■ upheld in part ■ Not upheld

	2014/15	2015/16	2016/17	2017/18
upheld in full	20%	15%	40%	25%
upheld in part	70%	35%	47%	19%
Not upheld	10%	50%	13%	56%
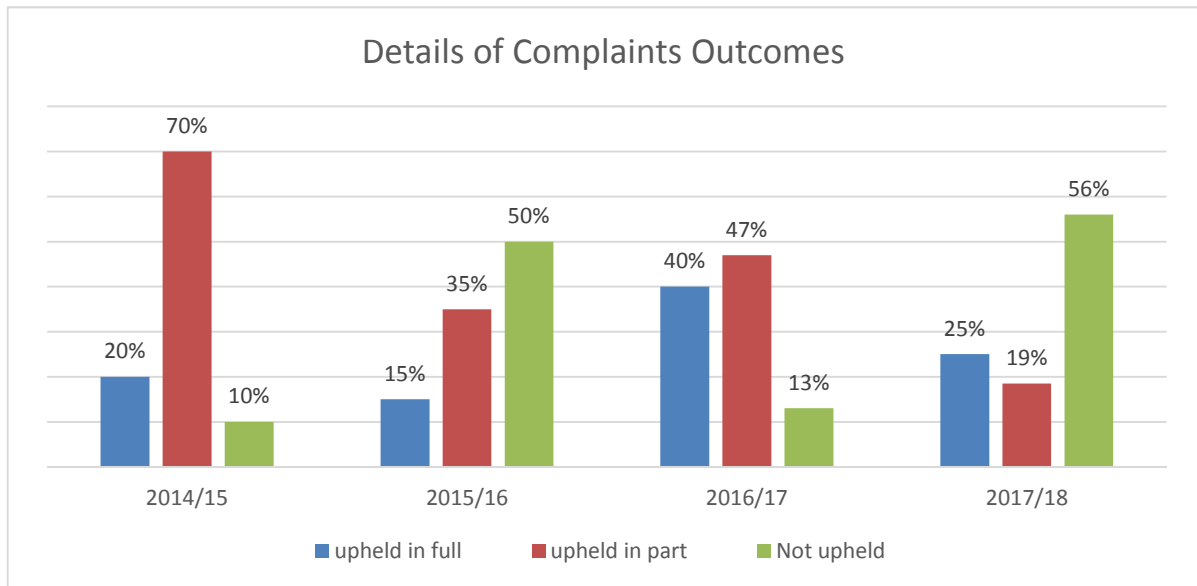
Commentary

Complaint enquiry figures across Social Services in Clackmannanshire indicate a 67% increase, from 24 in 2016-2017 to 40 in 2017-2018. All complaints enquiries under the new model are now dealt with on a formal basis, which would explain the increase in registered complaints this year, especially the high number of cases (33) which were resolved quickly within the Stage 1&2 timescales, were many of these complaints would have previously been categorised as informal complaints under the old procedures. The numbers of formal complaints dealt with by operational managers were recorded for quality assurances purposes, allowing the opportunity to learn and improve our service in line with Complaint Procedures and Guidelines.

The number of complaints from Adult services was slightly higher than the number received by Children's services but there was an increase in both sectors over the last year. This increase can be explained due to the introduction of the new model, which also widened access to the complaints process to other groups in the community i.e. foster parents, neighbours living in close proximity to care homes or anyone affected as a result of action taken by a Social Service etc. it is noted that Criminal Justice Service had no recorded complaints this year.

When formal complaints were upheld or partially upheld, remedial action was undertaken to reach a resolution to the issues presented, and to improve the quality of service delivery where required. The main areas of dissatisfaction were in relation to communication by staff or the service, staff conduct or attitude, service standard and resources not available, adequate, or suitable.

The Quality Assurance framework allowed us the scope to identify these learning and improvement action points and to highlight the need for further investigation of individual or team performance, through effective supervision, learning reviews and casefile auditing, in order to address any performance issues quickly and make improvements where required. This mainly resulted

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in the provision of additional staff training; change to procedures where required; focussed team development meetings, and consultation with commissioned services to improve the quality of service provision.

In conclusion, in 2017-2018, Social Services made a successful transition to the new complaints handling model and now operate under a standardised two stage corporate procedure. We maintained a commitment to valuing complaints and provide high quality services to service users, unpaid carers and the wider community.

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