



**Clackmannanshire  
Council**

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Comhairle Siorrachd  
Chlach Mhanann

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

# People Committee

**Thursday 14 March 2019 at 9.30 am**

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

Date	Time
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## **People Committee**

The remit of the People Committee is:

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

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

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

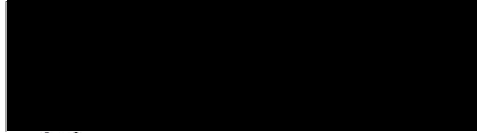
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**6 March 2019**

**A MEETING of the PEOPLE COMMITTEE will be held within the Council Chamber, Kilncraigs, Greenside Street, Alloa, FK10 1EB, on THURSDAY 14 March 2019 at 9.30 am.**



**FIONA MCOMISH  
Strategic Director (People)**

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

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1. Apologies	--
2. Declaration of Interests Members should declare any financial or non-financial interests they have in any item on this agenda, identifying the relevant agenda item and the nature of their interest in accordance with the Councillors' Code of Conduct. A Declaration of Interest form should be completed and passed to the Committee Officer.	--
3. Confirm Minutes of Meetings (Copies herewith):	
a. Meeting of People Committee held on 17 January 2019	07
b. Special Meeting of the People Committee held on 19 February 2019	11
4. Forth Valley and West Lothian Regional Improvement Collaborative - Progress Report – report by the RIC Lead Officer, Robert Naylor, Director, Children's Services, Falkirk Council (Copy herewith)	15
5. Education Scotland Inspection Clackmannan Primary School and Nursery - report by the Improving Outcomes Manager (Copy herewith)	81
6. Education Service Performance Report 2017/2018– report by the Improving Outcomes Manager (Copy herewith)	119
7. Financial Performance 2018/19 December Outturn – report by the Chief Finance Officer (Copy herewith)	139

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

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### Councillors

### Wards

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

### Appointed Members (3)

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

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





**MINUTES OF MEETING of the PEOPLE COMMITTEE held within the Council Chamber,  
Kilncraigs, Greenside Street, ALLOA, FK10 1EB, on THURSDAY 17 JANUARY 2019 at  
9.30 am.**

**PRESENT**

Councillor Graham Lindsay Chair)  
Councillor Les Sharp (Vice Chair)  
Councillor Donald Balsillie  
Councillor Martha Benny  
Councillor Darren Lee  
Councillor Kathleen Martin  
Councillor George Matchett, QPM

Father Tom Shields, Religious Representative (Appointed Member) (S)  
Rev Sang Y Cha, Religious Representative (Appointed Member)  
Pastor David Fraser, Religious Representative (Appointed Member)

**IN ATTENDANCE**

Nikki Bridle, Chief Executive  
Anne Pearson, Chief Education Officer  
Paula Tovey, Chief Accountant (Interim)  
Cathy Quinn, Improving Outcomes Manager  
Michael Boyle, Improving Outcomes Business Manager  
Margaret McIntyre, Childrens Service Manager  
Lee Tait, MAPPA Co-ordinator  
Marjorie McFarlane, Sports Development Manager  
Mary Fox, Team Leader, Community Learning and Development (Item 4)  
Leah McPake, Pupil, Alloa Academy (Item 4)  
Kenzie Campbell, Pupil, Alloa Academy (Item 4)  
Jordan Paterson, Pupil, Alva Academy (item 4)  
Sebastian Richardson, Alloa Academy (Item 4)  
Denise Penman, Head Teacher, Sunnyside Primary School (Item 6)  
Lindsay Thomson, Service Manager, Legal and Democracy (Clerk to the Committee)  
Gillian White, Committee Services

**PC(19)16      APOLOGIES**

Apologies were received from Councillor Helen Lewis and Father Michael Freyne. Father Tom Shields, Vicar Episcopal for Education, Diocese of Dunkeld acted as substitute for Father Freyne.

**PC(19)17      DECLARATIONS OF INTEREST**

None.

**PC(19)18      CONFIRM MINUTES OF MEETING HELD ON 1 NOVEMBER 2018**

The minutes of the Meeting of the People Committee held on 1 November 2018 were submitted for approval.

**Decision**

The minutes of the Meeting of the People Committee held on 1 November 2018 were agreed as a correct record and signed by the Chair.

**PC(19)19 THE CLACKMANNANSHIRE “STANDARDS FOR CHILDREN AND YOUNG PEOPLE’S ENGAGEMENT AND PARTICIPATION”**

The report, submitted by the Education Improving Outcomes Manager, introduced the “Standards for Children and Young People’s Engagement and Participation” developed by young people in Clackmannanshire.

The young people who had developed the standards - Leah McPake, Kenzie Campbell, Jordan Paterson, and Sebastian Richardson, along with Mary Fox (Team Leader, Community Learning and Development) were in attendance to present their report and answer questions.

**Motion**

That the Committee agrees the recommendations in the report.

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

**Decision**

The Committee agreed to endorse the “Standards for Children and Young People’s Engagement and Participation” and to promote them when seeking the participation of children and young people in the development of and evaluation of services.

**Action**

Education Improving Outcomes Manager

**PC(19)20 FINANCIAL PERFORMANCE 2018/19 – OCTOBER OUTTURN**

The report, submitted by the Chief Accountant (Interim), provided 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.

**Motion**

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

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

**Decision**

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

- The Division’s net service expenditure is forecasting an underspend of £(0.508)m for the year ended 31 March 2019.
- Progress on delivering planned savings in the year.

**PC(19)21 THE USE OF PUPIL EQUITY FUNDING (PEF) IN THE ALLOA CLUSTER**

The report, submitted by the Education Improving Outcomes Manager, reported on how schools in the Alloa Cluster are using PEF to bring about improvement and close the poverty related attainment gap in the key areas of literacy, numeracy and health and well-being.

Denise Penman, Headteacher, Sunnyside Primary School was in attendance at the meeting. She spoke to Committee regarding the use of PEF funding within Sunnyside Primary School and answered questions from the Committee.



### **Motion**

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

Moved by Councillor Graham Lindsay. Seconded by Councillor George Matchett QPM.

### **Decision**

Having provided feedback on the report, the Committee agreed to note the contents of the report on the use of PEF in the Alloa Cluster.

*Councillor Kathleen Martin withdrew from the meeting at this point in the proceedings (11.18am).*

### **PC(19)22      SPORT AND ACTIVE LIVING FRAMEWORK**

The report, submitted by the Sports Development Manager, shared the Clackmannanshire Alliance Sport and Active Living Framework 2018/28 with the People Committee and sought approval of the Framework in order to develop and take forward implementation plans for each priority.

### **Motion**

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

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

### **Decision**

The Committee agreed to approve the Sport and Active Living Framework 2018/28 as set out in Appendix 1 of the report.

*Councillor George Matchett QPM withdrew from the meeting at this point in the proceedings (11.38am).*

### **PC(19)23      FORTH VALLEY MULTI AGENCY PUBLIC PROTECTION ARRANGEMENTS (MAPPA) ANNUAL REPORT 2017/18**

The Management of Offenders etc. (Scotland) Act 2015 places a duty on Scottish local authorities, the police, prison and health boards to establish joint arrangements for the assessment and management of risks posed by certain categories of offender.

The report, submitted by the Head of Social Services, presented the 2017/18 Annual report which was published on 9 November 2018.

### **Motion**

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

Moved by Councillor Les Sharp. Seconded by Councillor Martha Benny.

**Decision**

The Committee agreed to:

1. Note the content of the Forth Valley Multi Agency Public Protection Arrangements (MAPPA) Annual Report 2017/18; and
2. Note the commitment in Forth Valley to delivering MAPPA within a framework of integrated public protection processes and partnerships.

Ends 1153 hours



**MINUTES OF SPECIAL MEETING of the PEOPLE COMMITTEE held within the Council Chamber, Kilncraigs, Greenside Street, ALLOA, FK10 1EB, on TUESDAY 19 FEBRUARY 2019 at 1.00 PM.**

**PRESENT**

Councillor Graham Lindsay (Chair)  
Councillor Les Sharp (Vice Chair)  
Councillor Donald Balsillie  
Councillor Martha Benny  
Councillor Helen Lewis  
Councillor George Matchett, QPM  
Rev Sang Y Cha, Religious Representative (Appointed Member)  
Pastor David Fraser, Religious Representative (Appointed Member)

**IN ATTENDANCE**

Stuart Crickmar, Strategic Director, Partnership and Performance  
Fiona McOmish, Strategic Director, People  
Lindsay Thomson, Service Manager, Legal and Democracy (Clerk to the Committee)  
Gillian White, Committee Services

**PC(19)24 APOLOGIES**

Apologies were received from Councillor Kathleen Martin, Councillor Les Sharp and Father Michael Freyne.

**PC(19)25 DECLARATIONS OF INTEREST**

The Monitoring Officer asked that it was noted that her daughter is employed by the Alloa Leisure Bowl as a lifeguard on a casual basis. The Monitoring Officer is not a member of the Committee and does not participate in decision making.

**PC(19)26 ORDER OF PROCEEDINGS**

An Order of Proceedings was put before the Committee for information. The Convenor advised all parties present of the procedure for hearing the petitions.

**PC(19)27 PUBLIC PETITIONS**

The report, submitted by the Senior Service Manager, Partnership and Performance (Monitoring Officer), provided a factual summary of the three petitions which had been received following the budget consultation process in respect of matters which fell within the remit of the People Committee.

The Convenor advised that it was the view of the Administration that the budget proposals for Fishcross Primary and Coalsnaughton Primary Schools would not be included within the budget. Councillors Benny and Matchett also stated their parties' opposition to these budget proposals being taken forward.

The Convenor advised that the petitions would be taken in the following order:

1. Alloa Leisure Bowl
2. Fishcross Primary School
3. Coalsnaughton Primary School

## **1. ALLOA LEISURE BOWL**

### **Attending:**

David Clarkson  
Gordon Guthrie

The Committee heard a presentation from Mr Clarkson and Mr Guthrie. Their presentation focussed on the public outcry at the potential loss of the Leisure Bowl. They advised that in a 3<sup>rd</sup> party audit of leisure services, the Leisure Bowl had come out on top. They also raised the issue of re-tendering the contract. They described the facilities that were available at the Leisure Bowl – the swimming pool, indoor bowling (hosting teams from across Scotland), aerobic classes, golden girls club. They advised that the Leisure Bowl serves a deprived area and is a social centre for the community and is accessible to local adult care services. If it were to close, it would mean the loss of 80 staff, 3 small businesses (hairdresser, beauty salon and café) employing 10 staff. They indicated that with all the new housing developments, the gyms in the secondary schools are too small. They advised that the Deputy First Minister is also working to keep the Leisure Bowl open.

Members of the Committee had the opportunity to put questions to the petitioners. The questions were directed to alternative service provision in other local authority areas and whether the petitioners considered that patrons of the Leisure Bowl would be prepared to pay more.

The Convenor advised that the Committee's decision would be notified in writing to the Principal Petitioner, Mr Clarkson, within 7 working days. Mr Clarkson and Mr Guthrie withdrew from the meeting at this point in the proceedings (1.15 pm)

## **2. FISHCROSS PRIMARY SCHOOL**

### **Attending:**

Kari Smith, Fishcross Primary School Parent Council  
Zoe Bradie, Fishcross Primary School Parent Council  
Laura Dawson

The Committee heard a presentation from Zoe Bradie. The presentation then raised a number of concerns relating to moving the children to Craigbank Primary School including the busy road, lack of footpaths, no safe route to school, traffic speed, footpath maintenance, issues with using the car such as cost and lack of parking, increased numbers of housing being built and class sizes full to capacity. The petitioner advised that the school and wider community had been extremely shocked about the proposals. Many families had chosen Fishcross primary as it was a smaller school with sometimes 3 generations of family attending the school. Many children with additional support needs felt safe because it's a small school. Attainment scores at Fishcross Primary are on the same level as Craigbank, so it was felt that there is not educational gain to close the Primary School.

Members of the Committee had the opportunity to put questions to the petitioners. The questions concerned the impact of new homes in the area.

The Convenor advised that the Committee's decision would be notified in writing to the Principal Petitioner, Ms Smith, within 7 working days.

### **3. COALSNAUGHTON PRIMARY SCHOOL**

#### **Attending:**

Cheryl Hughes, Coalsnaughton Primary School Parent Council  
Kate Robertson

The Committee heard a presentation from Cheryl Hughes. The presentation highlighted the public meeting which had taken place on the 15 January 2019. The petitioner advised that there is a real passion from the community that the school is not closed especially as the village no longer has a community café or mother and toddlers group. If the school were to close, there would be a 2 mile walk to school along a dangerously busy road. The glen is sometimes closed to traffic during periods of bad weather, but the children would be expected to walk to school. Travelling to Tillicoultry Primary would also cause financial strain for families, and example was given where a mother and three children travelling to the school by bus would cost £18 per day. It was also suggested that parents may have to cut working hours to support getting the children to school. The petitioner advised that there are no educational benefits to closing the school. The head teacher of the school is doing a great job and the children are thriving. Closing the school would mean the loss of three classrooms. There is new house building in both Coalsnaughton and Tillicoultry and currently Tillicoultry Primary has no space for a catchment child, yet the budget proposal would take 80 children out of the catchment and move them to Tillicoultry. Finally the petitioner advised that staff at the school feel uncertain about their jobs.

Members of the Committee had the opportunity to put questions to the petitioners.

The Convenor advised that the Committee's decision would be notified in writing to the Principal Petitioner, Ms Hughes, within 7 working days.

Both parties from the school's groups withdrew from the meeting at this point in the proceedings. The press also withdrew from the meeting at this point in the proceedings (1.39 pm)

#### **Decision**

##### **Fishcross Primary School**

Having considered the petition and the information presented, the Committee agreed to:

1. Acknowledge the response to the budget consultation from the Fishcross Primary School community and note their views in terms of the closure of Fishcross Primary School.
2. Prepare a report to Council recommending:
  - a. That Fishcross Primary School is not closed as part of the budget for 2019/20 in the consultation;
  - b. That proposals to close schools are made on the basis of educational merit, rather than as budget proposals and
  - c. That the Council's Education Estate Management Strategy is further developed and that this is done in partnership with the school communities

### **Coalsnaughton Primary School**

Having considered the petition and the information presented, the Committee agreed to:

1. Acknowledge the response to the budget consultation from the Coalsnaughton Primary School community and note their views in terms of the closure of Coalsnaughton Primary School.
2. Prepare a report to Council recommending:
  - a. That Coalsnaughton Primary School is not closed as part of the budget for 2019/20 in the consultation;
  - b. That proposals to close schools are made on the basis of educational merit, rather than as budget proposals and
  - c. That the Council's Education Estate Management Strategy is further developed and that this is done in partnership with the school communities

At the conclusion of the education matters, Rev Sang Y Cha, Religious Representative, withdrew from the Chamber. Pastor David Fraser remained within the Chamber but took no part in discussion or voting on the following decision.

### **Leisure Bowl, Alloa**

Having considered the petition and the information presented, the Committee agreed to:

1. Acknowledge the response to the budget consultation from the Alloa Leisure Bowl staff and community and note their views in terms of the closure of the Alloa Leisure Bowl.
2. Prepare a report to Council recommending:
  - a. That a short term solution is developed to allow the Alloa Leisure Bowl maintenance contract to extend beyond October 2019 and
  - b. That Council note that the People Committee approved the Sport and Active Living Framework 2018/28 in January 2018 and that this framework included commitments to undertake a strategic review of leisure facilities in Clackmannanshire

### **Action**

Monitoring Officer

Ends 1415 hours

**CLACKMANNANSHIRE COUNCIL**

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**Report to: People Committee**

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**Date of Meeting: 14 March 2019**

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**Subject: Forth Valley and West Lothian Regional Improvement Collaborative -  
Progress Report**

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**Report by: RIC Lead Officer, Robert Naylor, Director, Children's Services, Falkirk  
Council**

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## **1.0 Purpose**

- 1.1 The report provides an update on the work of the Regional Improvement Collaborative (RIC) and the Scottish Government's Empowering Schools agenda.

## **2.0 Recommendations**

- 2.1 It is recommended that the People Committee note and comment on:
- (1) the contents of this report;
  - (2) The Forth Valley and West Lothian Regional Improvement Governance Plan; (Appendix 1)
  - (3) Achievements to Date (Appendix 2)
  - (4) Thematic Inspection of Readiness for Empowerment, Education Scotland report of December 2018 (Appendix 3) and
  - (5) that further progress reports are presented to the People Committee twice per year

## **3.0 Background**

- 3.1 At its meeting of 30 August 2018 the People Committee noted the submission of the Phase 2 Forth Valley and West Lothian (FVWL) Regional Improvement Plan to Education Scotland and agreed that the Chief Education Officer would provide further reports which would detail:

- feedback received from Education Scotland on the Phase 2 Regional Improvement Plan;
- the allocation of support to be received from Education Scotland Officers;
- the level of support the FVWL Collaborative will receive from the Scottish Government; and

- the arrangements for evaluating progress regarding the Headteacher’s Charter, Parental and Community Engagement, and Pupil Participation.
- 3.2 This report provides information regarding the feedback from Education Scotland on the Phase 2 Regional Improvement Plan; the level of support the FVWL Collaborative will receive from the Scottish Government; and a summary of the key findings of the Education Scotland report of December 2018: “Thematic Inspection of Readiness for Empowerment”.
- 3.3 Further reports will be provided to the Education Executive regarding the allocation of support to be received from Education Scotland Officers; and the arrangements for evaluating progress regarding the Headteacher’s Charter, Parental and Community Engagement, and Pupil Participation once further information has been received from the Scottish Government and Education Scotland.

#### Feedback from Education Scotland

- 3.4 The Lead Officer, Robert Naylor (Falkirk Council) participated in a peer review process with colleagues from Education Scotland and from the West Partnership Regional Improvement Collaborative at the end of September 2018.
- 3.5 This process involved evaluative discussion regarding progress with the Phase 1 Plans and the content and aspiration of the Phase 2 Plans of the FVWL Regional Improvement Collaborative and the West Partnership.
- 3.6 As an outcome of this process key actions for each of these Regional Improvement Collaboratives were agreed.
- 3.7 The key actions agreed for the FVWL Regional Improvement Collaborative were that:
- Over time the Collaborative will develop a Governance model going forward that effectively reflects the principle of leading from the middle, collaboration and bottom up. The Governance structure will ensure that the leadership and work stream groups will be responsible for developing the “**offer**” to schools and practitioners, with the reference and engagement groups helping to develop the “**ask**”. Engagement groups will be comprised of pupils, parents, practitioners and wider stakeholder groups: and
  - The Lead Officer will report on the progress of the Collaborative to respective Chief Executives and to local elected members via the relevant education committees of each council. Centre based colleagues will also be updated on the work of the RIC.



## Scottish Government Funding Support

- 3.8 The Forth Valley and West Lothian Regional Improvement Collaborative received an offer of grant for £899,270 from the Scottish Government on 1 November 2018. This grant covers the period from 1 August 2018 to 31 July 2019.
- 3.9 Details of the planned use of this funding are outlined later in this report.

## Readiness for Empowerment

- 3.10 Throughout October and November officers from Education Scotland visited all 32 Scottish local authorities to undertake a thematic review to assess the school system's "Readiness for Empowerment". They visited Clackmannanshire on 8 November 2018.
- 3.11 Education Scotland noted the positive culture of empowerment within the Education Service specifically, Headteachers shared that there is:
- Clear leadership
  - Good balance of support and challenge
- And a strong sense of belonging to SMT
- 3.12 Inspectors met with groups of primary and secondary head teachers; promoted and unpromoted teachers; professional association representatives; and local authority staff. They also reviewed all relevant local authority documentation.
- 3.13 The Thematic Review sought to reach an evaluation, across Scotland, of the school system's readiness to be empowered in the following four key areas:
- Improvement;
  - Curriculum;
  - Staffing; and
  - Funding.
- 3.14 The report made a number of recommendations for national partners; local authorities; and headteachers and schools. These recommendations are detailed on page 28/29 of Appendix 3.

## **4.0 Considerations**

## Progress with Key Actions identified in the Review of the Phase 2 Plan

- 4.1 In order to strengthen and develop the governance arrangements for the FVWL Regional Improvement Collaborative the Lead Officer met with Council Leaders/Education Portfolio Holders from each local authority, the local authority Chief Executives and a representative from Education Scotland on 30 November 2018 to discuss and agree arrangements for monitoring and evaluating the work of the Collaborative.
- 4.2 It was agreed that a Regional Board would be established whose members would comprise a senior elected member (Council Leader or Education Portfolio Holder/Convener) from each local authority and the four Council Chief Executives.
- 4.3 This Regional Board will receive reports from the Lead Officer; will monitor the progress and pace of the work of the collaborative; and provide appropriate challenge for emerging areas for collaborative work. The FVWL Regional Improvement Collaborative Governance Plan is attached as Appendix 1 to this report.
- 4.4 The Regional Board will meet twice per year, in March and September

## Progress on the work of the Collaborative

- 4.5 Significant progress has been made in establishing the Regional Improvement Collaborative and in progressing some key activities and actions regarding both the original work-streams and developing new areas of focus.
- 4.6 A report entitled “Achievements to Date” detailing this progress is attached as Appendix 2 to this report.

## Use of Scottish Government Funding Support

- 4.7 The Grant from the Scottish Government will be used primarily to pay for the secondment of staff from the existing workforces of the four local authorities to lead key areas of development work.
- 4.8 At the time of writing a recruitment process is underway which is being supported by Corporate Human Resources personnel from Falkirk and West Lothian Councils.

4.9 Seconded staff will continue to be employed by their own local authority for the duration of their secondments.

4.10 Staff are being seconded to the following roles:

- Work-stream leads (for Literacy, Numeracy, Early Learning and Childcare, and Career Long Professional Learning);
- Data Analyst;
- Data Coaches;
- Administrative Support
- Communication
- Regional Improvement Collaborative Development Officer

#### Readiness for Empowerment

4.11 The FVWL Regional Improvement Collaborative and Clackmannanshire Education Service will consider the recommendations within the Education Scotland report in the coming months and ensure that our practice and engagement continues to reflect the aspirations of an empowered school system.

### **5.0 Consultation**

5.1 The Phase 1 and Phase 2 Plans were developed in collaboration across all four local authority areas.

5.2 The Lead Officer will engage with wider stakeholders from each Council's Community Planning Partnerships and with trade union and parent representatives to ensure that they are included in the developing work of the collaborative.

5.3 Further consultation is ongoing through the implementation of the Phase 2 Plan. Further details are included within Appendix 2 to this report "Achievements to Date".

### **6.0 Financial Implications**

All work undertaken to date has been met from within the existing resources of the four participating councils. As outlined at paragraph 3.8 above the FVWL Regional Improvement Collaborative has received a grant from the Scottish Government of £899,270 for all expenditure incurred between 1 August 2018 and 31 July 2019.

### **7.0 Sustainability Implications**

The paper has no sustainability implications.

## 8.0 Resource Implications

- 8.1 The staff resources of the four participating councils have been allocated as appropriate by the senior education officers of each council to achieve the necessary progress to develop both the Phase 1 and Phase 2 Regional Improvement Plans. Additional staff are currently being recruited following the Scottish Government grant award to further develop the work of the Regional Improvement Collaborative.

## 9.0 Exempt Reports

- 9.1 Is the report exempt? No

## 10.0 Declarations

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

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

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

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

## 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

There are no legal implications arising from this report

## 10.0 Appendices

Appendix 1 - The Forth Valley and West Lothian Regional Improvement Governance Plan;  
Appendix 2 - Achievements to Date


Appendix 3 - "Thematic Inspection of Readiness for Empowerment"  
Education Scotland report of December 2018

**11.0 Background Papers**

**Author(s)**

<b>NAME</b>	<b>DESIGNATION</b>	<b>TEL NO / EXTENSION</b>
Robert Naylor	RIC Lead Officer, Director of Children's Services, Falkirk Council	01324 504686

**Approved by**

<b>NAME</b>	<b>DESIGNATION</b>	<b>SIGNATURE</b>
Anne Pearson	Chief Education Officer	
Fiona McOmish	Strategic Director (People)	



**Forth Valley & West Lothian  
Regional Improvement Collaborative  
Governance Plan  
January 2019**



## **Governance Arrangements**

Each Local Authority has its own unique set of circumstances. The experiences and learning from the SAC and PEF influence the way we work in partnership. The Forth Valley & West Lothian RIC aims to improve outcomes for children and young people in line with the National Improvement Framework for education:

- Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed and
- Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty related attainment gap.

Each Local Authority is responsible for the provision of education for children and young people in terms of planning and delivery and will be accountable for attainment and achievement outcomes. The RIC will provide 'added value' to the work of each LA and will engage in an annual review which is informed by robust evaluation and a revised plan submitted to the regional board.

It has been agreed by the four Local Authorities that lead roles will be aligned to provide coherence to the work that is being undertaken on a regional basis. The Chief Executive Officer, RIC Lead Director and RIC Development Officer will sit within one LA for a 12 month basis and then be reviewed.

### **Funding: FV&WL Grant**

The Scottish Government has given the RIC a grant (1 year) and the funds will be held with the council who holds the RIC Lead Officer post. A report on the use of grant funds will be produced and shared with the Regional Board and Scottish Government.

Staff employed to support the work of the RIC do so on a secondment basis and are line managed by their LA Lead Director. They remain accountable to their LA.

### **Strategic and Operational Leadership**

The work of the RIC will be supported by a number of strategic and operational teams. The purpose and role of each team within the governance arrangements are as follows:

#### **1. Regional Board**

##### **Membership**

Chief Executive Officers and Education Spokespersons of Falkirk, Clackmannanshire, West Lothian and Stirling.



## **Purpose**

- To share the vision of the Collaborative.
- To drive the success of the FV&WL RIC plan.
- To support and facilitate collaborative projects and working together.
- To oversee the RIC grant allocation from the Scottish Government.

## **Reporting**

The Regional Board will receive reports on the progress of the RIC from the Regional Lead Officer and Directors' group and will meet biannually. Chief Executive Officers will be responsible for political reporting arrangements and sign off the plan in their own LA. The Chief Inspector of Education Scotland will be involved in signing off the annual plan and be updated on progress through the Education Scotland Regional Adviser. The Regional Lead Officer will attend the National Council of RIC Lead Officers and will share progress of RICs at a national level.

## **2. Lead Directors Team**

### **Membership**

Relevant Director/Chief Education Officer with responsibility for Education from each Local Authority. The Regional HMI lead from Education Scotland is also a member of this team.

### **Purpose**

- To provide clarity and direction to the vision and aims of the RIC.
- To support the Connect Team (work stream leads) in shaping and delivering outcomes for each priority.
- To ensure that all partners and stakeholders are fully consulted and engaged in the development of the RIC.
- To share key developments in their own Local Authorities and consider opportunities for collaborative working that will support improvement outcomes.
- To evaluate the overall performance of the RIC and support a robust measurement plan.
- To facilitate clear communication between the key groups that will drive the work of the RIC forward.
- To review and report on the impact of the grant on progress with achieving targeted outcomes.

### **Reporting**

The Lead Directors team reports to the regional board. It meets every six weeks and receives updates on progress of the work streams from the RIC Development Officers. Formal reports will be produced from each work stream quarterly which will be presented

to the lead directors' team for evaluation of progress. The evaluation of progress will be supported by the Performance Team. Each director will present regular progress of the RIC to elected members at each LA's committee meetings.

### **3. Connect Team (Work Stream Leads)**

#### **Membership**

RIC Development Officer; the lead from each work stream- Numeracy, Literacy, Early Learning & Childcare, CLPL(Career Long Professional Learning); a representative from the Performance Team; a representative from the Communication Team.

#### **Purpose**

- To add value to the work of each Local Authority.
- To bring coherence across the priority work streams and work collaboratively to plan and develop themes for improvement.
- To use information from the RIC Performance Profile to inform the direction of focus and to identify areas requiring improvement to support achieving excellence and equity aims.
- To develop and implement a Communication and Engagement strategy in collaboration with the Communication Team.
- To support and develop a culture that empowers practitioners and develops systems leadership capacity by delivering quality professional learning programmes and providing opportunities to lead the growing range of projects supporting the RIC priorities.

#### **Reporting**

The Connect Team reports to the Lead Directors Team. It meets monthly and will produce quarterly reports for the lead team. It will also provide updated plans on an annual basis. Reporting will be supported by data from the Performance Team.

### **4. Work Streams**

#### **Membership**

Work stream leads; Range of practitioners & Education officers; A representative from the Performance Team; A representative from the Communication Team (both will attend aligned with the venue which rotates); RIC Improvement Adviser; Care Inspectorate (ELCC Team); Forth Valley & West Lothian College representative.

#### **Purpose**

- To support the development of 'the Ask and the Offer' of the RIC.
- To create and produce driver diagrams and action plans for each priority.

- To clarify overarching aims and provide detail of what is to be achieved.
- To develop measurement plans that demonstrate baseline measures, tracking and monitoring of progress, targets and outcomes.
- To reflect on and act on the analysis provided by the Performance Team to develop robust processes to measure, collect and collate data which will be analysed to inform progress.
- To co-ordinate and monitor progress of sub-teams leading on the range of related projects for each priority theme.
- To communicate the work of the group to all stakeholders and partners and build collaborative networks to support developing themes.
- To engage with stakeholders on the work and progress of projects and inform next steps from feedback through RIC Consultation events/evaluations and meeting with RIC reference groups.

### **Reporting**

The work streams – report to the RIC Development Officer. They will meet monthly with diaries agreed for the year.

### **5. Performance Team**

The Performance Team comprises a data analyst from each LA and the role of the team is to provide a full Performance Profile for the RIC, support the work stream measurement plans and support and build confidence in practitioners using data for improvement. The team reports to the Lead Directors' Team. The team is supported by the National Analytic Team (Scottish Government).

### **Communication Team**

The Communication Team comprises an IT lead from each LA with input from LA Communication Officers. The role of the team is to support the creation of a RIC digital platform that will provide a communication portal for collaboration across the four local authorities. A digital sharing agreement will support communication throughout the RIC. The team will work with work-streams to develop relevant communication media for example, twitter, webinars, and blogs. They will also support strategies for PR in advertising professional learning opportunities and RIC events.

### **Engagement Groups**

A number of Reference Groups- Early Years, Primary and Secondary HTs; Practitioners will be formed to discuss current and evolving priority themes, and support building the scope of the RIC.

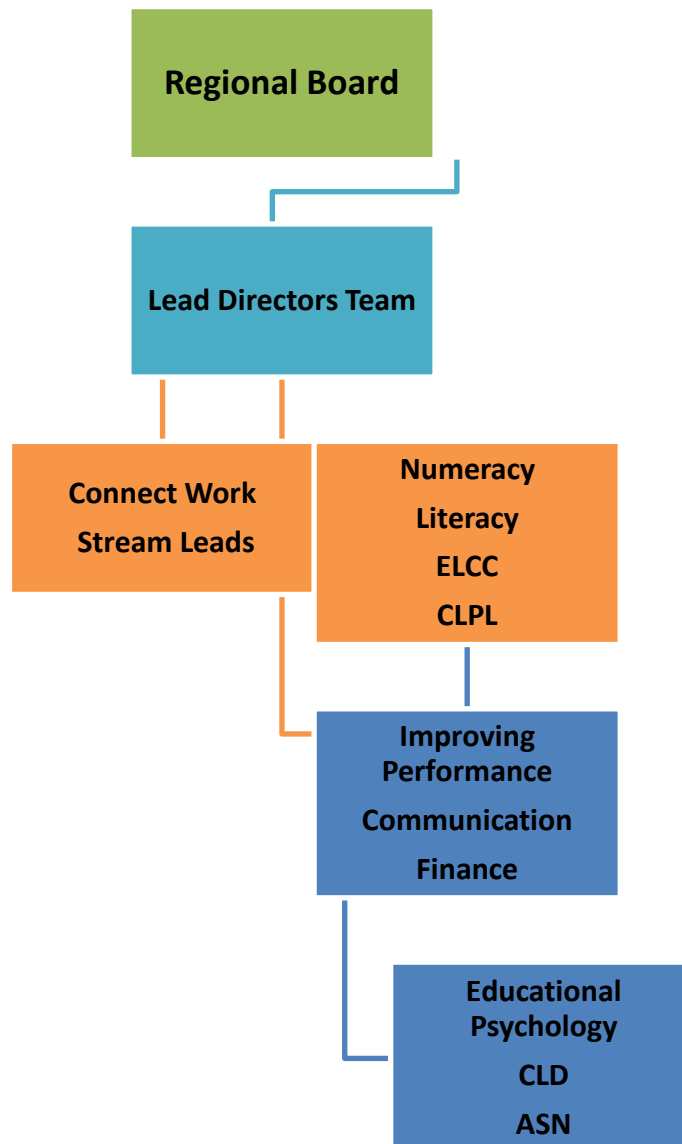
Professional Associations have met with the RIC Lead Officer and a formal calendar of engagement meetings will be established. We will meet and engage with LNCT and single

status representatives. We will also engage with Children & Young People, Parents, Officers, and Partners to develop the work of the RIC.

**Widening Collaboration**

As the scope of the RIC expands, new groups are forming and will be considered in the wider planned vision. These include projects led by Education Psychology Teams, CLD, ASN, Finance Teams.

## Forth Valley & West Lothian Regional Improvement Collaborative



## Membership of Teams

	<b>Clacks</b>	<b>Falkirk</b>	<b>Stirling</b>	<b>West Lothian</b>
<b>Strategic Board</b> CEO Education Chair	Nikki Bridle Cllr Graham Lindsay	Kenneth Lawrie	Carol Beattie Susan McGill	Graham Hope Cllr David Dodds
<b>Elected members</b>	People Committee		Children & Young People Committee	Policy Development & Scrutiny Panel
<b>RIC Lead</b>		Robert Naylor		
<b>Lead Directors Team</b>	Anne Pearson		Kevin Kelman	Elaine Cook
<b>RIC Devt Officer</b>				Siobhan McGarty

<b>Connect Team</b> Work stream leads	<b>Numeracy</b> Cathy Quinn	<b>CLPL</b> Rhona Jay	<b>ELCC</b> Judy Edwards	<b>Literacy</b> Maureen McNaughton
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# Forth Valley & West Lothian RIC

## Achievements to Date

January 2019



## Aims of the RIC

The FV&WL Collaborative has agreed a shared vision to work together in partnership to identify key areas for improvement that aim to achieve the twin aims of the NIF:

Excellence through raising attainment

Achieving equity

There is a clear focus on shared priorities which are summarised as:

1. Numeracy
2. Literacy
3. Early learning and Childcare
4. CLPL
5. Improving performance

5 lead officers supported by the lead team of directors have taken these priorities forward and progress is outlined in [Appendix 1](#).

In phase 2 of planning, a **Communication and Engagement Strategy** has been created and has been central to developments in building awareness and engagement with the RIC.

Progress includes:

- Head Teacher messages (power points) to discuss at inset days
- RIC lead team attending range of HT/Heads of Establishment meetings ([Appendix 2](#))
- RIC lead team presenting the plan at LA committee meetings
- RIC lead/development officer meeting with non-teaching unions
- Development officer meeting with wider partners
- Sharing the plan and sending to all schools/educational establishments
- FV&WL Brand logo and strapline 'Collaborating for Improvement'
- Launch of RIC update (Autumn, Winter)
- Consultation paper with stakeholders- closed 12<sup>th</sup> January, outcomes being considered.
- Launch of Communication team
- Launch of Connect Team - minutes and progress updates to lead team; meetings aligned with directors and performance team meetings
- Support from Performance team, Improvement Adviser and Communication Team reps at each Connect Team meeting
- FV&WL RIC Digital platform nearing completion
- Twitter established
- Secondary and Primary HT reference groups created



- Mapping of all 6 RIC plans- overview and sharing ideas with West Partnership and partner Development Officers

## **In progress**

The following developments are in progress:

Governance plan- to be shared with Committees

Update on full RIC Profile including performance

Measurement plan update

Recruitment plan

Digital and data sharing agreements

Phase 3 plan

Growth Mindset project (Numeracy & Literacy) in collaboration with third sector charity, aligned with university accredited PL for practitioners

## **Evolving RIC**

There are a number of evolving projects which are being discussed and designed in consultation with teachers and partners ([Appendix 3](#))

## **Recruitment**

The following full time seconded posts are in the process of being recruited to support the work of the RIC and as a result of the successful bid for funding from the Scottish Government:

Work stream leads in Literacy, Numeracy, CLPL, ELCC

Data Analyst (Performance Officer)

Data Coaches x 4 (1 for each Local Authority)

Admin Officer (0.5) and Communication officer (0.2)

## **Improving Performance**

The Performance Team role is focused on:

Producing an up to date RIC Performance Profile

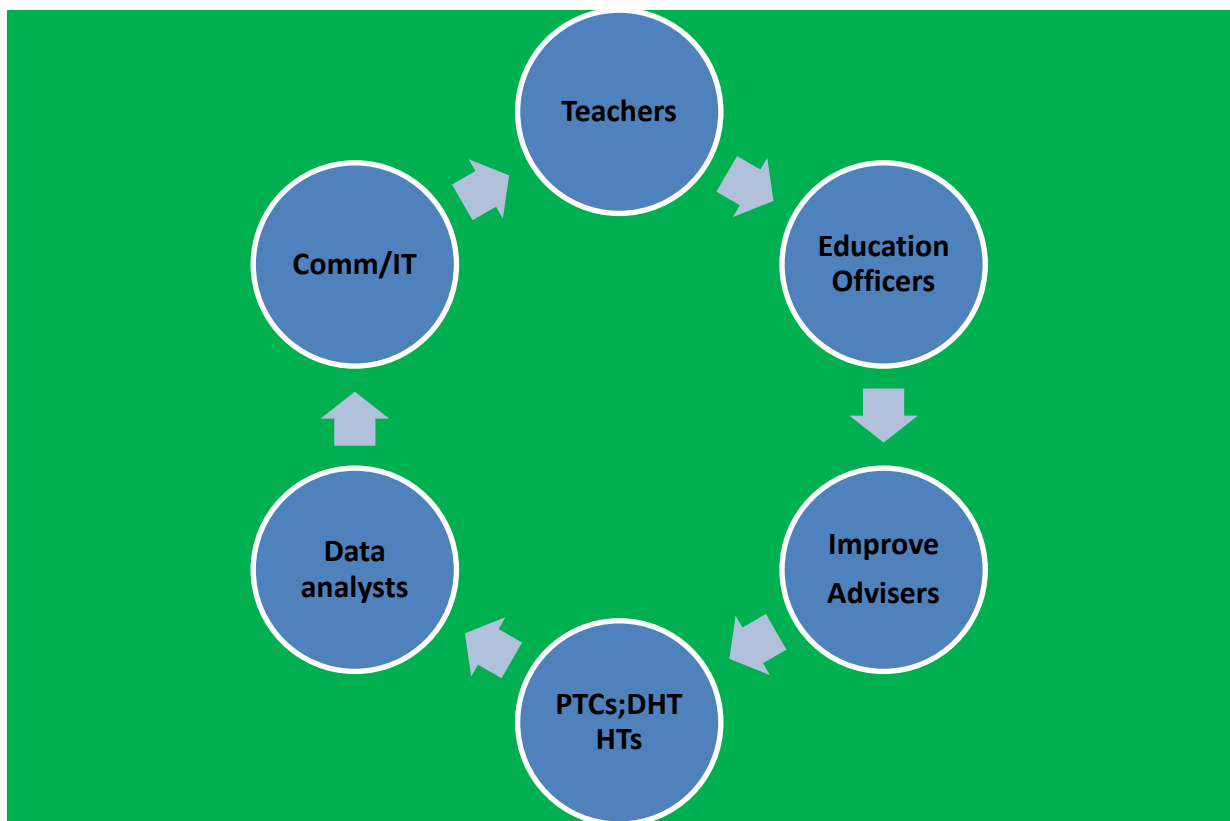
Supporting Measurement Plans and data analysis for each of the work streams

Developing a practitioner programme to improve confidence in using data to improve performance

Mapping out numeracy and literacy strategies across similar schools to peer collaborate  
Identifying successful 'Closing the Gap' strategies and supporting a collaborative network

## Empowering RIC

The RIC is underpinned by an empowering culture of practitioner involvement, engagement and leadership in a growing range of innovative projects. A diverse range of people are working together to shape, influence and develop themes.



The FV&WL RIC has been the first to undertake the national Improvement Training programme which is supported by the Scottish Government- SCLIP (Scottish Coaching & Leading Improvement Programme). 30 practitioners from across the RIC have undertaken the programme which involves 2x3 full days, 4x 2 hour Webex sessions, reading texts and engaging in a practical project. The main themes are Coaching, Leadership and Improvement techniques.

With the addition of full time work stream leads, reference groups and expanding projects a further Improvement Methodology programme has been requested of the National Improvement Adviser Team.

## **Appendix 1**

### **Progress of the Work Streams**

#### **Numeracy**

The Numeracy team have developed a project to target a specific group of children in P2 who have gaps in their learning from Early Level to Level 1 Numeracy. Using Improvement methodology principles, the group has started with a relatively small number of pupils and schools (3 from each LA / 12).

The aim is to upskill staff, and improve confidence in teaching 'Number Talks' as an intervention strategy. The aim is for 80% of identified P2 pupils to be secure at phase 2 (in – house scale) in early number structure by May 2019.

#### **Progress**

CLPL training has been undertaken with the pilot team.

A lesson study model has been created and is being used in class.

A collaborative approach with regular meetings of practitioners with the support team is being used.

Practitioners are teamed with each other to provide peer support.

Number walls and daily number talks are being used with pupils.

Team members are acting as mentors for practitioners and visiting schools to support progress.

The team have presented the project to Education Scotland, 22.11.18 (the only RIC team in a group of LAs) who are very interested and positive about the work done so far.

#### **Next steps**

A measurement plan has been devised with the support of the RIC Improvement Adviser. An in-house measure is being applied from a baseline with tracking progress charts being created.

Milestones will be charted and provided as a report.

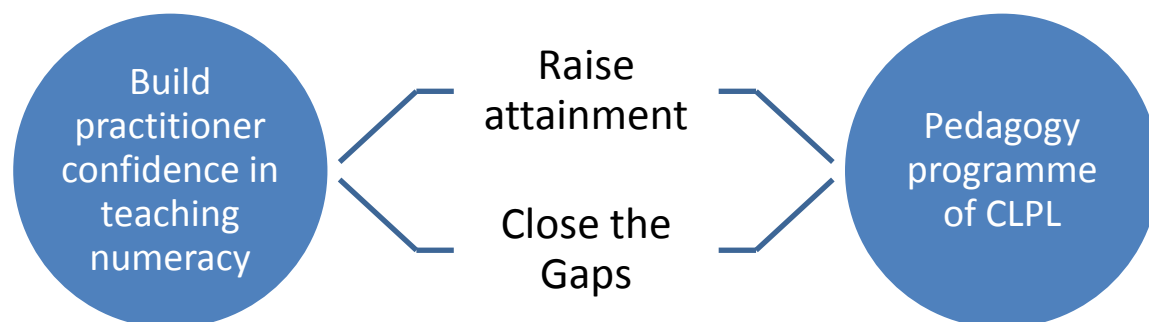
#### **What needs to happen**

An agreement with the lead team that the timeline will show significant progress by May 2019.

An upscaling strategy ready to launch with schools across the RIC from May 2019.

With the addition of a full time Numeracy lead, the scope of the Numeracy group will increase (see Evolving RIC).

The main approach will be two pronged:



The starter project will be up-scaled to support improving pedagogy in teaching Numeracy.

This will be complimented by a project to build confidence and a positive mind-set for teachers, pupils and parents in working with numbers.

### **Evolving RIC (Numeracy & Literacy)**

The team need to work with the Performance and Literacy teams to develop the remit of the Data Coaches.

The Ed Psych numeracy projects need to be considered in terms of scope/possible case studies (can go in to the Numeracy blog on the RIC site).

Explore the feasibility of a joint project with FV & WL Colleges to deliver the 'Confidence building'/Mindset aspect of improving numeracy, to support young people who are undertaking foundation apprenticeships.

Map out Maths Strategies from each LA and collaborate on developments.

### **Literacy**

The literacy team's initial aim is to improve reading throughout the BGE and in so doing, support improvement in writing ability. There is a three pronged approach and sub-teams have taken on each project:

1. Directly support practitioners to develop their knowledge, understanding and application of research informed pedagogy which is proven to improve outcomes for children and young people.
2. Develop face to face and digital collaboration between practitioners within and across local authorities and health boards to promote leadership at all levels.

3. Strive to raise attainment for all and close the poverty related attainment gap by supporting reflection on the performance of learners to enable continuous improvement.

### **Progress**

Sub group 1- Have finalised CLPL materials including video materials which will support professional judgement and confidence in CfE levels.

Sub group 2- Developing a reading culture, working with Sarah McGowan from Edinburgh University, establishing reading mentors and ready to launch Blog.

Sub group 3- Developing early vocab, sharing LIFT and intervention strategies which are being exemplified with case studies.

Currently launching through a RIC digital platform.

### **Next steps**

Working with the Communication team to put materials onto the RIC blog.

Working with the RIC improvement adviser to create a measurement plan which details baseline measures and progress milestones: impact of professional learning & impact on pupil progress in reading.

Design a launch event (high profile media coverage).

### **What needs to happen**

With the addition of a full time Literacy lead, the scope of the Literacy group will increase (see Evolving RIC).

This will also involve a two pronged approach which mirrors the numeracy strategy. There is scope with the Literacy confidence building strategy to co-design this with university based researcher input. The aim here would be to build confidence in professional judgement of CfE levels in each of the literacy strands.

### **Early Learning & Childcare**

The initial aim of the ELCC team is to build and sustain quality in learning and teaching for 2 to 3 year olds in early years establishments. The approach is to develop a QA framework and trial in pilot nurseries using the improvement approach which establishes a baseline measure, tracks progress, tests change and then up-scales if successful.

## Progress

Pilot establishments identified to undertake test of change in each local authority, these are well underway with a view to evaluate and scale up.

QA framework designed for trial and consultation.

Progress and regular updates provided and shared with the lead team.

Froebel training (play and relationships in learning contexts) being undertaken by some practitioners.

Initial discussions have taken place about sharing VSE models.

## Next steps

Preparing case studies of successful implementation.

Organising Inset event for 200 practitioners and lead teams (February 12th 2019) to share progress, case studies and plan to upscale.

Initial group has met to discuss sharing parental engagement strategies, further discussion and planning required.

## What needs to happen

Discuss what further themes need to be supported additionally through collaboration in ELCC.

Discuss the scope of the ELCC lead role and use of funding for the work stream lead.

Explore wider collaboration with partners eg. opportunity to consider SEBN and ASN.

## CLPL

The initial aim of the team was to map out CLPL across the region and consider how to support school improvement plans by identifying common themes. This identified:

Building leadership

Learning & Teaching- pace and challenge

Evidencing progress in learning

## Progress

A combined in-house programme based on the existing CSP model shared across the RIC and led by the 4 CPD co-ordinators.

Symposiums designed to support common themes with input from HMI and work-shops led by teachers from each of the 4 LAs.

The 'Pace & Challenge' symposium was attended in November 2018 by 60 practitioners with an evaluation providing positive and useful feedback.

The 'Evidencing Progress' symposium took place in December 2018 and practitioners were involved in leading sessions along with input from HMIe.

An 'Assessment & Moderation' event took place in December which was co-ordinated by the 4 Assessment Co-ordinators and delivered by Education Scotland.

### **Next steps**

The team are developing a new RIC CLPL programme and are currently working across the other work streams to identify the 'ask and the offer'. This will be informed by an analysis of recent inspection reports that identify common themes for improvement.

### **What needs to happen**

A review of the scope of the work stream.

A consideration of how developing the Curriculum can be supported through this work stream. Discussions are emerging about additional input to develop the STEM Curriculum areas.

Research of quality evidence proven pedagogy programme to continue to improve quality and consistently high standards of learning and teaching.

Planning for a robust programme to support assessment and moderation of CfE.

Consider collaboration between colleges, schools and DYW developments.

## Appendix 2

### Sharing the FV&WL RIC Plan Phase 2

<b>Activity</b>	<b>Date</b>	<b>LA</b>	<b>Lead</b>
Committee	Aug 18	Falkirk	RN
People Committee Recommendations	30.08	Clackmannanshire	AP
Moving Forward In Learning (MFIL) Steering Group	5.9.18	West Lothian	SM
HT (All)	12.9.18	Falkirk	SM
Secondary HT	12.9.18	West Lothian	SM
Secondary HT	14.9.18	Falkirk	SM
Early Years Team	18.9.18	Stirling	SM
Early Years Business Meet	20.9.18	Stirling	SM
Strategy Launch	25.9.18	Stirling	RN
C&YP Committee	27.9.18	Stirling	KK/SM
PDSP	23.10.18	West Lothian	EC
Secondary HT	2.11.18	Stirling	KK/SM
All HT leadership	8.11.18	West Lothian	SM
WL College	8.11.18	West Lothian	SM
Unison & non teaching reps	Nov 18	Falkirk	RN/SM
Secondary HT	14.11.18	West Lothian	SM
ADES Annual Conference	16.11.18	RIC	RN/SM/JE
EY Business meeting	20.11.18	Stirling	SM
HT meeting	27.11.18	Clackmannanshire	SM
Secondary HT Reference Group	29.11.18	RIC	SM
CEO/Leaders meeting	30.11.18	RIC	Directors & SM
SEBN meet	30.11.18	RIC	SM
Team managers meeting	3.12.18	Falkirk	SM
Primary HT Reference Group	10.12.18	RIC	SM
Principal Ed Psychs	11.12.18	RIC	SM
Attainment Advisers	9.1.19	RIC	SM

### Forthcoming Events

<b>Activity</b>	<b>Date</b>	<b>LA</b>	<b>Lead</b>
Consult Evaluation	12.2.19	RIC	SM

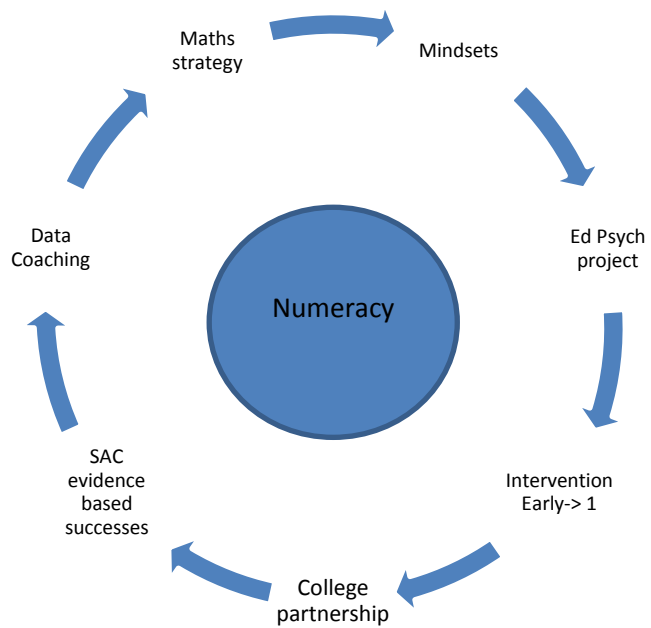


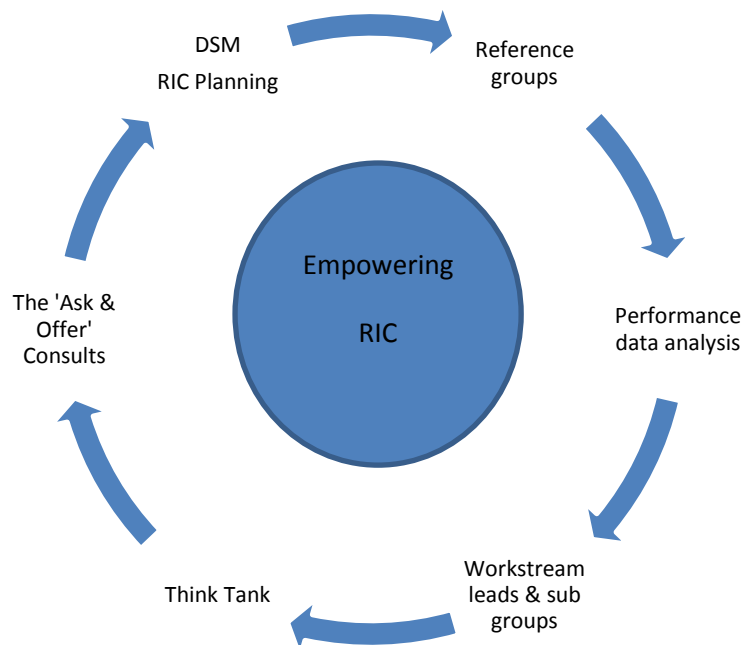
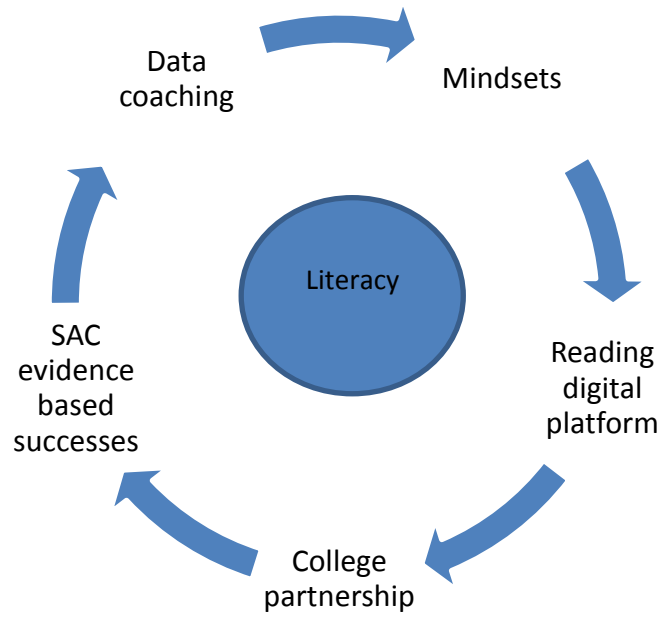
FV College	TBA	Forth Valley	SM
CLD	TBA	RIC	SM
Parent Council Chairs	TBA	Each LA	SM
Stirling University	TBA	RIC	RIC leads/SM

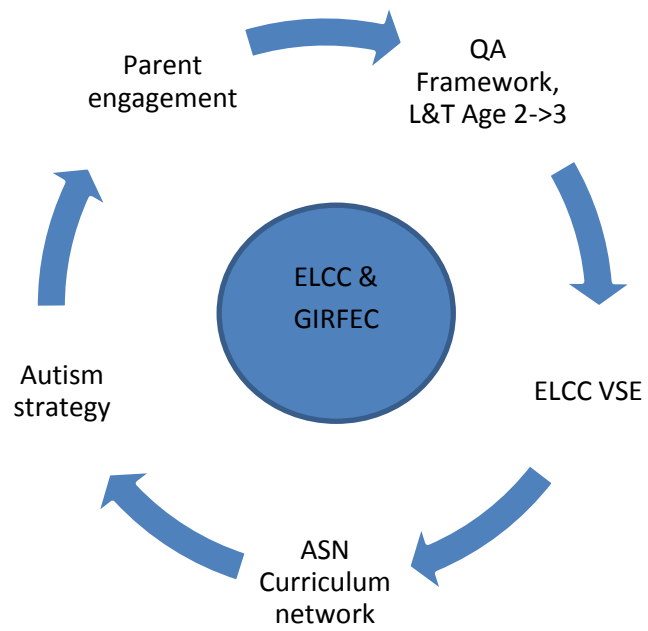
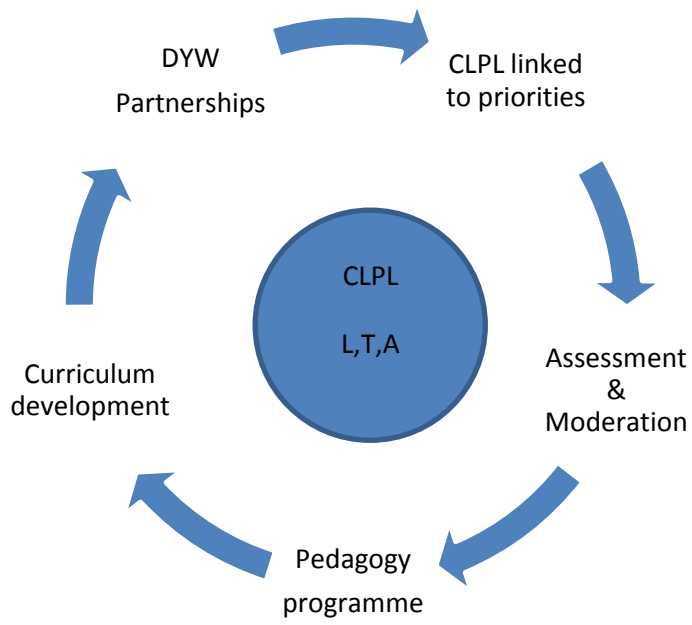


# Appendix 3

## Evolving RIC Ideas









# Thematic Inspection of Readiness for Empowerment

December 2018





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# Foreword

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Together we can achieve change quicker and better than working alone. That has been a key theme of the Joint Agreement between Scotland's stakeholders in education, the School Empowerment Steering Group. That progress takes a further step forward with publication of this report.

Part of Education Scotland's role is to carry out three national thematic inspections that will gather evidence on school empowerment. Each thematic inspection will be looking at different themes: readiness for empowerment; curriculum leadership; and parent and pupil participation.

This report draws together the findings from the first of thematic inspection Readiness for Empowerment that took place in the Autumn term 2018.

I am encouraged that the evidence gathered by HM Inspectors shows the positive steps already being taken on the journey towards empowerment and the ways in which different local authorities have embraced the principles set out in the Joint Agreement.

It is evident that a high level of professional commitment to collaboration and co-production exists across Scottish education in order to improve outcomes for children and young people.

This is exemplified by the many strengths highlighted in this report along with examples of practice and comments from leaders and practitioners about the positive impact that empowerment can bring.



Our findings also show clearly that, as expected, there is still more to be done to realise our collective ambition of an empowered, collaborative system. As we move along our journey of empowerment there is a careful balance to be struck between providing the right amount of governance and accountability while at the same time allowing leaders and practitioners flexibility and autonomy to meet their pupils' needs.

Care also needs to be taken to avoid creating unnecessary bureaucracy which draws leaders and practitioners away from focusing on decisions which will have the greatest impact on delivering consistently high-quality learning.

Additionally, we need to ensure school leadership is released to focus on learning – and that other system changes do not detract from this central aim.

I hope national partners, local authorities and schools can benefit from our findings and collectively can use them to support their efforts.

The two remaining national thematic reviews will be published in 2019 and will add to the evidence base and progress being made to ensure an empowered education system.

  
  
**Gayle Gorman**  
HM Chief Inspector of Education

# Introduction

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The [Education Reform – Joint Agreement](#) published in June 2018 sets out the collective agreement by a commissioning group including the Scottish Government, COSLA, SOLACE, ADES and Education Scotland:

**Improving the education and life chances of our children and young people is the defining mission of our Scottish education system. Our shared ambition is to close the unacceptable gap in attainment between our least and most disadvantaged children and to raise attainment for all. We are clear that our vision of excellence and equity cannot be achieved by one part of the system alone; all partners must work together in a collegiate and collaborative way, keeping the interests of children and young people front and centre. Empowered, responsible and collaborative schools are an important part of our shared vision for Scottish education.**

The Joint Agreement sets out agreed principles and enablers and measures that will support and encourage the empowerment of schools in Scotland. These include the commitment that Education Scotland would carry out three inspections in the 2018-19 academic year looking at the following themes: Readiness for Empowerment; Curriculum Leadership; and Parent and Pupil Participation.

This report provides the findings related to the first of these thematic inspections on Readiness for Empowerment.

## Scope of the Readiness for Empowerment thematic inspection

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Over the period September to November 2018, Education Scotland visited all 32 local authorities. During their visits, the Education Scotland teams met with focus groups, including local authority staff, groups of headteachers from primary, secondary and special schools, groups of promoted and unpromoted teachers, professional associations and other stakeholders proposed by the local authority and looked at relevant documentation.

## Evidence was gathered for each of the following areas:

1. **Improvement:** How well do local authorities empower headteachers and schools to lead improvement in order to close the poverty-related attainment gap through school improvement planning in collaboration with their school community?
2. **Curriculum:** How well do local authorities empower headteachers and schools to design their local curriculum in line with Curriculum for Excellence and in collaboration with their school community?
3. **Staffing:** How well do local authorities provide headteachers with flexibility to make decisions about staffing and leadership structures in their schools?
4. **Funding:** How well do local authorities empower headteachers to decide how funding allocated to their schools for the delivery of school education is spent?

Local authorities visited were asked to complete a self-evaluation of their readiness for empowerment and to provide evidence against each of the four categories above. This was used as a starting point for gathering evidence for the thematic inspection.

Education Scotland's findings are summarised in the remainder of this report under the four headings above. In each section an overarching narrative, key messages, information on evidence from the thematic inspection visits together with views from participants and illustrations of practice are provided.

## Participants in the thematic inspection

Number (approx.)	Participants
<b>300</b>	<b>Local authority – central staff</b>
<b>200</b>	<b>Primary headteachers</b>
<b>170</b>	<b>Secondary headteachers</b>
<b>180</b>	<b>Primary teachers</b>
<b>180</b>	<b>Secondary teachers</b>
<b>130</b>	<b>Professional associations representatives</b>
<b>160</b>	<b>Stakeholders</b>
<b>1,320</b>	<b>Total</b>

# Thematic inspection findings

## 1. Improvement: How well do local authorities empower headteachers and schools to lead improvement in order to close the poverty-related attainment gap through school improvement planning in collaboration with their school community?

While at different stages, almost all local authorities are committed to developing an empowered education system with the aim of improving outcomes for learners, reducing inequalities and closing the attainment gap. Local authority staff provide flexible structures and support to build capacity and enable empowerment of schools in relation to improvement. These include promoting and supporting collaboration, professional learning, leadership development, and supporting evidence-based self-evaluation for improvement. This is allowing headteachers to increasingly take more responsibility and ownership and to be accountable for their actions in the context of their own schools. It would now be helpful to support everyone in the system to develop a shared understanding of what empowerment means for them and the potential benefits for learners.

### Key messages

- Local authorities provide flexible structures of guidance, ways of working and support to build capacity and enable empowerment of schools. As a result, headteachers have the autonomy, freedom and responsibility to lead improvement in their own schools. They value the guidance, support and challenge from local authority staff.
- Further work is required to more consistently develop a culture of collective decision-making between local authority staff and headteachers to further empower headteachers as collective leaders.
- Improvement planning processes are now more streamlined than previously and the balance between national and local priorities and those identified from individual school's self-evaluation evidence is better.
- Professional learning, leadership development and access to an increasing range of qualitative and quantitative data are enabling empowerment of headteachers and staff to bring about improvement in their schools.
- Collaboration within and across schools is an increasing feature of practice across local authorities. Local authorities and schools need to build on this positive work. This will help to ensure those involved have a clear understanding of the purpose and focus and are able to demonstrate improvements in learning, teaching, and outcomes for learners as a result of their collaboration.

## Responsibility within flexible frameworks of guidance, ways of working and support

---

Headteachers<sup>1</sup> in most local authorities have the responsibility and freedom to lead improvement in their own schools. Local authorities provide a range of flexible frameworks and guidance to support improvement planning processes.

Headteachers in the majority of local authorities value the guidance, support and challenge from the central team in empowering them to lead improvement. In those authorities where headteachers regard themselves as collective leaders within a collegiate partnership with the local authority, support and challenge from their peers gives them the confidence to take forward changes in their own schools.

A culture of collaborative decision-making between authority staff and headteachers is a key enabler for schools to be empowered to influence direction and drive improvement in their local context. This degree of empowerment for headteachers needs to be further developed more consistently across local authorities.

## Taking account of local and National Improvement Framework priorities and reducing unnecessary bureaucracy

---

All local authorities have been developing improvement planning to streamline their approaches. Headteachers and teachers in almost all local authorities agree that this has resulted in the processes being more manageable and has reduced unnecessary bureaucracy.

Headteachers in most local authorities agree that the balance between national and local priorities alongside those identified by their own school's self-evaluation are appropriate and well-judged. Teachers in the majority of local authorities feel empowered to lead improvements in their schools supported by frameworks of guidance and clear expectations. Headteachers and teachers in a few local authorities identified barriers to empowerment in leading improvement in schools related to workload and conflicting advice from national and local bodies. There is scope to involve teachers and professional associations further in discussions about what empowerment means and the potential benefits for learners.

## Professional learning and leadership development to enable school improvement

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In most local authorities, a range of school level, local and national professional learning opportunities is supporting headteachers and teachers in driving forward improvements in their schools. Common areas of focus include improvement methodologies, learning and teaching, self-evaluation, use of data to support improvement and understanding the poverty-related attainment gap. Developing leadership capacity at all levels to take forward improvements is a key focus in most local authorities. This includes staff accessing national and local leadership development programmes as well as taking on leadership roles such as leaders of learning, literacy, numeracy and STEM champions within and across schools. As a result, headteachers and teachers in most local authorities report that they are gaining confidence, and increasingly motivated to take forward improvements.

<sup>1</sup> Throughout this report references to headteachers, teachers and others relate to those who participated in this thematic inspection.

## Using a range of data and evidence to determine school priorities

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Most local authorities have an increasing focus on supporting schools in using a range of data and evidence. This is helping them determine key priorities for improvement which focus on the needs of learners and reducing inequalities of outcomes. Headteachers and teachers agree that data provided by their local authority is supporting them well in their school self-evaluation. They welcome the accessible presentation of data and feel that this supports them in developing a shared understanding of priorities within their school communities. Teachers, especially primary teachers, are becoming more confident in analysing data. They report that this helps them understand better the attainment gaps in their schools and choose suitable interventions to support improving attainment.

## Collaboration across the school community to support improvement

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Staff in almost all local authorities have a range of opportunities to collaborate within and across schools through networks, working groups, school improvement partnerships, clusters and families of schools. These allow staff to share practice, knowledge, skills, experience and evidence of what works within their schools' contexts to varying effect. In around a third of local authorities, this is leading to agreeing common local priorities. Around a quarter of local authorities identified that developing collegiate professional enquiry approaches is supporting schools in working together in solution-oriented ways to lead improvements. This is helping ensure that those involved have a shared commitment to improvement priorities identified, building on a research evidence base and focusing on bringing about changes in learning and teaching. Staff in a few local authorities identified that constraints of time and workload can limit the impact of collaboration and access to opportunities for professional learning. Further work is required to ensure that those involved in collaboration have a shared understanding of the purpose and focus and are able to demonstrate the impact on improving learning and teaching and outcomes for learners as a result of their collaboration.

## Using qualitative and quantitative measures of success to monitor and evaluate progress

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Local authorities and schools are continuing to develop approaches to self-evaluation for improvement and using an increasing range of qualitative and quantitative data to monitor and evaluate progress. This includes performance data, evidence from evaluation of quality indicators and stakeholders' views. Increasing opportunities for a range of stakeholders, including learners, parents, partners and the wider community, to participate and engage in improvement planning is a key priority for schools in the majority of local authorities. In around a quarter of local authorities, staff are developing how they use evidence from research to inform measures of success and to evaluate the impact of their work. In the majority of local authorities, staff are focusing more on evidencing impact and improving outcomes for learners. Teachers in the majority of local authorities feel they have the responsibility and ownership of improvement priorities in their own school. They are clear that they need to provide a range of evidence of improvements related to improving attainment and outcomes for learners. Further work is required to improve the focus on the use of a range of evidence to evaluate the progress in bringing about improvements.

## Headteachers' views on improvement

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'The local and national agendas are more dovetailed. Everything fits better now. We have freedom to apply our own strategies within our own schools.'

'It is refreshing to set out our own priorities and no-one will meddle with our plan. I am trusted to know what is right for my school.'

'There is real momentum with leadership in this local authority. We can talk from personal experience about how the leadership programme has helped us grow as system leaders. Its main impact is on pedagogy.'

'We have a flexible framework and structure to lean on in driving forward improvement; empowerment within a structure.'

'We have both accountability and autonomy within a supportive structure.'

'We are very lucky. The Director's vision is very strong in the empowerment agenda. We don't have to ask permission, but we have the framework of support from the authority. The authority has this just right.'

'Our collaboratives are very empowering. We do focused collaborative reviews of each other's schools. This is great professional learning.'

'The focus, rigour and aspiration are super. The passion is there because it is relevant to our school.'



## Teachers' views on improvement

'Access to the university modules to support self-evaluation, learning and teaching has been good. As a result, we have used our data to highlight what is making the biggest impact and what are our areas of concern.'

'As practitioners we are shaping how leadership and empowerment are being developed across the authority. We are not constrained but supported.'

'Empowerment means being able to take decisions that are right for your school and community whilst having support, a team that has your back.'

'It feels good to be able to suggest ideas that are right for your pupils. I know as long as I can back up my idea I'll be supported to try it out.'

'Our plan comes from the bottom up. Our own department priorities and teachers' professional learning needs to feed into the faculty plan and the overall strategic plan. That way we can take forward key projects.'

'There are many opportunities for young people to be empowered and lead change. There are clear strategies in our improvement plans. Pupil voice is really important in our school.'

'Self-evaluation is planned much better and this is helping the improvement plan. Strategic priorities are more consistent but the tasks can change.'

'As a result of professional learning, empowered school assistants deliver professional learning on effective interventions to other schools. Now they have created their own network.'



## Illustrations of practice related to improvement

The local authority actively encourages and facilitates open dialogue about the philosophy of empowerment. The central team believe their role as an education authority is to bring about strategic purpose and direction. They demonstrate that empowerment underpins their work. An empowering common moral purpose that exists across education services is fundamental to the values base that permeates their schools. The local authority believes this enabler is guiding officers, headteachers and schools to take appropriate actions that will lead to greater excellence and equity.

The range and quality of professional learning and the highly-valued leadership programmes provided by the authority are empowering staff at all levels. Staff have benefited from professional learning which they report has made a positive impact on children and young people. Of particular note is the 'Aspiring Principal Teacher' programme which has empowered teachers to take time to focus on the craft of teaching and learning and to lead improvement in their schools. The 'Step Back' headteacher programme has further developed leadership skills and skills in coaching to support their peers. This approach is continued through the headteacher leadership and professional learning days to further support knowledge and understanding of evidenced-based approaches to closing the poverty-related attainment gap.

The local authority has a very wide range of data available to evaluate its work and is interrogating this in increasingly sophisticated and rigorous ways. It is presenting attainment and contextual data to schools in ever more accessible ways. Annual data packs are used by headteachers and senior managers as starting points to identify vulnerable groups and to deploy support and strategies accordingly. Data analysis is supported by school data coaches and authority workshops.

# Thematic inspection findings

## 2. Curriculum: How well do local authorities empower headteachers and schools to design their local curriculum in line with Curriculum for Excellence and in collaboration with their school community?

Headteachers and schools are embracing empowerment to design and deliver a curriculum which meets their own school's local context. They are supported by a range of policies, guidance, curriculum frameworks and shared resources. The full benefits of this empowerment have yet to be realised in practice. Improving the curriculum is a work in progress with developing partnerships being key to improving the curriculum offer. There is now a need to further enable schools and teachers to take the initiative and be creative and innovative in developing and delivering a curriculum to meet local needs. The school community needs to be more actively engaged in designing the local curriculum and in its evaluation.

### Key messages

- Improving the curriculum continues to be a high priority for schools across local authorities. Developing their curriculum rationale with the school community has helped develop a shared understanding of their unique local context.
- Developing partnerships with colleges, employers, community learning and development services (CLD) and third sector organisations to enhance the curriculum offer continues to be a key focus for schools. These are supporting schools in designing curriculum interventions to tackle inequity of outcomes and increasing the range of progression pathways, especially in the senior phase.
- Schools need to take full advantage of curriculum flexibility to continue to improve progression through the broad general education (BGE) especially at points of transition from primary to secondary and from the BGE to the senior phase to reflect their individual school context and learners' needs and interests.
- Further work is required to maximise the potential impact of the support offered by the local authority Quality Assurance and Moderation Support Officers (QAMSOs) across local authorities.

### Policies and practice promoting empowerment to design and deliver a curriculum which meets a school's local context

All local authorities have a wide range of policies and guidance to support schools in designing their curriculum in line with Curriculum for Excellence. As a result, headteachers in almost all local authorities are empowered to design and deliver a curriculum which meets their own school's local needs. In half of local authorities, teachers are also empowered to initiate and lead on the curriculum. In the majority of local authorities, the collaborative, co-production of flexible curriculum frameworks, guidance and shared resources are key to enabling empowerment.

Headteachers and teachers feel these resources support consistency and planning for progression in learning while allowing them to adapt their approaches to meet their learners' needs and interests. Headteachers and teachers in a minority of local authorities, feel that their empowerment is limited by pressure of workload and too many priorities to deliver through the curriculum. Headteachers and teachers in a few local authorities feel that they are constrained by national expectations about the curriculum.

## Engaging the school community in designing and evaluating the curriculum

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Almost all local authorities have clear expectations that schools will design and evaluate their curriculum in collaboration with the school community. In the majority of local authorities, schools are working with staff, learners, parents and partners to develop a curriculum rationale tailored to their own school context. This is helping develop a shared understanding of their unique local context and needs, and of the interests of their children and young people. Schools in around half of local authorities are prioritising improving ways they involve parents in developing the curriculum and around a third are increasingly involving children and young people. Further work is required to ensure parents, learners and partners are more actively engaged in designing the local curriculum and in its evaluation.

## Providing flexible learning pathways to support different needs of learners and raise attainment

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Across all local authorities, the curriculum in schools is under constant review and development. Headteachers and teachers agree that there is a need to continue to improve progression through the BGE especially at points of transition from primary to secondary and from the BGE to the senior phase. In around half of local authorities, schools are increasingly using a range of data such as attainment information, Skills Development Scotland 16+ data on post-school destinations as well as local labour market information to review and inform curriculum development. In the majority of local authorities, schools are developing partnerships with colleges, employers, CLD and third sector organisations to enhance their curriculum offer.

In most local authorities, schools have a focus on developing flexible pathways to meet the different needs of learners. In primary schools, this includes improving personalisation and choice, using the local environment as contexts for learning, developing play-based approaches and supporting family learning. Secondary schools seek ways of providing a wider range of courses in the senior phase at different levels to meet the different needs and interests of young people and to support progression. Taking forward the Developing the Young Workforce agenda and understanding the employability skills required for the local context is an increasing priority. Improving the range of vocational pathways and providing Foundation Apprenticeships is seen as key to this. Schools in the majority of local authorities are designing curriculum interventions to tackle inequity of outcomes. Common areas of priority include interventions related to literacy, numeracy, STEM, nurture, and social, emotional and mental wellbeing. Schools in a minority of local authorities are developing the use of digital technology and E-learning as ways of increasing the range of flexible progression pathways to meet learners' needs. Teachers now need to be further enabled to take the initiative and be creative and innovative in developing and delivering a curriculum to meet local needs.

Headteachers and teachers in a minority of local authorities report that assessment and moderation activities are building capacity and supporting curriculum planning. Further work is required to maximise the potential impact of the support offered to help improve assessment and moderation, including the Quality Assurance and Moderation Support Officers (QAMSOs) across local authorities. Increasing the range of collaborative moderation activities is an important way to empower staff in planning curriculum progression and interventions.

## Headteachers' views on curriculum

'We are now stopping talking about the model of the curriculum and focusing on planning learning pathways that meet young people's needs, provide progression and support positive destinations.'

'The local authority does not prescribe a model for the broad, general education but I am accountable for ensuring that my young people receive all of their entitlements.'

'Partnership, authority support and autonomy enable us to deliver flexible pathways.'

'We are empowered by our Director's vision for headteacher autonomy in the curriculum. A great degree of trust has been placed in us and we accept that and are responsible as a result.'

'The authority adds tremendous value to our work in the curriculum. We worry that it won't be sustained. We feel very supported.'

'The partnerships we have established have supported us to go beyond what is traditional for young people. Members of the Central Team support and challenge us to ensure our focus is clear and is bringing about equity.'

'Cross-school collaboration in cluster groups on curriculum planning has helped free up teachers' time to focus on delivering the curriculum in ways that meet pupils' needs.'

## Teachers' views on curriculum

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'Curriculum design is spectacular in our area because we have a belief in what our children and community need.'

'Self-evaluation gives us confidence in what we are doing with the curriculum. We use national guidance and set goals for ourselves and our pedagogy. We make sure it is right for our children and community.'

'Schools are looking at other schools with similar issues. We are working much more with partners to widen options. Our senior phase model is under review. We are doing a big consultation with staff and young people and families.'

'Teachers are embracing working with the community. Children do not see pathways but they see things they want to learn about. We look for the best person to do the job.'

'Headteachers are putting the power back to the class teachers regarding the curriculum. Headteachers know that we are the ones who deliver and trust us to do this.'

'As an authority we are much better at using data. It has made us think. We are more empowered because we know our young people so much better. We can make good decisions with them about the transition from BGE through to senior phase. We have the autonomy to meet their needs.'



## Illustrations of practice related to improvement

The E-Learning project continues to grow from strength to strength. It empowers headteachers and whole communities to benefit equitably from a much broader curriculum than might have been offered, particularly in smaller schools. Both primary and secondary schools across the authority benefit from E-Learning. Several local authorities across Scotland now provide courses through the authority E-Learning programme. The continued educational needs of young people and adults who have temporarily or permanently left the authority have been met through E-Learning. Some young people maintain important aspects of their Gaelic Medium Education as a result of E-Learning courses delivered from for example, Malaga, Spain.

The authority has had a rich debate over many years about approaches to curriculum development and delivery. Headteachers are now very satisfied with the extent to which the authority empowers them to structure and deliver progressive learner pathways, which take account of their local geography, economic infrastructure and demographics. The authority has collaborated very well with headteachers to develop a framework to support their thinking. As a result, a range of support materials are available which make expectations clear. Sound arrangements are in place for central officers and peer headteachers to support and challenge each other's thinking in relation to curriculum development and delivery.

Schools work at cluster level to undertake joint planning. An outstanding, but not isolated, example is the Cluster Science project which is particularly aimed at involving families in STEM subjects. The project involves all schools, including family centres, and works with local businesses, parents and partners. Transport to the school is provided so that all interested families can attend. Other award-winning projects that involve the community in the design and evaluation of the curriculum include reading projects and family learning.

# Thematic inspection findings

## 3. Staffing: How well do local authorities provide headteachers with flexibility to make decisions about staffing and leadership structures in their schools?

Headteachers have varying degrees of flexibility to make decisions about staffing and leadership structures in their schools. Further improvement is needed in the consistency of how headteachers and schools are empowered in relation to staffing. Their key focus needs to be on leading school improvements and being leaders of learning and the curriculum. Staffing shortages need to be addressed to ensure these do not limit empowerment of schools.

### Key messages

- Where there are staffing shortages, these are barriers to empowerment. They limit opportunities for collaboration for improvement, access to professional learning and the provision of flexible pathways in the curriculum.
- Headteachers are empowered to varying degrees in relation to recruiting staff. Further consistency is required to achieve the right balance between having flexibility in teacher appointments and support from the local authority to minimise workload.
- Schools welcome the additional flexibility that Pupil Equity Funding (PEF) has given them to create a range of posts, including promoted posts, targeted at particular needs in their schools.
- Headteachers value collegiate approaches with the local authority to addressing a range of staffing issues and indicate that this support is crucial to their protection and empowerment in relation to staffing.

### Involvement in recruitment processes

The majority of local authorities have clear, effective and transparent processes and procedures for recruiting school staff. Difficulties with recruitment of staff is a concern in the majority of local authorities and this is regarded as a national issue. Staffing shortages are considered barriers to empowerment in that they limit opportunities for collaboration for improvement, access to professional learning and the provision of flexible pathways in the curriculum. A minority of local authorities are taking positive action to address staffing issues in line with their local needs. This includes consolidation of part-time or temporary vacancies to full-time positions, relocation packages, 'grow your own' approaches such as supporting sponsorships for Post Graduate Diploma in Education (PGDE) qualifications and return to work opportunities. A few local authorities share staff across schools, for example to address shortages in areas of specialism.

Local authorities have a range of approaches in place, such as an annual recruitment exercise for unpromoted posts, to support schools in filling vacancies. This aims to ensure economies of scale in advertising, recruitment and selection of staff. In most local authorities, headteachers play a direct role in the recruitment



process. In around half of local authorities, headteachers feel there is the right balance between headteachers having flexibility in teacher appointments and support from the local authority to minimise workload and bureaucracy. However, headteachers in around half of local authorities are concerned about workload associated with recruitment and find processes slow and time-consuming. Around half of local authorities highlighted the positive relationships and contributions of professional associations in developing recruitment and other staffing policies and processes.

Headteachers in the majority of local authorities feel well-empowered in relation to recruitment of staff. Headteachers in a minority want to be able to appoint staff with the skills and experience more suited to their school. In around half of local authorities, headteachers are responsible for the advertising, recruitment and selection of promoted posts. Primary headteachers in a few local authorities do not feel sufficiently empowered in relation to staffing and feel that they are not engaged in recruitment as much as secondary headteachers.

## Flexibility in staffing and leadership structures

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Headteachers in the majority of local authorities have sufficient flexibility in staffing and leadership structures to meet the needs of their school. Local authorities have a range of ways to support schools in decisions about staffing. These include management points systems or formulae based on criteria such as school budgets, rolls and deprivation. Headteachers in a minority of local authorities feel that the processes to bring about changes in staffing and leadership structures bureaucratic and time-consuming. Headteachers in schools with PEF have valued the flexibility to create a range of posts targeted at particular needs in their schools. This has enabled them to create additional promoted posts and posts with responsibilities related to for example, raising attainment, supporting transitions, nurture, equality and inclusion and to involve a wider range of staff such as family support workers, counsellors and school-based social workers.

## Roles and responsibilities in developing and sustaining a professional school team

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Local authorities have a range of policies and supportive guidance in place that clearly outline roles and responsibilities in relation to developing and sustaining a professional school team. Headteachers in the majority of local authorities value the quality advice and guidance from Human Resource (HR) professionals from the local authority. They appreciate the collegiate approach with the local authority to staffing including staff recruitment exercises, grievance, disciplinary, occupational health support, workload and working time agreements and supporting professional learning. Headteachers indicate that support from HR specialists is crucial to ensure they work within employment law and other statutory requirements. Headteachers in a few local authorities explicitly stated that they do not want any further empowerment in relation to staffing since they want to focus on improving their school, learning, teaching and the curriculum.

## Headteachers' views on staffing

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'We have got the right balance here. The mix of individual autonomy and collective responsibility, together with strong HR support is working for us.'

'It's annoying when local authority pupil support teachers get pulled from your schools because of staff absences; but we understand it is part of being part of the collective and that we work together for all of the authority's children rather than just for our own schools. It's part of our moral compass.'

'We don't want empowerment to be about more admin. We need quality HR support so we can focus on the curriculum and improvement.'

'Recruitment is clear. I have access to my own HR Advisor and have quality, instant support. I get the same consistent advice and the 'human element'.'

'Parents expressed a view that they want their headteachers to lead schools, not do HR. I would find it extremely challenging to do my job if these services were taken away.'

'The large recruitment exercise works well. Headteachers can go on the panels if they have a vacancy. There is always discussion about the 'right fit' for your school. HR are always very keen to have these discussions.'

## Teachers' views on staffing

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'Additional staffing enables us to work more directly with our families in different ways. This is taking our impact way beyond schools now.'

'We need to understand when our colleagues need support in challenging situations. The central team organised training to help us be the best mentors and coaches we can be.'

'Teachers are empowered to lead on staffing too. Headteachers are more empowered than ever to use the staff they have, especially across the partnerships.'

'Tricky situation with staff. We have to beg, borrow and steal. It is not always possible to get any supply cover and so some development days for particular staff cannot always happen. People pick up the slack because they have to.'

'Headteachers value the wellbeing of staff and have invested in them through approaches such as mindfulness to keep their staff well.'



## Illustrations of practice related to staffing

A key enabler to the empowerment of headteachers in relation to staffing is the high-quality advice and guidance provided by trusted HR professionals with a deep knowledge of education policy. Headteachers highly value the support they receive in relation to local and national conditions of service, alignment of promoted posts to appropriate remits and job-sizing to ensure equity and avoid equal pay claims. Headteachers are very positive about the clear processes and procedures in place to support the employment and wellbeing of staff. Where intervention is needed, it is done at the earliest stage possible. HR support extends well beyond recruitment processes. HR professionals are highly-effective in applying their expertise to promote and uphold professional standards, including through provision of professional learning. The HR team has developed strong professional networks, for example, in developing bespoke arrangements with a university to address a shortage of drama teachers

The local authority has been proactive in taking forward a number of initiatives to increase the workforce. This includes training for returning teachers who have had a career break and opportunities through the 'Career Change Programme', which gives employees of the local authority an opportunity to retrain as a teacher. Distance learning opportunities are offered in partnership with universities. The local authority has recruited agency staff to target recruitment in remote areas. It has also looked globally and has successfully recruited sixteen teachers from Canada who have made a commitment to work in the local authority for at least one year.

Locality forums for additional support needs (ASN) have recently been introduced and are being piloted in one cluster. This allows resources to support children's ASN to be shared across a locality and gives a degree of flexibility to the allocations of support staff, depending on changing levels of need. Headteachers spoke very positively about this development, highlighting the authority's very enabling culture of collaboration and sharing.

# Thematic inspection findings

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## 4. Funding: How well do local authorities empower headteachers to decide how funding allocated to their schools for the delivery of school education is spent?

Headteachers have varying degrees of flexibility to make decisions about funding. Greater consistency is needed in the empowerment of headteachers and schools in relation to funding. This needs to ensure their key focus is on leading school improvements and being leaders of learning and the curriculum.

### Key messages

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- Overall, headteachers are supported well with a range of financial management information and guidance. Support and challenge from the local authority in relation to how funding is spent is appropriate.
- Support from local authority finance officers and business managers is crucial to empowering headteachers in making decisions about how their funding is spent.
- Some headteachers have concerns about the constraints of procurement processes but others understand that these procedures protect schools in a range of ways.
- Further work is required to ensure that staff, parents and learners are more involved in decisions about how funding is spent.
- Headteachers identified council budget efficiencies and not being sufficiently involved in decisions about how efficiency savings can be made within their schools as barriers to empowerment.

### Flexibility available to senior managers on finance

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Headteachers in the majority of local authorities feel sufficiently empowered in relation to deciding how funding allocated to their schools for the delivery of education is spent. They have freedom in decisions about their devolved school budgets and day-to-day running of their schools. They feel they have the right level of support and challenge from the local authority in relation to how funding is spent. Headteachers in around a half of these local authorities explicitly stated that they do not want more responsibilities in relation to funding since they feel this would prevent them from focusing on leading school improvements and being leaders of learning and the curriculum. Headteachers in a minority of local authorities want to be more empowered in relation to funding. Barriers to empowerment in relation to funding include council budget efficiencies and not being sufficiently involved in decisions about how efficiency savings can be made within their schools. Headteachers from a few local authorities indicated that they are having to rely increasingly on fundraising and sponsorship from businesses and partners.

## Support for financial management processes

Headteachers from most local authorities highlighted the support from local authority finance officers and business managers as being crucial to empowering them in making decisions about how their funding is spent. They are supported well with a range of financial management information and guidance. Headteachers in around half of local authorities highlighted the good quality of support and guidance they received from the local authority about using PEF allocations. This enabled them to make the right decisions for their schools.

Those with access to business managers, sometimes located in schools, are highly appreciative of the support they receive in relation to budgeting, staffing, health and safety and procurement. Headteachers in a few local authorities indicated that they now have less access to business managers as they are located centrally or responsible for clusters rather than just secondary schools. This is resulting in workload issues for headteachers. Concerns about constraints of procurement processes were raised in around a third of local authorities. However, in around a quarter of local authorities, headteachers understand that procurement procedures protects them in a range of ways. Headteachers in a minority of local authorities are concerned about too much of their time being spent on administration related to funding. A few would like more regular and more detailed budgetary information to enable them to make financial decisions more timeously. Further work is required to ensure that staff, parents and learners are more involved in decisions about how funding is spent.



## Headteachers' views on funding

'There could be unintended consequences of having more autonomy in that we would not be protected by being part of the big team.'

'We don't want empowerment related to finance to mean that we get everything to do. Without the right support from the local authority, we would focus more on admin rather than leadership of education.'

'We have confidence that we can be creative in how we spend our budget linked to our school improvement plan; we also have strong accountability linked to leading improvements in pupil progress – we revisit our impact statement regularly.'

'I have so little money left to improve the school that I find it difficult to empower staff to make the changes we need to make.'

'We have not yet been involved in strategic discussions about what empowerment means in relation to staffing and funding and how accountability ties in with that.'

'The infrastructure around finance has improved. There is more scrutiny and more support. It is great to meet finance staff face-to-face on a regular basis and the Education Group meetings have finance on the agenda each time.'

## Teachers' views on funding

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'There are many procedures that we do not understand. There is heavy bureaucracy and they can be tricky. But we know why these are needed.'

'The authority do very well to empower schools to decide how to use their own budgets and get the best from it.'

'We have full autonomy to spend our PEF money but we are accountable. Interventions that work are still in place, others have been dropped.'

'We are a 'jack of all trades' filling in grant forms to secure additional funding. If we are to support the next generation we should not have to spend hours of our own time fighting for money through applying for grants.'





## Illustrations of practice related to funding

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A tool available to schools provides headteachers with the opportunity to place annual revenue funding into council reserves. This allows planning for larger areas of investment in the future to meet the needs of the school. This tool enables headteachers to essentially 'save up' for the purpose of defraying expenditure to be incurred from time-to-time in repairing, maintaining and renewing any buildings, works, equipment or articles belonging to the school. This allows resources to be more efficiently managed and offer greater flexibility and control of budget at a local level within the principles of the scheme.

Given levels of flexibility within staffing budgets, headteachers are able to make local decisions on how best to utilise the budget associated with the approved staffing model for their school. Using virement and carry-forward facilities, headteachers can decide locally on the most effective use of all devolved budget lines, subject to financial/HR procedures and policies. This also applies to managed/efficiency savings targets which each establishment has to meet each year in order to contribute to the overall saving requirement of the department/council.

# Readiness for empowerment overall findings

Empowered, responsible and collaborative schools are an important part of the shared vision for Scottish education in delivering excellence and equity for all. The evidence from this thematic inspection on Readiness for Empowerment indicates that local authorities, while at different stages, are implementing a range of strategies and approaches to develop an empowered education system.

The following dimensions of empowerment are emerging as features of practice within and across Scottish schools.

## Dimensions of Empowerment

<b>Autonomy:</b>	having permissions and freedom to take the initiative and be creative and innovative in meeting the needs of learners and individual school's context within a flexible framework of delegated leadership responsibilities.
<b>Professional learning:</b>	enabled through engaging in career-long professional learning which challenges thinking, develops skills of enquiry and criticality, promotes collaborative practices and impacts on learning of children, young people and adults.
<b>Participation and engagement:</b>	involvement in, and ownership of, evidence-based decision-making about the life and work of the school built through consensus.
<b>Collaboration:</b>	engaging in co-production, solution-orientated activities to deliver and improve education and achieve collective goals and aspirations for learners and schools.
<b>Resources:</b>	having access to skills, information, guidance, tools and resources to bring about improvement to school practices and performance.
<b>Impact:</b>	being responsible, trusted and accountable for actions leading to improved outcomes for learners.

These dimensions of empowerment are important levers for change to support further discussions and developing further empowerment of headteachers and schools. They can apply at all the different levels of the education system to ensure that decisions about children's and young people's learning and school life are taken within schools, supported by parents and the local community.

## Key strengths

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1. Headteachers have the freedom and responsibility to lead improvement in their own schools enabled by flexible structures and support and challenge from local authority staff.
2. Improvement planning processes are now more streamlined and the balance between national and local priorities and those identified from individual school's self-evaluation evidence is appropriate.
3. Professional learning, leadership development, access to an increasing range of qualitative and quantitative data and increasing collaboration within and across schools are enabling empowerment of headteachers and schools to bring about improvement in their schools.
4. Within a range of supportive policies, guidance, curriculum frameworks and shared resources, headteachers and schools are empowered to design and deliver a curriculum which meets their own school's local context.
5. The collegiate approaches between the local authority and schools to staffing supports empowerment of headteachers and schools.
6. Support and challenge from local authorities are empowering headteachers in making decisions about how their funding is spent.

## Aspects for improvement

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1. Continue to develop and apply the range of qualitative and quantitative measures of success to monitor and evaluate improvements and to ensure high priority is given to gathering evidence of impact on excellence and equity for all.
2. Ensure consistency in empowerment of headteachers in leading improvement through collective leadership and developing a culture of decision-making and influencing direction.
3. Build on the emerging approaches to collaboration to support empowerment, both within and across schools. These approaches need to have clarity of purpose and focus. Schools need to be able to demonstrate improvement in learning, teaching and outcomes for learners as a result of their collaboration.
4. Further support teachers to take the initiative and be creative and innovative in continuing to improve progression, through the broad general education (BGE), especially at points of transition from primary to secondary, and from the BGE through to the senior phase to reflect individual school contexts and learners' needs and interests.
5. Consider ways to further improve the consistency of headteacher empowerment in relation to staffing and funding while ensuring their key focus is on leading school improvements and being leaders of learning and the curriculum.
6. Address staffing shortages to ensure these do not limit empowerment of schools in relation improvement and developing the curriculum.
7. Ensure parents, learners and partners are more actively engaged in contributing to improvement, in designing the local curriculum and in its evaluation, in recruitment of staffing and in decisions about how funding is spent as appropriate.
8. Engage staff and school communities further in discussions about what empowerment means and the potential benefits for learners.

# Recommendations

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## National partners

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- 1.1 Develop and promote a shared understanding of empowerment at each level in the system (practitioner, school leader, authority, regional and national) and ensure that the potential benefits for learners are clearly understood.
- 1.2 Identify ways to further clarify national expectations in relation to the curriculum to maximise school empowerment to design the local curriculum.
- 1.3 Identify actions needed by national and local partners to address staffing shortages in order to ensure these do not limit empowerment of schools in relation improvement and curriculum leadership.
- 1.4 Reflect the dimensions of empowerment in evaluation frameworks and toolkits being devised to support the development of an empowered system.

## Local authorities

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- 2.1 Further develop a culture of collective leadership and decision-making where headteachers regard themselves as system leaders.
- 2.2 Ensure arrangements are in place to promote collaboration within and across schools and beyond to improve education standards and achieve collective goals and aspirations for learners and schools.
- 2.3 Develop and provide guidance, ways of working and support to promote autonomy and enable empowerment of schools in relation to improvement and curriculum leadership.
- 2.4 Ensure appropriate arrangements are in place for staff at all levels to access high-quality professional learning which challenges thinking, develops skills of enquiry and criticality, and promotes collaborative practices.
- 2.5 Develop collective leadership through co-producing with schools a range of supportive policies, guidance, curriculum frameworks and shared resources to ensure headteachers and schools are empowered to improve school practices and performance.
- 2.6 Put in place suitable arrangements to ensure greater consistency of headteacher and school empowerment in relation to staffing and funding processes. These should ensure that headteachers' key focus is on leading learning and school improvements.

## Headteachers and schools

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- 3.1 Promote empowerment of the school community through participation and engagement of staff, children and young people, parents and partners. This should ensure involvement in, and ownership of, evidence-based decision-making about the life and work of the school built through consensus.
- 3.2 Ensure staff at all levels are responsible and trusted to bring about improvements which impact on learning and teaching and outcomes for learners.
- 3.3 Support staff to take the initiative and be creative and innovative in continuing to improve progression through the learner journey, particularly at transition points.



# Appendix 1:

## Local authorities visited

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- Aberdeen City Council
- Aberdeenshire Council
- Angus Council
- Argyll and Bute Council
- Clackmannanshire Council
- Dumfries and Galloway Council
- Dundee City Council
- East Ayrshire Council
- East Dunbartonshire Council
- East Lothian Council
- East Renfrewshire Council
- Falkirk Council
- Fife Council
- Glasgow City Council
- Inverclyde Council
- Midlothian Council
- Moray Council
- North Ayrshire Council
- North Lanarkshire Council
- Orkney Islands Council
- Perth and Kinross Council
- Renfrewshire Council
- Scottish Borders Council
- Shetland Islands Council
- South Ayrshire Council
- South Lanarkshire Council
- Stirling Council
- The City of Edinburgh Council
- The Highland Council
- West Dunbartonshire Council
- Western Isles Council (Comhairle nan Eilean Siar)
- West Lothian Council

# Appendix 2: Explanation of terms of quantity

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The following standard Education Scotland terms of quantity are used in this report:

All 100%

Almost all 91%-99%

Most 75%-90%

Majority 50%-74%

Minority/less than half 15%-49%

A few less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

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**CLACKMANNANSHIRE COUNCIL**

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**Report to: People Committee**

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**Date of Meeting: 14 March 2019**

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**Subject: Education Scotland Inspection Clackmannan Primary School and Nursery**

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

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**1.0 Purpose**

1.0 To share the outcome of the inspection process at Clackmannan Primary School and Nursery .

**2.0 Recommendations**

2.1 It is recommended that the People Committee note the findings of the report and engage with the Headteacher re the school's strengths and areas for improvement .

**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 and nursery from 22<sup>nd</sup> to 26<sup>th</sup> October 2018.

**3.3 The review found the following strengths in the school and nursery**

- The Headteacher's leadership and the value placed on shared leadership opportunities for staff. The effectiveness of the senior leadership team in developing a positive learning environment and a whole-school approach to health and wellbeing.
- Children who are energetic, participate actively in the life of the school, and have an understanding of the importance of healthy lifestyles. Interesting learning experiences including learning through play and outdoors leading to children engaging in their learning.
- Partnerships between the school and nursery class, partners and wider community leading to effective support for children and their families. The caring and supportive team who strive to do the best for children in helping them to be ready to learn.

- The welcoming atmosphere within the nursery where the importance of nurturing young children’s wellbeing is understood by all practitioners.

**3.4 The following areas for improvement were identified and discussed with the Headteacher and Improving Outcomes Manager.**

- Improve consistency in high quality learning and teaching and take account of assessment information to ensure next steps in learning build on prior learning.
- Continue to improve and widen approaches to self-evaluation leading to further raising attainment.

3.5 Education Scotland are satisfied with the progress that the school and nursery are making and will make no further visits.

3.6 Education services will continue to monitor and evaluate ongoing improvement in line with current quality assurance processes.

**4.0 Financial Implications**

4.1 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

**10.0 Legality**

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

Yes.

**11.0 Appendices**

1. School Report
2. Nursery Report
3. Parent Letter

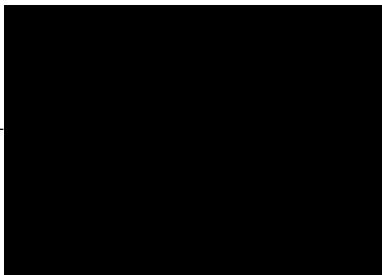
**12.0 Background Papers**

None

**Author(s)**

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Cathy Quinn	Improving Outcomes Manager	01259 452424

**Approved by**

NAME	DESIGNATION	SIGNATURE
Anne M Pearson	Chief Education Officer	
Fiona McOmish	Strategic Director (People)	



# Summarised inspection findings

**Clackmannan Primary School**

Clackmannanshire Council

22 January 2019

## Key contextual information

The school continues to undergo a prolonged period of major refurbishment. The headteacher has been in post for two years and has managed the decanting of classes and liaison with officials responsible for the building works very effectively. During the inspection, new dining accommodation was being built to the south-east side of the building. This is progressing well and the nursery class will benefit from new accommodation in an extension due for completion next session.

### 1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- n developing a shared vision, values and aims relevant to the school and its community
- n strategic planning for continuous improvement
- n implementing improvement and change

- n The headteacher has been in post for two school sessions. She is effective in her leadership and management role and is establishing positive relationships across the school, with partners and, increasingly with parents. She is having a positive impact on the learning environment, the development of effective teamwork and improved learning experiences for children.
- n The headteacher and staff have consulted widely to revise the school's vision and set of values. They are becoming increasingly evaluative about the school's work and developing a common understanding of what the school aspires to achieve for learners. The headteacher has led a range of professional learning sessions with staff resulting in a significant impact on consistency in learning across the school. The headteacher and depute headteacher have prioritised leading the development of the school's health and wellbeing curriculum. The school has an appropriate focus on nurture and resilience in recognition of the school's unique context. Staff should now take steps to further promote equalities as a feature of the school's values. The headteacher should take forward the school's strategic plans to consult more widely with parents and partners in the self-evaluation of the school's initiatives and improvement priorities.
- n Staff work effectively together in taking forward whole-school improvement priorities. They are motivated by changes to the school's provision through partnership working with other supporting agencies such as educational psychological services. This joint working is valued by staff and helps them provide support for the range of needs children have. Children are also motivated by new approaches to health and wellbeing, literacy and numeracy. Their involvement in participation groups is helping foster a sense of pride and achievement. The school works with other schools in the cluster to take forward improvement priorities. These priorities are created as a result of understanding its context and considering the features it has in common with a wider group of local schools. In developing the school's approaches to improving attainment, staff should continue to focus on high-quality learning, teaching and

assessment and developing the curriculum. The school has correctly identified these aspects in its strategic plans for improvement.

- n Staff across the school are committed to achieving success for all children. They understand the demographics and unique context of Clackmannan well. As a result, they know the children and families well and understand learners' individual needs. They place high importance on supporting the emotional and social needs of children and have created a welcoming environment. Staff have built effective partnerships and relationships with local partners in the community. The school is regarded positively by its community and the headteacher is committed to establishing and sustaining positive links with all families.
- n The headteacher encourages distributed leadership and communicates clearly to staff in identifying change in their own practice and across the work of the school. This includes children having a say through participation groups, well-planned health and wellbeing curriculum and a growing emphasis on play-led learning. The clear focus of the headteacher on improving health and wellbeing and children's self-esteem is leading to most children being ready to learn and engaging positively with school.
- n Staff make effective use of challenge questions from the national self-evaluation toolkit *How good is our school?* (4th edition) when evaluating the work of the school. They work effectively as leaders of learning and are developing a shared vision of Curriculum for Excellence. Staff demonstrate a commitment to continuous improvement and are keen to learn from others to ensure they continue to refine and improve their practice. They value the opportunities they have for professional dialogue and liaison for planning for learning. This helps them to regularly support one another in improving consistently high-quality learning and teaching. Staff access a variety of professional learning opportunities including peer visits and cluster school meetings. We have encouraged staff to continue to look outwards at practice beyond their own school and cluster. We have asked that staff maximise opportunities for professional dialogue amongst themselves and with promoted staff. This will strengthen consistency across the school in implementing and evaluating initiatives related to anti-bullying, positive behaviour and the use of assessment.
- n Children across all stages are contributing to school improvement through their leadership responsibilities. There is an established link with Lornshill Academy where leadership skills, gained through 'young leader training', are further developed through the active schools programme. There is scope to increase the range of ways children contribute to evaluating the school's work and involve them more systematically using recently published national guidance.
- n The school benefits from Pupil Equity Funding (PEF) and identifies early intervention in literacy and numeracy as the focus for additional staffing and resources. Taking forward its partnership with Psychological Services, the headteacher and depute headteacher should define the measures to evaluate success and plan next steps.

## 2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- n learning and engagement
- n quality of teaching
- n effective use of assessment
- n planning, tracking and monitoring

- n There is a positive ethos throughout the school. Relationships amongst most children are positive. Across the school, children are developing skills in taking turns to talk and appreciating the views of others. Overall, most children engage positively in their learning and have mutually respectful relationships with staff. Most listen carefully to their teachers and are well behaved. There is scope to increase the pace and challenge in lessons across the school to improve children's engagement in learning.
- n In almost all classes, children lead aspects of their learning and select activities to match their capability. They take responsibility and are becoming increasingly independent in their learning. Almost all children, are developing their skills in talking about their learning and understanding their progress.
- n Overall, the quality of teaching is good. It is underpinned clearly by the school's values of achievement, nurture, fairness, honesty and respect. A few teachers show particular skill in motivating learners through skilfully matching learning with their needs. They successfully use varied strategies to motivate children, ensuring learning is relevant and interesting.
- n All teachers use digital technologies to enhance teaching and stimulate children's learning. They use digital technologies to record, assess and celebrate children's learning.
- n The school is in the process of developing an outdoor classroom to provide children with an alternative learning space. Teachers should continue to develop play-led learning at the early level and build on this effective approach.
- n All teachers give clear explanations and instructions to children, with most teachers outlining appropriate learning intentions and success criteria. Children are developing a clear understanding of their learning. A next step for the school is for teachers and children to work together to develop success criteria more consistently. There is scope to improve consistency in the use of questioning to deepen children's learning.
- n Teachers use a range of assessments to help them determine children's progress and plan ongoing teaching and learning. They should now consider developing a framework for assessment including holistic assessment. This will support the team in developing a shared understanding of what children can be expected to achieve.
- n The senior leadership team hold useful, termly tracking and monitoring meetings with teaching staff to discuss children's progress and planning for learning. Children's progress in literacy and numeracy is tracked against local authority progression pathways and assessed



against national benchmarks. Teachers are becoming more confident in using assessment information leading to children making appropriate progress in their learning. Teachers also track the progress of targeted children regularly in areas such as attendance, attainment, risk of exclusion, engagement and participation in wider achievement. This is leading to improved engagement and participation for individual children and their families. The school is about to implement the local authority tracking system. This will help staff to develop a clear overview of children's progress and on-going needs.

- n Appropriate support and interventions are identified to address concerns regarding children's progress. There is scope for senior leaders and teachers to formalise the recording and monitoring of children's needs, the interventions and impact on learners. Teachers continue to undertake a variety of planned moderation activities at school, cluster and local authority levels. This is leading to increased reliability and confidence in their professional judgements. It is also leading to greater consistency in the quality of teaching, learning and assessment across the school.

## 2.2 Curriculum: Learning pathways

- n The school has successfully developed its curriculum for health and wellbeing. Interdisciplinary learning allows for appropriate personalisation and choice for learners.
- n Progression pathways, whilst they vary in style and structure, support the planning and delivery of the experiences and outcomes across all aspects of the curriculum. The quality of the programme in one-plus-two should be reviewed in line with national guidance. Children have requested more opportunities for art and drama. Staff should continue to ensure that a broad general education is in place for all learners. Developing consistency in skills progression pathways in all curricular areas will improve progression and build more systematically on children's prior learning.
- n Staff make effective use of digital technologies to create attractive wall displays of children's learning and achievements. There is scope to use displays to exemplify success in children's progression across CfE levels. This will help raise expectations throughout the school. 'Latest and best' portfolios exemplify children's individual success in their learning and progress. The school should build on these to share learning with peers and parents.
- n Teachers take account of children's levels of achievement when planning themes in literacy and numeracy across the curriculum. Commendably, the school gives priority to skills for learning, life and work through regular focus weeks and activities on careers involving parents and partners. Developing the young workforce experiences and outcomes should now be linked more closely to the broad development of skills across the curriculum. Teachers should further develop citizenship, equalities and creativity.
- n Teachers should increase opportunities for children to experience learning outdoors. They should now ensure they implement fully the progression pathway designed by the school.
- n Staff should further extend the use of digital technologies across curriculum pathways to support learners.

## 2.7 Partnerships: Impact on learners – parental engagement

- n Senior leaders and staff work together to continually increase parental and family engagement in their child's learning. The school has gradually increased attendance at curricular evenings, 'family conference evenings', and introduced curricular evening led by children. These activities are evaluated positively and help family members understand how well children are progressing. Parents value the development of 'latest and best' portfolios. These help them to engage more effectively in talking to their child about their learning.
- n The school makes effective use of social media platforms to communicate with parents. The Parent Council also promotes school activities and engages with the wider parent forum. Senior leaders seek parents' views regularly. This helps staff to develop an understanding of children's and parent's needs. Recently, the school acted on parents views to organise a number of well-focused curricular evenings. The headteacher and staff aim to support all children, parents and families and respond positively to any concerns raised.

## 2.1 Safeguarding

- n The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

### 3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- n wellbeing
- n fulfilment of statutory duties
- n inclusion and equality

- n The school has a strong, inclusive ethos where children are encouraged to develop a positive attitude to learning, respect for others and to succeed in a growing range of achievements. Children speak with confidence about the importance of respect towards adults in the school. They show a developing understanding of how they should respect one another and demonstrate this through positive behaviours and learning. The appropriate emphasis placed on respect and the meaning of the wellbeing indicators is leading to children beginning to use the language of rights education to evaluate and resolve situations and incidents of conflict.
- n Wellbeing of children, staff and parents is valued and understood by the school and the range of partners linked to supporting children and their families. Collectively, they make effective use of wellbeing indicators from Getting it right for every child for whole-school focus weeks and events. This is supported through the health and wellbeing curriculum, class lessons and regular discussions with children. The focused discussions are helping develop children's skills of reflection. There is headroom for further development in children's understanding of wellbeing and their empathy for others. Children are well informed about initiatives such as developing resilience. However, children are not yet fully understanding how these help them to improve their wellbeing both in school and at home. The school should continue to focus on its development of resilience and building self-esteem ensuring this leads to all children feeling confident about their learning and positive about being in school. The continuous focus on improving wellbeing throughout the school is leading to positive outcomes for most children. The staff are making progress in improving the level of understanding children have of themselves and the skills they are learning.
- n Most children, staff and parents are proud of the school and identify positively with its values and achievements. Staff support children effectively and support one another in providing a caring environment for children. The school's recently developed approaches to conflict resolution and restorative practices focus on the importance of respect. These approaches are becoming increasingly consistent and implemented by most staff across the school. The school should continue to improve consistency in positive behaviour management approaches and ensure that these are understood fully by children, staff and parents. The school should consider developing a clear understanding of children's rights to develop their responsibilities towards one another. Overall, relationships between staff and children across the school are positive. There is scope for relationships amongst a few children to improve and become more understanding of the feelings and needs of others. The recently introduced electronic tracking of bullying incidents will help improve the tracking and monitoring of incidents and recurring issues as they arise.
- n Diversity is respected and approaches to developing children's and staff's understanding about barriers to learning continues to be extended. The recently revised curriculum for health and

wellbeing should now further develop the school's policy on promoting equalities. Building on the positive outcomes arising from the school's self-evaluation work, all children are included in participation groups that focus on various aspects of the school.

- n The school fulfils its statutory requirements. Individual children's plans increasingly involve children, parents and staff effectively in their development, implementation and review. The teamwork of staff is leading to the needs of most children being met within the classroom setting. Staff use collaborative planning and guidance from promoted staff well. They recognise and plan strategies to support children who require high levels of intervention and additional support in their learning. The progress of children with additional support needs is monitored systematically and the success of interventions is evaluated regularly through professional dialogue. The school should continue to evidence the effectiveness of strategies to promoting positive behaviour. The commitment to professional learning for staff is developing an understanding of how social and emotional barriers impact on children's learning. The school should take forward its plans to fully implement its universal approach to understanding children's neurological development, nurture principles and attachment theory. (RfL) Staff are developing skills using the nurture framework which will assist in evaluating the early intervention work supported through Pupil Equity Funding. The school should consult with the education authority to review its accessibility plan and consider how all users can access the first and second floors of the building.

### 3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- n attainment in literacy and numeracy
- n attainment over time
- n overall quality of learners' achievement
- n equity for all learners

- n The overall attainment in literacy and numeracy is satisfactory. The majority of children, including those requiring additional support with their learning, are achieving appropriate Curriculum for Excellence levels. There is headroom to raise children's attainment across the school to ensure all children are challenged and achieve their full potential.
- n The school's data shows that by the end of P1 most children achieve early level in reading, writing and listening and talking and the majority achieve in numeracy. By the end of P4, most children achieve first level in listening and talking, and the majority achieve first level in reading and writing and numeracy. By the end of P7, the majority of children achieve second level in reading, writing, and listening and talking but around half in numeracy.
- n The inspection team is confident that data provided by the school, is becoming more accurate in illustrating children's progress. Senior leaders and teachers should continue to engage regularly in focused dialogue relating to children's progress and raising attainment. The increased rigour and coherence of the recently introduced local authority tracking and monitoring system should support professional dialogue and progression.

#### Attainment in literacy and English

- n The school's approaches to raising attainment in literacy and English result in most children making satisfactory progress from their prior levels of attainment.

#### Listening and talking

- n Across the school, most children listen well to instructions from their teachers. Most are engaged during class activities and take turns to respond to adults and their classmates. At all stages, most children enjoy listening and contributing to discussions linked to a good variety of novels. At first and second level, most children participate in class and group discussions well. There is scope to develop children's skills in listening and talking more progressively.

#### Reading

- n The school fosters an enjoyment in reading. Children access texts of their choice from well-stocked class libraries. Children at the early level, use knowledge of sounds and letters to read and write words. They use illustrations effectively to support their understanding of texts. Almost all children at the early level, express their preferences when selecting books. As they progress through first and second levels children demonstrate increased fluency and effective expression in their reading. By the end of second level, they understand the writer's craft and talk about characters and setting with confidence. They research information with growing confidence and from a range of sources. There is scope to increase children's skills in comprehension and be confident readers in a wider range of texts.

## **Writing**

- n Overall, most children make satisfactory progress in writing and a few make good progress. At the early level, most children are beginning to develop independence in writing. At first level, the majority of children write independently, punctuating most sentences accurately. They organise writing in a logical order and appropriate format. They use simple punctuation accurately. By end of second level, the majority of children use sentences of differing lengths and vary sentence openings. Most link sentences using a range of conjunctions and use paragraphs. There is scope to develop children's writing skills through applying these to a wide range of real contexts.

## **Attainment in numeracy and mathematics**

- n The school's approaches to raising attainment in numeracy and mathematics result in the majority of children making satisfactory progress from their prior levels of attainment. A few children are exceeding these levels. Teachers should ensure problem solving skills are developed systematically and that the level of challenge builds on prior learning.

## **Number, money and measurement**

- n Children at all levels, have a good understanding of number. At the early level, children count up to 30 confidently. They add and subtract accurately within 20. At first and second levels, the majority of children calculate across the four processes with growing accuracy. They are developing an increasing knowledge through handling money and identifying all coins. At first level, children read simple analogue clock times. At second level, they use and convert minutes and hours confidently. They are not yet confident in reading 24 hour clock notation.

## **Shape, position and movement**

- n Children at all levels have a good understanding about the properties of 2D shapes and 3D objects. At second level, the majority of children describe different types of angles well.

## **Information handling**

- n Across all levels, children interpret bar charts. At first and second levels, they identify different types of graphs and charts but are not yet skilled in using a variety of information.

## **Problem solving**

- n Children at all levels enjoy problem solving and most use a variety of strategies to solve problems with growing confidence.

## **Attainment over time**

- n The school provided attainment data for literacy and numeracy for the past three years. They also provided data for this current session. The school is not yet in a position to provide similar data for other curriculum areas. Senior leaders recognise that the school's attainment data for literacy and numeracy is becoming more reliable as teachers are developing confidence in making robust professional judgements about achievement of a level.

## **Overall quality of learners' achievement**

- n Across the school, staff are beginning to track and monitor children's participation in activities across the four contexts of learning. This helps them to ensure that all children are given opportunities to achieve and develop a range of skills. Children are using their 'latest and best' portfolios well to demonstrate the skills they are developing and the impact of these.
- n Children take part in school opportunities to achieve and develop leadership skills. These include an Eco-Schools Scotland group and a Sports-Scotland group. Commendably, the school has achieved Sports-Scotland Gold Award for the quality of its work. Most children



have achieved success in sports activities, representing the school in a variety of ways. Children have also excelled in local authority quizzes and engaged in various fundraising activities. They are developing confidence and raising self-esteem through contributing effectively to the local community.

### **Equity for all learners**

- n Teachers continue to develop a good understanding about the needs of all children. They track and monitor children's progress appropriately, ensuring children who face barriers to their learning, are supported well to achieve success.
  
- n The school has used the Pupil Equity Funding (PEF) in a range of ways to improve attainment and health and wellbeing. The impact of the school's initiatives is to be evaluated. However, partnership work with Strathclyde University in relation to developing reading shows promising signs of raising attainment through children's engagement in reading.

## Choice of QI: Leadership of Learning

This indicator relates to leadership of improvements in learning and teaching. It highlights the importance of professional commitment to improving pedagogy through a range of approaches to career-long professional learning including collegiate working. It focuses on leadership which improves outcomes for learners through enabling them to lead their own learning.

- n Professional engagement and collegiate working
- n Impact of career-long professional learning
- n Children and young people leading learning

- n The headteacher is well-focused on school improvement and values teamwork. All teachers have a leadership responsibility and report feeling empowered in their roles. Shared leadership amongst the staff team is a strength in their approaches to teamwork and continuous improvement. The headteacher and depute headteacher promote leadership and school improvement through implementation of professional review. Employee Review and Development (ERD) processes evidence the impact of career long professional learning (CLPL) on learners.
- n Staff are encouraged to use their skills, interests and expertise to lead aspects of the school's work. This is leading to consistency of practice in learning and teaching in numeracy, reading and in responding to children's emotional wellbeing.
- n Staff take collective responsibility for all children, and use analysis of key assessment data to know and understand their needs. They work effectively with other professionals to provide support to children in order that their needs are recognised and support is targeted appropriately.
- n There is a developing culture of improvement through CLPL, with many staff having undertaken additional leadership training during the past two years. This growing expertise is used to guide and implement change. Professional knowledge and skills together with reflection, are showing promising signs of impacting on attainment in literacy, numeracy and health and wellbeing. The school should continue to look inwards, outwards and forwards learning from colleagues in other schools, other local authorities and beyond.
- n The school's work in improving reading has led to visits from other schools and contributes effectively to the authority and cluster improvement agenda. The school has well-established partnerships with Strathclyde University ensuring the focus on reading improvement is based on up-to-date research.
- n Children lead regular successful curriculum evenings, including reading and numeracy, resulting in them sharing their learning with families. Children take leadership roles through participation groups. In addition, children at second level have taken the lead in the nursery by planning and developing learning opportunities for younger children. Children have opportunities to lead learning in classes by being involved in the planning of interdisciplinary learning opportunities leading to engaging them more fully in their learning.
- n Whilst P7 children have a leadership role related to Developing the Young Workforce (DYW) this approach to DYW should be extended across the school exemplifying how skills developed in school have real life applications. This has the potential to improve engagement with the

learning process. In taking forward the school's ongoing development of the curriculum, staff should ensure children are fully involved and build on the positive start made to personalisation and choice.

- n As identified by the school, staff should further develop formal peer moderation processes. The recently established teacher learning community should further develop feedback to learners. Staff should define the language for learning to help children understand themselves well as learners.

## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

# Summarised inspection findings

**Clackmannan Primary School and Nursery Class**

Clackmannanshire Council

[Click here to enter a date.](#)

## Key contextual information

Clackmannan Nursery Class provides early learning and childcare for children aged from two years. At the time of the inspection, there were 58 children aged three to five years and 13 children under three years of age. The service provides morning and afternoon places. It offers a limited number of “flexible-day” places for children who stay all day. The nursery has two main playrooms with access to an extensive and well-planned outdoor space. This session, changes to the nursery team have included the appointment of an additional graduate to the senior leadership team. A peripatetic teacher provides support for two and a half days per week.

### 1.3 Leadership of change

good

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- n developing a shared vision, values and aims relevant to the setting and its community
- n strategic planning for continuous improvement
- n implementing improvement and change

- n A clear statement of vision, values and beliefs has been established through a recent and appropriate consultation process. These encompass the school and nursery and put positive outcomes for children at the centre of their joint work. Everyone is encouraged to look outwards to the wider world. Practitioners and teachers across the early level have a shared vision for the development of high quality early learning based on play. Going forward, practitioners, teachers, and senior leaders should work together to establish key aims for the future development of the early level. This will be particularly relevant in the context of developments within the early level team and setting.
- n Practitioners are committed to improvement. They are reflective and value the positive and supportive leadership of the headteacher. Regular meetings provide opportunities for practitioners to discuss what is working well and what they can do to support children better. They have begun to explore how they can manage self-evaluation for improvement more systematically. This has been effective in helping improve learning environments and experiences. Practitioners recognise that this is an area they should develop further.
- n There has been significant change in the practitioner staff team over the last year. Leaders within the nursery have made a positive start in developing a strong climate of improvement based on mutual respect, trust and collegiality. They should continue to develop effective teamwork along with school colleagues and partners. This will optimise the use of skills and expertise in the improvement process.
- n Practitioners are keen to develop their individual skills and to take on leadership roles. Where it works well, practitioner leadership is effective in improving experiences and outcomes for children and families. The recent enrichment of outdoors experiences through strong community involvement is a good example of this. Practitioners are open to new ideas and apply their developing knowledge of how children learn when improving their practice. Further development of leadership at all levels is a priority in the current improvement plan.

- n Senior leaders should continue to support practitioners to make more effective use of HGIOELC? and national practice guidance. This will support continued improvement and assist in measuring the impact of change. In improving self-evaluation, senior leaders should involve parents, children and partners as fully as possible. This will ensure that improvement work takes full account of the aspirations and needs of children, families and the wider community.

## 2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- n learning and engagement
- n quality of interactions
- n effective use of assessment
- n planning, tracking and monitoring

- n The ethos and culture of the nursery reflects the team's commitment to nurture and learning through play. Practitioners use thoughtful, individualised approaches to support children to engage in the range of learning experiences on offer. As a result, most children are motivated and engaged in their learning. Practitioners working with children aged two to three years are caring, supportive and kind in their interactions. They take good account of children's individual needs when planning care. Most children are happy and settled in their playroom.
- n Children enjoy taking on responsible roles in the nursery, for example in helping prepare snack. There is scope for children to be supported to develop early leadership further.
- n Most children know how to access materials and are confident when making choices. Practitioners support them well to develop their individual interests in the course of their play. Children aged three to five move freely between indoor and outdoor learning spaces throughout the session. Work to improve the outdoor learning space of the nursery has significantly enhanced children's experiences. Children demonstrate assurance and energy as they explore the possibilities of a range of well-designed learning spaces. The mud kitchen, learning shed, and a wide range of loose parts, enable children to revisit their play over time. As a result, children are developing their creativity, imagination and problem solving skills well.
- n Overall, experiences of play provide good opportunities for children to initiate learning experiences across a range of engaging contexts. As the team continue to improve provision, they should develop further their use of questions and comment to support children's thinking. Practitioners working with younger children should extend children's scope to engage in messy and sensory play indoors and provide more natural materials.
- n When planning learning, practitioners seek to take account of children's interest and prior learning. Practitioners working with children aged two to three years make appropriate use of observations of children's developing schemas to shape their experiences. As practitioners continue to improve planning, they should work together to develop a consistent approach to making and using high quality observations.
- n Practitioners make effective use of wall displays to document episodes of learning with children. They should consider the use of floor books and similar resources as tools to support



useful conversations about learning. This will support children to develop language to evaluate experiences and plan how to take their learning forward.

- n Practitioners know children well as learners. Effective use of social media platforms keeps parents informed about children's learning in the nursery. We have asked practitioners to review their use of electronic learning journals. This will develop further partnership between children, parents and practitioners in recognising children's achievement and considering next steps.
- n The tracking of children's progress is a focus for continuing improvement in the current session. In partnership with colleagues in the primary school, practitioners have begun to make use of learning pathways with the National Benchmarks. This is helping them to make accurate evaluations of children's progress. Teachers in primary one report that this is helping them to manage progression in learning more effectively at transition. Senior leaders should continue to support practitioners as they develop skill and confidence in making effective use of tracking and monitoring. This will help secure improved outcomes for all children.

## 2.2 Curriculum: Learning and development pathways

- n The curriculum framework takes good account of the importance of play in early learning. Children of all ages benefit from daily access to high quality outdoor learning experiences.
- n Practitioners working with children aged three to five, use the experiences and outcomes of Curriculum for Excellence to plan a range of learning across the curriculum. They should continue to monitor the use of group time as a useful approach to learning and teaching in the nursery.
- n Practitioners and senior leaders should now build on their use of national practice guidance, 'Building the Ambition', to continue to develop provision for children aged two to three years.
- n Literacy, numeracy and health and wellbeing are a focus of the planning process in the nursery. Children will benefit from increased opportunities to apply and extend their skills in challenging, real life experiences and contexts.
- n Practitioners make good use of the community to enhance children experiences. During the refurbishment of the school, practitioners have made good use of opportunities to develop their technology skills. This has included opportunities for builders to join children in appropriate play contexts. Practitioners should support children to make links between the skills they are developing in nursery and the world of work.
- n Transitions in to the nursery are flexible and support children and families well. Transition to primary one are well planned. A focus on developing playful pedagogy in primary classes supports continuity of learning for children. The improving use of information about children's progress is helping ensure better progression in learning at transition.

## 2.7 Partnerships: Impact on children and families – parental engagement

- n Parents value the service they receive. They report finding practitioners caring, approachable and very helpful. Social media platforms, notices and daily informal communication keep parents informed about children's learning and the life of the nursery. Parents are encouraged to discuss any concerns about their children and to share their achievements.
- n Practitioners should continue to develop their use of learning journals to ensure parents are able to play a stronger role in planning and supporting learning. This will ensure parents are fully aware of the impact of their contribution to children's learning and development.
- n Effective partnerships with a range of agencies provides support to families and helps children overcome barriers to their wellbeing and learning. Practitioners encourage parents to become involved in activities such as parent groups, community walks and work to improve the nursery. They should continue to develop a wider range of family learning programmes.

## 2.1 Safeguarding

- n The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

### 3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- n wellbeing
- n fulfilment of statutory duties
- n inclusion and equality

- n Practitioners recognise that relationships lie at the heart of children's development and lay the foundation for lifelong learning and wellbeing. They work together very effectively to create a warm and nurturing environment for children and families. There is a strong sense of community in the nursery. This is based on mutual respect, honesty and trust. Parents are valued and feel welcomed. They are appreciative of the advice and practical support practitioners readily provide. Social media tools are used very effectively to keep parents informed about the life and work of the nursery. This also enables parents to share news and useful information about children's care.
- n Practitioners know children very well. Each child is considered as an individual with their own distinctive needs and rights. Children feel cared for and at ease in the company of trusted adults. This is making a positive difference to children's wellbeing, enabling them to participate in learning experiences as fully as possible. Practitioners are very good role models. They promote positive interactions very well. This supports children to resolve any small disagreements that might arise. As a result, children show care and consideration for each other in age appropriate ways. Children aged three to five years, have developed good friendships and support each other very well in their play.
- n Most children under three years of age are happy and relaxed. Home visits prior to children starting in the setting, ensure key relationships with children and families are formed early. Practitioners make effective use of information to settle children and to meet their needs. They work very closely with parents to ensure that arrangements for transition are flexible and tailored to individual children. Children are becoming more independent in their play and at snack. They are developing their confidence through interactions with peers and older children throughout the session.
- n The strong promotion of wellbeing for children and their families underpins the work of the nursery. Practitioners have a sound understanding of the wellbeing indicators. They work together very well in creating a supportive environment for children to grow and develop. As a result, children are supported to feel safe, healthy, active, nurtured, respected, responsible and included.

- n Children are helped to be active participants in their own learning and to make choices. Daily access to high-quality outdoor experiences encourages children to be active and energetic in their play. This is highly effective in promoting children's self-regulation, independence and cooperation. Practitioners help children talk about keeping safe during risky, outdoor play. They should extend this approach to enable children to develop relevant language for talking about all aspects of their wellbeing.
- n Additional support needs are identified promptly and effective strategies put in place to ensure children are supported to progress in their learning and development. When required, practitioners liaise effectively with other agencies and professionals to ensure they meet the needs of children. This is having a positive impact on children's learning and development.
- n Practitioners know their community very well. They have a sound understanding of the individual circumstances of children and families and are alert to factors, which may present barriers to wellbeing. They use this information well to provide sensitive, highly effective, targeted interventions to support children and families.
- n We have asked practitioners to continue to build on existing strong practice in valuing diversity and challenging discrimination. This will enable children to develop further their understanding of equality and inclusion through play in a range of contexts and environments.

### 3.2 Securing children's progress

good

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- n progress in communication, early language, mathematics, and health and wellbeing
- n children's progress over time
- n overall quality of children's achievement
- n ensuring equity for all children

- n The strong focus on relationships and wellbeing across the nursery has a positive impact on children's learning and development. Children are supported to develop their social and emotional skills well. Practitioners make effective use of praise to encourage children to persevere in their play. Achievements at home and in the nursery are recognised and celebrated well. As a result, children are encouraged to develop positive attitudes and motivation in their learning. Children of all ages have opportunities to learn across the playrooms and outdoors.
- n Most children aged two to three years are making good progress in their learning. The majority of children use their developing communication skills to make their needs known and to make choices with increasing confidence. A few children have limited speech and are learning how to make their thoughts and feelings known. Children are encouraged to explore books and express themselves through simple drawings. Experiences outdoors and in the three to five playroom are helping children develop curiosity and imagination. As a result, children are becoming aware of shape, colour and some counting words. There is scope to extend the range and quality of experiences available in the two to three playroom.
- n There is an increasing focus on communication and early language across the nursery. Most children are making appropriate progress in this important area of development. Practitioners model good listening skills. As a result, children are learning to listen and take turns. A recent focus on extending and modelling vocabulary should now be developed further. The majority of children are interested in books and enjoy sharing stories and non-fiction texts in the book area. Children are encouraged to explore mark making and early writing in a range of interesting contexts. Children can find their own names when self-registering and labelling pictures. A few older children are starting to write their names independently. Other children are beginning to form letters that are important to them.
- n Most children are making good progress in numeracy and mathematics. They are learning to count for a purpose. The majority of children can count to five and a few can count and

recognise numerals to ten. Most children can recognise and name simple shapes and are learning to use mathematical language appropriately during play. Children can compare size and amount and are developing their problem-solving skills while using building blocks at the construction site. They sort jewels and leaves and compare lengths of sticks as they develop mathematical vocabulary. Children should be supported to develop their skills further through a range of real-life and imaginary contexts.

- n Children are making good progress in health and wellbeing. They have a developing awareness of healthy eating and demonstrate independence during snack routines and lunch times. Children greatly enjoy outdoor physical activity. They are developing confidence and skill through risky-play and play with balance bikes.
- n Practitioners are aware of their responsibility to promote equity for children throughout their work with children and families. The team are actively developing a range of strategies to improve progress for all, with a clear focus on supporting children facing particular challenges. They are doing this in partnership with colleagues in the school and local authority. Senior leaders should take forward work to improve the tracking of children's progress. This will enable increasingly effective evaluation of the impact of interventions.



## Setting choice of QI: 1.2 Leadership of learning

- n Professional engagement and collegiate working
- n Impact of career long learning
- n Children leading learning

- n The nursery team share a reflective approach to their work with children and families. They recognise that they can strengthen this through more robust use of self-evaluation and tracking. An improving culture of teamwork and collegiate working is evident within the nursery and across the early level team. There is a clear, shared commitment to continuing improvement based on professional learning and partnership work. As teamwork continues to develop, it will be important to ensure a more focused approach to measuring the impact of professional learning on outcomes for children and families.
- n This session, changes to the nursery team have included the appointment of an additional graduate to the senior leadership team. A peripatetic teacher provides support for two and a half days per week. Leaders in the nursery and school now need to continue with plans to develop leadership at all levels. This will ensure key improvement aims build on the full range of skills and expertise across nursery and school.
- n Practitioners use thoughtful, individualised approaches to support children to engage in the range of learning experiences on offer. They make good use of children's ideas in planning. Children have time and space to explore their interests and ideas. As a result, most children are motivated and engaged in their learning.
- n Most children know how to access materials and are confident when making choices. Overall, experiences of play provide good opportunities for children to initiate learning experiences across a range of engaging contexts. This is particularly evident during outdoor play. Practitioners should now develop further approaches to support children to discuss and plan their learning. In doing so, they should make use of pictures, objects, mind maps and technology to support children's participation as far as possible.

## Explanation of terms of quality

The following standard Education Scotland terms of quality are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

22 January 2019

Dear Parent/Carer

In October 2018, a team of inspectors from Education Scotland visited Clackmannan Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The headteacher's leadership and the value placed on shared leadership opportunities for staff. The effectiveness of the senior leadership team in developing a positive learning environment and a whole-school approach to health and wellbeing.
- Children who are energetic, participate actively in the life of the school, and have an understanding of the importance of healthy lifestyles. Interesting learning experiences including learning through play and outdoors leading to children engaging in their learning.
- Partnerships between the school and nursery class, partners and wider community leading to effective support for children and their families. The caring and supportive team who strive to do the best for children in helping them to be ready to learn.
- The welcoming atmosphere within the nursery where the importance of nurturing young children's wellbeing is understood by all practitioners.

The following areas for improvement were identified and discussed with the headteacher and a representative from Clackmannanshire Council.

- Improve consistency in high quality learning and teaching and take account of assessment information to ensure next steps in learning build on prior learning.
- Continue to improve and widen approaches to self-evaluation leading to further raising attainment.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#) and [How good is our early learning and childcare?](#) Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

## Here are Education Scotland's evaluations for Clackmannan Primary School and Nursery Class

Quality indicators for the primary stages	Evaluation
<b>Leadership of change</b>	<b>good</b>
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Raising attainment and achievement</b>	<b>satisfactory</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition), Appendix 3: The six-point scale</a>	

Quality indicators for the nursery class	Evaluation
<b>Leadership of change</b>	<b>good</b>
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Securing children's progress</b>	<b>good</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>very good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our early learning and childcare? Appendix 1: The six-point scale</a>	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/inspection-reports/clackmannanshire/5700922>

### What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Clackmannanshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Susan Gow  
HM Inspector



**CLACKMANNANSHIRE COUNCIL**

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**Report to: People Committee**

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**Date of Meeting: 14 March 2019**

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**Subject: Education Service Performance Report 2017/2018**

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**Report by: Lorraine Sanda, Improving Outcomes Manager**

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### **1.0 Purpose**

- 1.1 The purpose of this paper is to report to the People Committee on the latest Attainment Data across Education from August 2017 to the end of June 2018. A National Improvement Framework (NIF) Progress Report in relation to 1.1 is at Appendix 1.

### **2.0 Recommendations**

- 2.1 It is recommended that the People Committee notes this report and provides comment and challenge as appropriate.

### **3.0 Considerations**

- 3.1 The Education Service is focused on improvement activity in the four strategic priority areas set out in the National Improvement Framework (NIF):

1. Improvement in literacy and numeracy
2. Closing the attainment gap
3. Improvement in health and wellbeing
4. Improvement in employability skills and positive destinations.

The NIF Progress Report at Appendix 1 provides an update against priorities 1, 2 and 4. A full NIF Progress Report will be provided to the People committee in September 2019.

- 3.2 Two recently published national data sets have informed this latest report:

- i) Achievement of Curriculum for Excellence Levels 2017/18 published by Scottish Government on 11 December 2018 and;
- ii) Senior Phase (leaver) data 2017/18, published in February 2019

### 3.3 Improvement in Literacy & Numeracy

- i) Achievement of Curriculum for Excellence Levels 2017/18 published by Scottish Government on 11 December 2018:

3.3.1 This report provides evidence of the significant improvement that the Education Service has made in relation to attainment in 2017-18. In many areas attainment is higher than the target set last year.

3.3.2 Pupils from P1, P4, P7 & S3 are assessed at four levels in Curriculum for Excellence (CfE) - Early, First, Second and Third & better; in four curricular areas: Literacy Reading, Literacy Writing, Literacy Listening & Talking and Numeracy.

The table below shows the increasing trend by year

Curriculum for Excellence - Three Year Trend					
Reading		2015/16	2016/17	2017/18	Direction
	P1	77%	81%	84%	↑
	P4	66%	65%	77%	↗
	P7	68%	70%	76%	↑
	S3	71%	84%	87%	↑
Writing		2015/16	2016/17	2017/18	Direction
	P1	73%	77%	81%	↑
	P4	59%	58%	72%	↗
	P7	58%	49%	71%	↗
	S3	69%	82%	85%	↑
Listen & Talk		2015/16	2016/17	2017/18	Direction
	P1	83%	86%	91%	↑
	P4	69%	76%	86%	↑
	P7	73%	75%	80%	↑
	S3	81%	87%	88%	↑
Numeracy		2015/16	2016/17	2017/18	Direction
	P1	77%	79%	86%	↑
	P4	60%	58%	76%	↗
	P7	55%	54%	67%	↗
	S3	58%	64%	80%	↑
key:	↑	Increasing Trend			
	↗	Increase on previous year			

- In 2017/18 the percentage of children achieving their expected CfE levels improved across the authority with some curricular areas reporting a higher percentage of children achieving than the Scottish average. e.g. P1 reading and numeracy.
- The percentage of children achieving their expected levels in Numeracy remains lower than the Scottish average despite improvements on last year. This is especially the case with the more senior pupils (S3).

- ii) Senior Phase (leaver) data 2017/18, published in February 2019:

3.3.3. The percentage of school leavers achieving Level 5 Literacy improved and continues an improving trend over the last three years. This rate is also higher than our Virtual



Comparator. In addition, more school leavers achieved Level 6 Literacy last year than in previous years.

- Despite no improvement in the percentage of school leavers achieving Level 5 Numeracy, there is slight improvement in the percentage of school leavers achieving Level 6 Numeracy.

3.3.4. A quarter of our young people left school with at least 5 passes at Higher last year; an improvement on the previous year and mirroring the improving trend nationally.

- The percentage of school leavers who achieved at least one Advanced Higher also increased last year; equates to 12 more young people achieving this level of qualification compared to the previous year.

### **3.4 Closing the Attainment Gap**

i) Achievement of Curriculum for Excellence Levels 2017/18 published by Scottish Government on 11 December 2018:

3.4.1 Across CfE levels, an attainment gap remains when comparing children's achievement levels who live in SIMD Quintile 1 to children's achievement levels who live in SIMD Quintiles 2 to 5. This is the case across all curricular areas.

- Across CfE Literacy, the gap has either remained similar or reduced. However in CfE Numeracy the attainment gap has grown with the largest gap being across the P7 cohort (Second Level).

ii) Senior Phase (leaver) data 2017/18, published in February 2019:

3.4.2. More than 70% of school leavers from our most deprived areas achieved Level 5 Literacy which is higher than our Virtual Comparator. This is an improvement on the previous year where only 59% of school leavers achieved Level 5 Literacy.

- There is also improvement in the percentage of school leavers from our most deprived areas achieving Level 6 Literacy.

3.4.3 Despite a fall in the percentage of school leavers who achieved 5 or more National 5s last year; the attainment gap between our most disadvantaged cohort and the rest of the cohort reduced by more than 10 percentage points.

- More than a third of school leavers from our 20% most deprived areas achieved at least 5 National 5s last year which is an improvement on the previous year.

### **3.5 Improvement in Employability Skills and Employability Skills**

3.5.1 More school leavers from Clackmannanshire entered an initial positive destination last year; reporting the highest percentage increase across Scotland at 93%. Despite this increase, the figure remains lower than the National average at 94.4%.

3.5.2 All three Secondary Schools reported a higher positive destination figure with Alloa Academy reporting the highest percentage point increase compared to the previous year.

- Alloa Academy – 93.7%
- Alva Academy – 94.1%
- Lornhill Academy – 91.4%

3.5.2 The Participation Measure (PM) is published by Skills Development Scotland (SDS) and represents a school leaver's (16-19 years) engagement between the financial year 1st April 2017 & 31st March 2018. There has been little improvement in Clackmannanshire's PM in 2017/18 with 89.3% of 16-19 year olds participating in education, training or employment compared to 89.7% in 2016/17. This is lower than the Scottish average of 91.8%.

The Participation Measure for 2017/18 comprises of

- 61.7% in Education
- 25.6% in Employment
- 2% in Training

3.5.3 Despite the PM being lower than the Scottish average, the percentage of school leavers in Employment is much higher than the Scottish average; highlighting the links Education are developing between colleges and local employers. The focus remains to ensure that the skills our school leavers are developing will ensure sustainability in employment and allow for further career development opportunities; this includes promoting and investing in Modern Apprenticeships.

#### 4.0 Sustainability Implications

4.1 The paper has no sustainability implications.

#### 5.0 Resource Implications

5.1 The paper has no resource implications.

#### 6.0 Exempt Reports

7.1 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 | <input checked="" type="checkbox"/> |
| Our families; children and young people will have the best possible start in life                | <input checked="" type="checkbox"/> |
| Women and girls will be confident and aspirational, and achieve their full potential             | <input checked="" type="checkbox"/> |
| Our communities will be resilient and empowered so that they can thrive and flourish             | <input checked="" type="checkbox"/> |
| The Council is effective, efficient and recognised for excellence                                | <input checked="" type="checkbox"/> |

(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?

No

**10.0 Legality**

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

Yes.

**11.0 Appendices**

Appendix 1 NIF Progress Report


**12.0 Background Papers**

None

**Author(s)**

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**Approved by**

<b>NAME</b>	<b>DESIGNATION</b>	<b>SIGNATURE</b>
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Fiona McOmish	Strategic Director (People)	



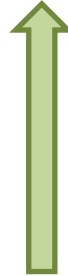


## NIF Progress Report



NIF Priority	Action	Baseline	Progress			Direction	Evaluation/Improvement	Prediction/Target
			2015/16/	2016/17	2017/18			
<b>Improvement in attainment, particularly in literacy &amp; numeracy</b>	Increase the percentage of children achieving expected levels of CfE	<i>Data not available</i>	Reading	Reading	Reading	↑	<p><b>Reading</b></p> <p>In 2017/18, the percentage of pupils achieving Early Level (P1) in Reading is higher than our target set last year (82%) and higher than the Scottish average for 2017/18 (81%). For children achieving First Level, again the percentage is higher than our target but the same as the Scottish average. In P7, the percentage of children achieving Second Level is again higher than our target set (73%) but lower than the Scottish average (79%). For pupils in S3 achieving Third Level or better, the percentage is the same as our target although this is still lower than the Scottish average (90%).</p>	Despite improvement in the achievement of CfE levels in Reading, the older children are not achieving at national levels hence the target for 2018/19 is to improve by 1% in both Early & First Level and for Second Level to improve by 4%. At Third Level or better, the target is an improvement of at least 3% (to match the Scottish average).
			77%	81%	84%			
			66%	65%	77%			
			68%	70%	76%			
71%	84%	87%						
	Reading, Writing, Listening & Talking & Numeracy:							
	Early (P1)							
	First (P4)							
	Second (P7)							
	Third or better (S3)							

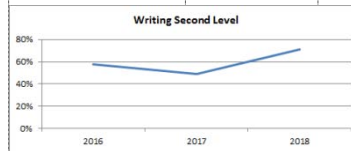
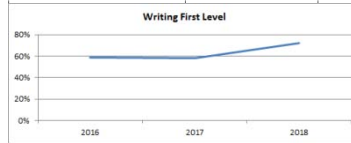
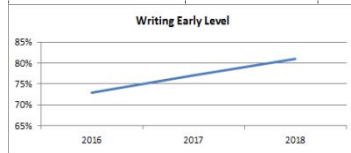
Writing	Writing	Writing
73%	77%	81%
59%	58%	72%
58%	49%	71%
69%	82%	85%



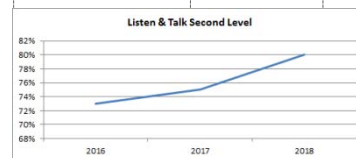
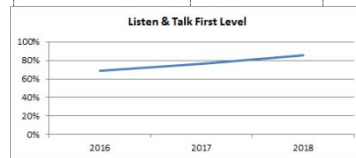
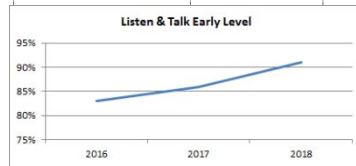
**Writing**

In 2017/18, the percentage of pupils achieving Early Level (P1) Writing is higher than our target set last year (78%) and is higher than the Scottish average for 2017/18 (78%). For children achieving First Level, again the percentage is higher than our target (64%) but the same as the Scottish average. In P7, the percentage of children achieving Second Level is much higher than our target set (59%) but remains lower than the Scottish average (73%). For pupils in S3 achieving Third Level or better, the percentage is the same as our target although this is still lower than the Scottish average (89%).

As with Reading, despite improvement across all CfE levels in Writing the older children are not achieving at national levels; hence the target for 2018/19 is to improve by 1% in both Early & First Level and for Second Level to improve by 3%. At Third Level or better, the target is an improvement of at least 4% (to match the Scottish average).




Listening & Talking	Listening & Talking	Listening & Talking
83%	86%	91%
69%	76%	86%
73%	75%	80%
81%	87%	88%




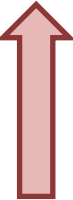

### **Listening & Talking**

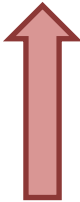
In 2017/18, the percentage of pupils achieving Early Level (P1) Listening & Talking is higher than our target set last year (87%) and is higher than the Scottish average for 2017/18 (87%). For children achieving First Level, again the percentage is higher than our target (79%) and higher than the Scottish average (85%). In P7, the percentage of children achieving Second Level is slightly higher than our target set (78%) but remains lower than the Scottish average (84%). For pupils in S3 achieving Third Level or better, the percentage is slightly lower than our target (89%) and lower than the Scottish average (91%).

Despite improvement across all CfE levels in Listening & Talking as with the other curricular areas, the older children are not achieving at national levels; hence the target for 2018/19 is to improve by 1% in both Early & First Level and for Second Level to improve by 5%. At Third Level or better, the target is an improvement of at least 3% (to match the Scottish average).

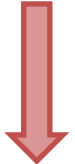

			<p>Numeracy 77% 60% 55% 58%</p>	<p>Numeracy 79% 60% 54% 64%</p>	<p>Numeracy 86% 76% 67% 80%</p>		<p><b>Numeracy</b> In 2017/18, the percentage of pupils achieving Early Level (P1) Numeracy is higher than our target set last year (81%) and is higher than the Scottish average for 2017/18 (85%). For children achieving First Level, the percentage is much higher than our target (67%) and is the same as the Scottish average (85%). In P7, the percentage of children achieving Second Level is higher than our target set (61%) but remains lower than the Scottish average (75%). For pupils in S3 achieving Third Level or better, the percentage is higher than our target (76%) but a lot lower than the Scottish average (89%).</p>	<p>Despite improvement across all CfE levels Numeracy as with the other curricular areas, the older children are not achieving at national levels; hence the target for 2018/19 is to improve by 1% in both Early &amp; First Level and for Second Level to improve by 8%. At Third Level or better, the target is an improvement of at least 9% (to match the Scottish average). It is recognised that the targets for Second and Third level or better are a stretch but the aim is to have our children achieving at national level by 2020.</p>
							<p><b>Source:</b> Achievement of Curriculum for Excellence (CfE) Levels 2017/18 – Scottish Government</p>	<p><b>Source:</b> NIF Performance Baseline Database</p>

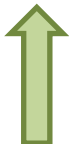



NIF Priority	Action	Baseline	Progress			Direction	Evaluation/Improvement	Prediction/Target
			2015/16/	2016/17	2017/18			
<b>Closing the attainment gap between the most and least disadvantaged children</b>	<b>Measurement</b> Percentage gap between achievement levels of Pupils from SIMD Q1 and SIMD Q2-Q5	<i>Data not available</i>	<i>Data not available</i>	Reading -12 -5 -15 -12	Reading -10 -15 -13 -10		<b>Reading</b> In 2017/18, at Early level, the gap between achievement levels in Reading for pupils in SIMD Q1 and SIMD Q2-5 (average) is -10% points; a slight reduction in the gap compared to 2016/17. At First Level the gap has grown.	The national gap in 2017/18 is -10% points which is the same as the gap across Clacks. The achievement rate for pupils in SIMD Q1 is also higher than the Scottish average. The target is to reduce the gap further and ensure the achievement rates in Reading remain higher than the Scottish average.
	Reading, Writing, Listening & Talking & Numeracy			Writing -12 -5 -15 -12	Writing -13 -15 -13 -9		<b>Writing</b> In 2017/18, at Early level, the gap between achievement levels in Writing for pupils in SIMD Q1 and SIMD Q2-5 (average) is -13% points; a slight increase in the gap compared to 2016/17. At First Level the gap continues to grow but reduces as the cohort get older.	Focusing on the gap across Scotland, in all four curricular areas the gap across Clacks is larger; hence the target is to reduce the gap to be in line with the Scottish average for 2017/18 i.e. Gaps to be Early Level -10; First Level -8; Second Level -13 and Third Level & Better -7% points.
	Early (P1) First (P4) Second (P7) Third or better (S3)			Listen & Talk -18 -10 -20 -11	Listen & Talk -4 -10 -10 -10		<b>Listening &amp; Talking</b> In 2017/18, the gap has reduced (or remained the same) across all four cohorts.	Despite a reduction, the gaps remain larger than the Scottish gaps hence the target is to at least match the gap in 2017/18. (Early Level -7% points; First Level -9% points; Second Level – a further gap reduction of 1%

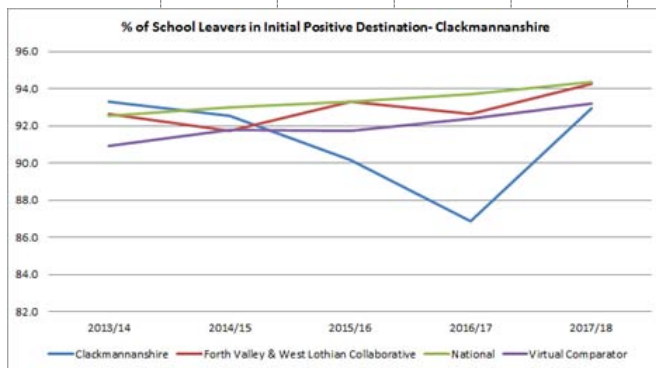
				Numeracy -4 -11 -16 -4	Numeracy -7 -12 -20 -5		<p><b>Numeracy</b> In 2017/18, the gap has grown across all four cohorts in Numeracy; although the gap at Early Level is less than the Scottish gap as is the gap at Third Level or better. The gap in achievement at Second Level however, is much larger than the Scottish gap and is more than in 2016/17</p>	<p>points –9% points; Third Level or better –7% points). The gap across Clacks for, First Level is not too far away from the Scottish gap; however the gap at First Level in Numeracy is much larger. The target for next year is to reduce the gap at Early Level and Third Level or better by another 1 % point; for the other cohorts, the target is to at least match the gap across Scotland: First Level -11 and Second Level -12.</p>
							<p><b>Source:</b> CfE Levels by SIMD Quintiles, Scottish Government Education Datasets, 2017/18</p>	

NIF Priority	Action	Baseline	Progress			Direction	Evaluation/Improvement	Prediction/Target
			2015/16/	2016/17	2017/18			
<b>Improvement in attainment, particularly in literacy &amp; numeracy</b>  <b>Closing the attainment gap between the most and least disadvantaged children</b>	Increase the percentage of young people achieving at SCQF Levels in English & Maths  <b>Measurement</b> % Level 4 Literacy & Numeracy	78.4%	82.8%	83%	82.5%	↔	The percentage of school leavers achieving Level 4 Literacy and Numeracy fell slightly in last year although the rate over the last 3 years has remained in the lower 80% bracket which is an improvement on the Baseline figure.  Further analysis of the data indicates the fall is due to a smaller percentage of school leavers achieving Level 4 Numeracy.	CfE data indicates that a lower percentage of pupils are achieving Level 3 or above in S3, especially in relation to Numeracy.  Analysis indicates that the difference at Second Level (the level pupils are expected to achieve at the end of primary school) to Third Level is affecting achievement levels as the cohort becomes older.
	<b>Improvement in employability skills and sustained, positive school leaver destinations</b>	<b>MOST 20% deprived</b>  <b>LEAST 20% deprived</b>  <b>GAP is measured by difference between 20% MOST &amp; 20% LEAST deprived cohorts</b>	69%  85%  <b>GAP: -16</b>	75.8%  83.7%  <b>GAP: -7.9</b>	71.3%  94.8%  <b>GAP: -20.1</b>	72%  92.5%  <b>GAP: -20.5</b>	↔	The percentage achievement rate for pupils from the 20% MOST deprived areas improved slightly.  The gap between the 20% MOST deprived pupils and the 20% LEAST deprived has remained consistent with the previous year with no improvement reported.


<p>% Level 5 Literacy &amp; Numeracy</p>	<p>46.9%</p>	<p>56.7%</p>	<p>61.8%</p>	<p>59.5%</p>		<p>The percentage of school leavers achieving Level 5 Literacy and Numeracy <i>fell slightly</i> compared to last year but remains higher than in 2015/16.</p>	
<p><i>MOST 20% deprived</i></p>	<p>31%</p>	<p>40%</p>	<p>39.5%</p>	<p>41.6%</p>		<p>As with Level 4, the fall in attainment is due to a lower percentage of school leavers achieving Level 5 Numeracy.</p>	
<p><i>LEAST 20% deprived</i></p>	<p>62.5%</p>	<p>69.4%</p>	<p>82.8%</p>	<p>85%</p>	<p>The percentage of pupils from the 20% MOST deprived area improved; as did the percentage of pupils from the 20% LEAST deprived area.</p>		
<p><b>GAP is measured by difference between 20% MOST &amp; 20% LEAST deprived cohorts</b></p>	<p><b>GAP: -31.5</b></p>	<p><b>GAP: -29.4</b></p>	<p><b>GAP: -43.3</b></p>	<p><b>GAP: -43.4</b></p>		<p>The attainment gap remained the same last year. The higher gap over the last 2 years is influenced by the improvement in attainment within the 20% least deprived cohort.</p>	
<p>[Measurement: SQA Results – S4/5/6 leavers]</p>							

<p>% Level 6 Literacy &amp; Numeracy</p>	<p>18.6%</p>	<p>21.7%</p>	<p>19.8%</p>	<p>21.3%</p>		<p>The percentage of school leavers achieving Level 6 Literacy and Numeracy improved compared to last year and is similar to the figure in 2015/16.</p>	<p>The longer pupils remain at school ensures that more school leavers achieve higher levels of Literacy and Numeracy as indicated in the most current figures.</p>
<p><i>MOST 20% deprived</i></p>	<p>6.5%</p>	<p>12.7%</p>	<p>9.3%</p>	<p>11.2%</p>		<p>More school leavers from our most 20% deprived areas achieved Level 6 Literacy &amp; Numeracy however the attainment gap continues to grow.</p>	
<p><i>LEAST 20% deprived</i></p>	<p>30%</p>	<p>32.7%</p>	<p>36.2%</p>	<p>40%</p>			
<p><b>GAP is measured by difference between 20% MOST &amp; 20% LEAST deprived cohorts</b></p>	<p><b>GAP: -23.5</b></p>	<p><b>GAP: -20</b></p>	<p><b>GAP: -26.9</b></p>	<p><b>GAP: -28.8</b></p>			
<p>[Measurement: SQA Results – S4/5/6 leavers]</p>							



NIF Priority	Action	Baseline	Progress			Direction	Evaluation/Improvement	Prediction/Target
			2015/16/	2016/17	2017/18			
Improvement in employability skills and sustained, positive school leaver destinations	Increase initial positive destination rate <b>All school leavers</b>  (figure in brackets is VC)	92.6%	90.2%	86.9%	93.0%	↑	<p>The (initial) positive destination figure for Clackmannanshire's 2017/18 leaver cohort is 93.0%; an increase of 6.1 percentage points compared to 2016/17; <b>the highest percentage increase across Scotland.</b></p> <p>Despite the improvement, the figure remains lower than the National average by 1.4 percentage points [94.4%]; Forth Valley &amp; West Lothian Regional Improvement Collaborative (RIC) average by 1.3 percentage points [94.3%] and our Virtual Comparator by 0.2 percentage points [93.2%].</p> <p>The percentage of school leavers who are reported as not being in a positive destination equates to 33 young people.</p> <p>Despite a fall in the percentage of school leavers last year entering employment from Clackmannanshire [27.9%], the rate remains higher than the National [22.7%], our RIC [24.9%] and our Virtual Comparator (VC) [22.8%] figures.</p> <p>Among the number of school leavers who entered employment,</p>	The ambition by 2020 is for the percentage of school leavers in a positive destination to be in line with the National average.
		(91.8%)	(91.7%)	(92.4%)	(93.2%)			




						<p>38% started a Modern Apprenticeship.</p> <p>A higher percentage of school leavers entered Further Education [28.2%]; higher than the National average by 1.6 percentage points and similar to our VC.</p> <p>A higher percentage of school leavers also entered Higher Education [29.6%] although this still remains lower than the National average [41.2%] and our VC [36.3%].</p> <p>All three Secondary Schools reported a higher positive destination figure with Alloa Academy reporting the highest percentage point increase compared to the previous year. Alva Academy, at 94.1%, has the closest positive destination figure to the National figure [94.4%].</p> <ul style="list-style-type: none"> <li>• Alloa Academy – 93.7% (an increase of 8.7 percentage points on the previous year)</li> <li>• Alva Academy – 94.1% (an increase of 3.5 percentage points on the previous year)</li> <li>• Lornshill Academy – 91.4% (an increase of 5.9 percentage points on the previous year)</li> </ul>	
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<p>Increase initial positive destination rate (reducing the achievement gap)</p>							
<p>MOST 20% deprived</p>	88.4%	86.1%	79.8%	92%		<p>More than a quarter of our school leavers [27%] last year are from the 20% most deprived areas (SIMD 1&amp;2). The percentage of school leavers from these areas in an initial positive destination increased by over 12 percentage points last year [90%].</p>	
<p>LEAST 20% deprived</p>	97.5%	91.8%	96.6%	97.5%		<p>This rate is higher than the National average [90.4%]; our RIC average [91%], and our VC [88.4%].</p>	
<p><b>GAP is measured by difference between 20% MOST &amp; 20% LEAST deprived cohorts</b></p>	<b>GAP: -9.1</b>	<b>GAP: -5.7</b>	<b>GAP: -16.8</b>	<b>GAP: -5.5</b>		<p>More young people from our most deprived areas entered Further Education last year [38.4%]; this figure is higher than both the National average [37.7%] and our VC [36.4%].</p>	
<p>[Measurement: SQA Results – S4/5/6 leavers]</p>						<p>A higher percentage of school leavers from our most deprived areas also entered Higher Education last year [17.6%] although the rate is lower than both the National average [25.7%] and our VC [25.5%].</p>	
						<p>The percentage gap for leavers from our most deprived areas and the rest of the cohort reduced for leavers who entered Higher Education. This is the only positive destination where the gap reduced.</p>	
						<p><b>Source:</b> INSIGHT Benchmarking Tool, Scottish Government</p>	



NIF Priority	Action	Baseline	Progress			Direction	Evaluation/Improvement	Prediction/Target
			2015/16/	2016/17	2017/18			
Improvement in employability skills and sustained, positive school leaver destinations	Improve Participation Measure	New measure	88.2%	89.7%	89.3%	  	<p>The Participation Measure (PM) is published by Skills Development Scotland (SDS) and represents a school leaver's (16-19 years) engagement between the financial year 1<sup>st</sup> April 2017 &amp; 31<sup>st</sup> March 2018. There has been little <i>improvement</i> in Clack's PM in 2017/18 with 89.3% of 16-19 year olds participating in education, training or employment compared to 89.7% in 2016/17.</p> <ul style="list-style-type: none"> <li>• 61.7% in Education</li> <li>• <b>25.6% in Employment</b></li> <li>• 2% in Training</li> </ul> <p>The Scottish PM is 91.8; 3% higher than Clack's PM.</p> <p><i>(Data supplied by SDS:)</i></p> <ul style="list-style-type: none"> <li>• As of 28/09/2018 there were <b>499</b> apprentices in training</li> <li>• Between April &amp; Sept 2018, <b>190</b> Modern Apprenticeships were supported by SDS; Modern Apprenticeship achievement rate is <b>83%</b></li> </ul>	<p>In order to achieve the Scottish Participation Rate of 91.8%, the target is at least an increase of 3% points for the Participation Rate for 2018/19.</p> <p>The PM across Scotland consisted of 71.3% in Education (16% higher than Clacks); 18.7% in Employment (Clacks was higher) and 1.9% in Training (almost the same as Clacks).</p> <p>The target is to ensure people that are in employment are in sustained employment and have the skills to develop further in their chosen career.</p>
						<p><b>Source:</b> Skills Development Scotland Annual Participation Rate; published August 2018; updated 27/11/2018; www.skillsdevelopmentscotland.co.uk/local-national-work/clackmannanshire/</p>		

NIF Priority	Action	Baseline	Progress			Direction	Evaluation/Improvement	Prediction/Target
			2015/16/	2016/17	2017/18			
<p><b>Improvement in attainment, particularly in literacy &amp; numeracy</b></p> <p><b>Closing the attainment gap between the most and least disadvantaged children</b></p> <p><b>Improvement in employability skills and sustained, positive school leaver destinations</b></p>	<p>Improve the number of schools inspections rated satisfactory or above</p> <p><u>Measurement:</u> No of Inspections in the year that are rated satisfactory or above</p> <p><i>(no of schools)</i></p>	100% (1)	50% (2)	100% (5)	100% (4)		<p>During 2017/18, 4 establishments were subject to inspection from Education Scotland: One Nursery (Sauchie – Satisfactory); 2 Primary Schools (Fishcross – Satisfactory &amp; Craigbank – Satisfactory); and one Secondary School (Lornshell – Good).</p>	<p>The target is to improve the measurement rating of the schools inspected across the authority from 75% 'satisfactory' to 75% 'good'.</p>
							Report produced by Improvement Analyst, Feb 2019	

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**Report to: People Committee**

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**Date of Meeting: 14 March 2019**

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**Subject: Financial Performance 2018/19- December Outturn**

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**Report by: Chief Finance Officer**

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## **1.0 Purpose**

- 1.1. This paper provides an update on the financial performance for the People Division of the Council in respect of revenue spend for the current financial year, 2018/19. This is based on forecast expenditure at December 2018.

## **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 £ (0.618) m for the year ended 31<sup>st</sup> 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

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

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

## **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 £ (0.618) m for the year ended 31<sup>st</sup> March 2019. This is a favourable movement of £ (0.110) m.

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

Table 2

People Division	Annual Budget 18/19 £'000	Forecast to March 2019 £'000	Variance Forecast to Budget £'000	Movement Oct - Dec 2018 £'000
Strat & Customer Services	1,368	1,392	24	26
Dev & Environmental	472	451	(21)	(5)
Education Service	50,754	50,051	(703)	(334)
Social Services	13,081	13,162	81	203
<b>Division Expenditure</b>	<b>65,675</b>	<b>65,057</b>	<b>(618)</b>	<b>(110)</b>

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
<b>Strategy &amp; Customer Services</b>			
Income	24		Shortfall in income from FVH Board within Strategy and Performance £0.003m and underachieved leisure income £0.021m
		<b>24</b>	
<b>Development &amp; Environment</b>			
Third party payments and payments to contractors	(30)		Underspends within Clacks works payments to contractors and a timing underspend on payment to CAB.
Income	9		Unachieved income for Training Unit as a result of a recent assessment of the contract by SDS, assessment value was lower than anticipated.
		<b>(21)</b>	
<b>Education Services</b>			
<b>Early Years non devolved</b>			
Employee costs	147		ABC Nursery overspend £0.142m, Early years supply staffing overspend £0.152m, nursery vacancy management underspend £(0.078)m, slippage on 1140hrs delivery £(0.069)m.
Supplies & Services	(10)		Underspends within Nurseries

Service	Over/ (underspend) £000s	Total £000's	Narrative
Income	7		ABC and Kidzone unachieved income £0.027m. Additional income for purchased nursery hours has generated additional income of £(0.020)m,
<b>ASN non devolved</b>			
Employee costs	22		Overspends on Learning assistants due to saving timing £0.038m, Teachers underspend £(0.016)m
Assistance to pupils	182		Overspend in travel £0.115m and escorts £0.067m this is demand led
Payments to third parties	34		Speech & Language therapy for unbudgeted inflationary increase.
Others	16		Accessibility strategy overspend £0.010m and others small variances £0.006m
<b>Primary non devolved</b>			
Employee costs	(695)		Underspends in RCCT staffing £ (0.047) m, Supply staffing £ (0.033) m and Teachers flexibility £ (0.615) m which is a budget adjustment from devolved primary schools in line with pupil roll.
Others	37		Overspends on Maternity cover £0.010m. school clothing grants £0.029m, pupil transport £(0.002)m
Training	30		Overspend on staff training
<b>Secondary non devolved</b>			
Employee costs	(289)		Teachers supply underspend as there continues to be a shortfall in availability
Assistance to pupils	(36)		Underspend in school travel costs
Income	52		Shortfall in income for non SQA Music tuition
Others	(13)		CfE underspend on supplies £(0.032)m and various small overspends £0.019m
<b>PPP</b>			
Various	(119)		Insurance rebate £(0.080)m, agreed deductions £(0.015)m and a surplus budget of £(0.024)m
<b>Business Management</b>			
Various	23		Staffing £0.007m overspend and £0.016m overspend due to supplies & services and training costs
<b>Sports Development</b>	(20)		Various small underspends with underachieved income being offset by reduced staffing costs
<b>Psychological Services, School crossing, Youth Services</b>	(71)		Mainly related to staffing underspends
		<b>(703)</b>	
<b>Social Services- Childcare and Criminal Justice</b>			
Childcare & Support	53		There are underspends within staffing of £(0.044), Premises £(0.004) and Supplies

Service	Over/ (underspend) £000s	Total £000's	Narrative
			and Services (Fostering and Kinship Payments) of (£0.126m) with overspends across Third Party Payments (Payment to Voluntary organisations) £0.121m, Transfer Payments (Section 22 Payments) £0.072m together with a shortfall income £0.024m.
Criminal Justice	130		Overspend in staffing and payments to voluntary organisations
Management & Service Strategy	(208)		There are forecast underspends within staffing costs £ (0.290) m offset by underachieved Income, £0.074m. There are small overspends forecast within Transport and Supplies amounting to £0.008m.
Residential Schools	106		Third party payments, numbers of children remain the same at 13.
		<b>81</b>	
<b>People total Underspend</b>		<b>(618)</b>	

4.5 Table 3 below provides an explanation for the movement in the forecast since October:

Table 3

Service	October Variance £000's	December Variance £000's	Movement £000's	Narrative
Strategy & Customer Services	(2)	24	26	Underachieved leisure income
Development & Environmental	(16)	(21)	(5)	Due to reprofiling of Fair start clients
Education	(368)	(703)	(334)	Mainly due to Devolved Primary staffing underspends £0.255m, PPP insurance rebate £0.080m and other small underspends
Social Services	(122)	81	203	Residential schools has moved by £0.175m due to one high cost placement and one extended placement. Criminal justice payments to Voluntary Org's £0.051m, reduction in Fostering & Kinship payments £(0.029)m and small other overspends
<b>Total</b>			<b>(110)</b>	

- 4.6 Table 4 below shows the net expenditure by the 3 themes within the People Division of Care and Protection, Education & Learning and Support & Wellbeing:

Table 4

Service	Over/ (underspend) £000s	Total	Narrative
<b>Care &amp; Protection</b>			
Childcare & Support	53		There are underspends within staffing of £(0.044), Premises £(0.004) and Supplies and Services (Fostering and Kinship Payments) of (£0.126m) with overspends across Third Party Payments (Payment to Voluntary organisations) £0.121m, Transfer Payments (Section 22 Payments) £0.072m together with a shortfall income £0.024m.
Management & Service Strategy	(208)		There are forecast underspends within staffing costs £ (0.290) m offset by underachieved Income, £0.074m. There are small overspends forecast within Transport and Supplies amounting to £0.008m.
Residential Schools	106		Third party payments, numbers of children remain the same at 13.
<b>Care &amp; Protection Total</b>		<b>81</b>	
<b>Education &amp; Learning</b>			
Primary Non Devolved	(628)		Underspends in RCCT staffing £ (0.047) m, Supply staffing £ (0.033) m, pupil transport £ (0.002) m, and Teachers flexibility £ (0.615) m which is a budget adjustment from devolved primary schools in line with pupil roll. Overspends on Maternity cover £0.010m, school clothing grants £0.029m, and staff training £0.030m.
Secondary Non Devolved	(286)		Teachers supply underspend as there continues to be a shortfall in availability £ (0.289) m, underspend in school travel costs £ (0.036) m, CfE underspend on supplies £ (0.032) m and various small overspends £0.019m, unachieved income on music tuition £0.052m.
Early Years Non Devolved	144		ABC Nursery overspend in staffing £0.142m, Early years supply staffing overspend £0.152m, nursery vacancy management underspend £ (0.078) m, slippage on 1140hrs delivery £ (0.069) m, supplies and services £ (0.010) m, ABC and Kidzone unachieved income £0.027m. Additional income for purchased nursery hours has generated additional income of £(0.020)m,
A.S.N Non Devolved	254		Overspends on Learning assistants due to saving timing £0.038m, Teachers underspend £ (0.016) m, Overspend in travel £0.115m & escorts £0.067, ( this is demand led )and an overspend of £0.034m on Speech & Language therapy and various small overspends £0.016m.
P.P.P	(119)		Insurance rebate £(0.080)m, agreed

Service	Over/ (underspend) £000s	Total	Narrative
			deductions £(0.015)m and a surplus budget of £(0.024)m
Business Management	23		Staffing £0.007m overspend and £0.016m overspend due to supplies & services and training costs
Other areas	(71)		Mainly related to staffing underspends within Psychological, Youth Services and Crossing patrols.
Sports Development	(20)		Various small underspends with underachieved income being offset by reduced staffing costs
<b>Education &amp; Learning Total</b>		<b>(703)</b>	
<b>Support &amp; Wellbeing</b>			
Income	34		Shortfall in income from FVH Board within Strategy and Performance £0.003m , underachieved Leisure income £0.021m, underachieved income for Training Unit as a result of a recent assessment of the contract by SDS, assessment value was lower than anticipated £0.009m
Economic development	(30)		Underspends within Clacks works payments to contractors and a timing underspend on payment to CAB.
<b>Support &amp; Wellbeing Total</b>		<b>4</b>	
<b>People Total Underspend</b>			
		<b>(618)</b>	

## 5.0 2018/19 Savings Progress

5.1 The 2018/19 budget incorporated approved savings of £7.176m. Of this total £3.333m is attributable to the People Division. There has been an additional £0.035m achieved relating to an approved 19/20 saving achieved early. Based on analysis to date, savings of £2.967m (88.1%) are forecast to be achieved, with up to a further £0.324m (9.6%) 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	1,305	238	77
Management Efficiencies	431	398	32	0
Service Redesign*	802	748	54	0
17-18 cash savings year 2	208	208	0	0
18-19 cash savings	308	308	0	0
<b>Total</b>	<b>3,368</b>	<b>2,967</b>	<b>324</b>	<b>77</b>
		88.1%	9.6%	2.3%



\* Saving SSR03 was phased over two years however the full saving of £0.095m has been achieved in 2018/19.

- 5.3 At December, £0.077m of savings are forecast not to be achieved, these are detailed in Appendix B to this report and summarised below:

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. However, this would impact the ability to generate additional income.

SCSSR16 relates to Life Skills Coach – CHL, £0.005m 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 £(0.618) m for the year ended 31<sup>st</sup> March 2019.

- 6.2 Of the associated approved savings of £3.368m including 19/20 achieved early, £2.967m is forecast to be achieved and up to a further £0.324m 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

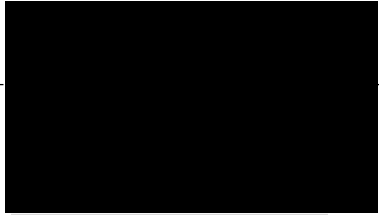
14.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)  
Yes  (please list the documents below) No

### Author(s)

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

Lindsay Sim	Chief Finance Officer	
-------------	-----------------------	--

**Approved by**

<b>NAME</b>	<b>DESIGNATION</b>	<b>SIGNATURE</b>
Lindsay Sim	Chief Finance Officer	
Nikki Bridle	Chief Executive	



Schedules of Savings

Management Efficiencies

APPENDIX A

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		-	
			<b>430,508</b>	<b>157,868</b>	<b>240,640</b>	<b>32,000</b>	<b>-</b>
							<b>430,508</b>

Schedules of Savings

Policy

APPENDIX B

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	296,293	70,457		
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	-	180,810	38,000	
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	17250	5,750		
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			
			<b>1,619,369</b>	<b>417,538</b>	<b>887,241</b>	<b>238,000</b>	<b>76,590</b>
							<b>1,619,369</b>

## Schedules of Savings

### Redesign

APPENDIX C

Service Reference		Description of Saving	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	-	95,000	-	
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	
SCSR07	PEOPLE	Redesign Leisure Services on Expiry of ALB Contract September 2019	0				
			<b>766,764</b>	<b>598,640</b>	<b>149,000</b>	<b>54,000</b>	<b>0</b>
							<b>801,640</b>

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		
<b>New savings added in year</b>			<b>308,250</b>	-	<b>308,250</b>	-	-



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

APPENDIX E

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		
			<b>208,258</b>	<b>33,983</b>	<b>174,275</b>	<b>0</b>	<b>0</b>



**CLACKMANNANSHIRE COUNCIL**

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**Report to:** People Committee

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**Date of Meeting:** 14 March 2019

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**Subject:** Community Learning and Development in Clackmannanshire Council  
- HMIE Inspection Report, January 2019

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**Report by:** Mary Fox – Team Leader Education Community Learning and  
Development

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**1.0 Purpose**

1.1 To present the outcome of the HIME Inspection of the Community Learning and Development in Clackmannanshire – Alloa South East Area (January 2019).

**2.0 Recommendations**

2.1 It is recommended that the People Committee note and comment on the findings of the report, the key strengths and areas for improvement recorded therein. (Appendix 1)

**3.0 Considerations**

- 3.1 Community Learning and Development (CLD) was inspected in October and November 2018 by Education Scotland. The inspection looked at the quality of strategic leadership and the CLD provision in the Alloa South East area. In addition to Education CLD, the inspection looked at how CLD was being delivered by partners and across the Council's services.
- 3.2 The inspection team looked at how partners are contributing to current and evolving national policy objectives such as closing the poverty-related attainment gap, prevention, reducing social isolation, tackling health inequalities and empowering communities.
- 3.3 The re-structuring of the Council is leading to a clearer focus on improvement for CLD. The role of Improvement Outcomes Managers is helping to identify and drive improvement across a range of services. Whilst in the past CLD may not have featured in improvement priorities, there is a clear sense of shared direction moving forward.

- 3.4 Elected members are supportive of the work of CLD.  
CLD work features in both the Local Outcomes Improvement Plan and the Council's Corporate Plan. Senior leaders set out a clear vision for CLD that is embraced by staff and partners.
- 3.5 Whilst the number of CLD staff in the core team has reduced, new ways of working are leading to more focussed delivery on key priorities. Staff employed through new funding streams is leading to better alignment with key policy drivers such as raising attainment and improving positive destinations for young people. There is also a strong focus on targeting support to families in SIMD1 and 2 which is starting to bear fruit.
- 3.6 Key strengths in the report were:
- Improved leadership and direction of CLD
  - Inclusive, skilled community organisations improving lives
  - Well targeted bespoke provision for young people
- 3.7 The following areas for improvement were agreed with the inspectors:
- Improve shared self-evaluation and performance monitoring
  - Include community voice in planning structures at all levels
  - Build on plans to improve adult and family learning
- 3.8 HM Inspectors will monitor progress through regular contact with the local authority and will discuss the most appropriate support in order to build capacity for improvement.
- 4.0 Financial Implications**
- 4.1 N/A
- 5.0 Sustainability Implications**
- 5.1 The paper has no sustainability implications.
- 6.0 Resource Implications**
- 6.1 N/A
- 7.0 Exempt Reports**

7.1 Is the report exempt? No

## 8.0 Declarations

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

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

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

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

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

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

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?

No

## 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

Community Learning and Development in Clackmannanshire Council – Alloa South East Area (21 January 2019)

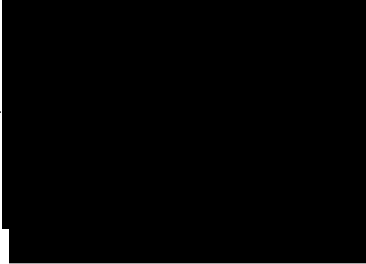
## 12.0 Background Papers

N/A

### Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Mary Fox	Team Leader, Education CLD	Ext 5072

### Approved by

NAME	DESIGNATION	SIGNATURE
Anne Pearson	Chief Education Officer	
Fiona McOmish	Strategic Director (People)	

# Community learning and development in Clackmannanshire Council

21 January 2019

For Scotland's learners, with Scotland's educators

# Contents

1. Context .....	1
2. How good is the strategic leadership of community learning and development? .....	1
3. How good is the learning and development in this community? .....	2
4. What happens at the end of the inspection? .....	3



# 1. Context

Community learning and development (CLD) partners within Clackmannanshire Council and the area of Alloa South East were inspected by Education Scotland during October 2018 and November 2018. During the visit Education Scotland staff talked to children, young people, adults and community organisations. We worked closely with local CLD managers, CLD providers, partners, paid staff and volunteers. We wanted to find out the quality of the strategic leadership of CLD and the quality of CLD provision in the area. We also looked at how well paid staff and volunteers are developing their own practices and building capacity. We looked at how partners are contributing to current and evolving national policy objectives such as closing the poverty-related attainment gap, prevention, reducing social isolation, tackling health inequalities and empowering communities.

## 2. How good is the strategic leadership of community learning and development?

Strategic leadership of CLD is improving. Following a period of restructuring the CLD offer is now clearer and more transparent. The CLD approach is valued by senior officers and elected members. CLD visions, values and aims are embraced by a wide range of staff and partners across the authority. CLD work features in both the Local Outcomes Improvement Plan (LOIP) and the council's Corporate Plan. Senior leaders set out a clear vision for CLD that is embraced by staff and partners. This is leading to a re-appraisal of CLD priorities and in some cases moving away from traditional areas of work. The recent Columba 1400 programme is enhancing leadership capacity for staff and communities. Partnership working with schools is improving. Headteachers and others clearly value the work of CLD, for example, in terms of contributing to improving post-school leaver destinations. Clackmannanshire third sector interface (CTSi) makes a strong contribution to CLD work across Clackmannanshire. Increasing numbers of local residents are volunteering and more young people are gaining Saltire awards. However, governance of CLD is not yet sufficiently clear. Further changes to Community Planning Partnership structures may impact on this and it will be important to ensure continuity. Similarly, there is scope to strengthen coherence between the range of plans such as the LOIP and the CLD plan for 2018-21. A cycle of self-evaluation across partners would also help develop joint approaches. Whilst there is good representation of third sector organisations, community groups and activists could be more involved in strategic decision-making structures.

CLD staff and volunteers are well supported to carry out their roles. Almost all have access to appropriate training and development and are positive about ongoing support and performance review. CLD staff are now more outward looking, learning from practice across Scotland. The investment in workforce development and training is starting to pay off. CLD staff are motivated and feel valued. CTSi regularly distribute training and development opportunities to a wide range of partners. Monthly Community Breakfasts are well attended, supporting third sector and community organisations to improve their services. Home Start volunteers benefit from a well-designed training programme. Whilst almost all staff and volunteers participate in mandatory training, some would benefit from further training on adult support and protection.

### 3. How good is the learning and development in this community?

CLD partners are starting to improve outcomes for local people across Alloa South East. The work of the CLD service is more targeted than in the past. This is enhancing the lives of young people and their families. Almost all young people engaging with Clacks Works are achieving their agreed targets and more English for speakers of other languages (ESOL) learners are progressing on to further education. Almost all CLD staff are improving how they use the data and clearer systems are in place for reporting. However, they are not yet at the stage of being able to produce trend information for a three year period. This makes it difficult to track longer-term impacts. CLD interventions are increasingly targeted at those most in need, for example, young people less likely to have a positive destination on leaving school. Although this is improving significantly in Alloa Academy, it is currently for one year only. Jointly capturing and tracking performance in relation to young people's achievements would be beneficial. CLD performance is reported regularly against key priorities, although targets in the CLD Plan could be improved to ensure that measures are robust and shared. Increasing numbers of young people are participating in Activity Agreements, youth groups and Timebank. However, in adult learning and ESOL programmes there is a more mixed picture of performance. Partners recognise that capturing the overall picture of volunteering would be beneficial.

Community groups across Alloa South East are confident skilled and active. Most are well supported by CTSi and other CLD partners. The Wimpy Park Community group are ambitious with a clear vision for the development of the local area. They consult the local community effectively, leading to a strong sense of community pride. The Recovery Café provides a good range of programmes for those trying to recover from addiction. This builds social networks and supports wellbeing. Several community groups are influencing the development of services in Alloa. Hawkhill Community Association delivers a wide range of inclusive services based on identified need. This is helping to reduce social isolation and contributes to improved health and wellbeing. Similarly, the Men's Shed provide a platform for involvement in community activity. Participants are more active and engaged with many increasing in confidence and progressing to other activities. However, partners now need to improve community voice in decision-making. Whilst the views of residents are sought, there is scope to include them further as equal partners. A few smaller community organisations would also benefit from further support around asset transfer and identifying funding sources. Several local organisations in Alloa including Sauchie Activ 8, The Community House, Play Alloa and Home Start are well organised and inclusive. They work hard to ensure that barriers to participation are overcome. Partners make good use of social media to engage with local residents. High numbers of local residents regularly use Facebook to keep in touch with developments.

Young people are active in their local community. The Youth Council are using the recent 'Have Your Say' survey that attracted over 1300 responses to design their Youth Manifesto. Youth Council members are starting to influence change, meeting regularly with senior officers and elected members. Young people at Alloa Academy contribute to their community through a range of leadership programmes. Anti-bullying work is starting to influence how schools respond to cyber-bullying. Young people in the Lesbian, Gay, Bi-sexual, Transgender and Intersex (LGBTI) group contribute to the work of LGBTI Youth Commission for Scotland.

Across South East Alloa learners are well supported to progress their learning. Most learning programmes are well designed. The ESOL homework group effectively supports young Syrian women and the School Wider Access Programme develops readiness for learning through music and cookery. CLD youth work provision is well targeted to those most in need. Flexible Learning

Solutions provide an adaptable programme for young people leading to accreditation and progress to other learning. Almost all young people on Activity Agreements are developing life skills and gaining confidence and experience. Relationships between staff and young people are positive and this is enhancing the learning offer. Clackmannanshire Schools Support Service provides flexible tailored learning for young people to meet their needs. Regular celebrations take place through annual award ceremonies. Those attending Clacks Works engage well with key workers, progressing their learning through individual learning plans. Learner pathways between school, CTSi and Forth Valley College is helping young people achieve. As a result young people express raised aspirations that help them to move on to positive destinations after school. Further work to track and monitor young peoples' achievements between schools and CLD partners would enhance the learning offer. Whilst the picture for young people is strong, there is more to do to ensure the learning offer for adult learners is clear. There are plans to improve both the adult and Family Learning offer although these are not yet in place. However, a few community groups are providing adult learning opportunities. Hawkhill Community Association provide good range of learning programmes including first aid training and a job club and Fair Start delivers effective support for those at risk of long-term unemployment. Learners are gaining life skills and a few are moving on to volunteering. Syrian learners in ESOL programmes are achieving well and reducing language barriers and loneliness.

### What is the capacity of the local authority and CLD partners to further improve?

This inspection of CLD in Clackmannanshire Council found the following key strengths.

- Improved leadership and direction of CLD.
- Inclusive, skilled community organisations improving lives.
- Well targeted bespoke provision for young people.

We discussed with partners how they might continue to improve their work. This is what we agreed with them.

- Improve shared self-evaluation and performance monitoring.
- Include community voice in planning structures at all levels.
- Build on plans to improve adult and family learning.

## 4. What happens at the end of the inspection?

There are some improvements needed, but partners have a good understanding of their strengths and areas for improvement, and communities are achieving well, we have ended the inspection process at this stage. We will monitor progress through our regular contact with the local authority and will discuss the most appropriate support in order to build capacity for improvement.

Sheila Brown  
**HM Inspector**  
21 January 2019

Quality indicators help CLD providers, partners and inspectors to judge what is good and what needs to be improved. You can find these quality indicators in the publication [How good is the learning and development in our community?](#)

Education Scotland evaluates four important quality indicators to help monitor the quality of CLD across Scotland. Here are the results for this inspection.

<b>Improvements in performance</b>	<b>satisfactory</b>
<b>Impact on the local community</b>	<b>good</b>
<b>Delivering the learning offer with learners</b>	<b>good</b>
<b>Leadership and direction</b>	<b>good</b>

**This report uses the following word scale to make clear judgments made by inspectors.**

excellent	outstanding, sector leading
very good	major strengths
good	important strengths with some areas for improvement
satisfactory	strengths just outweigh weaknesses
weak	important weaknesses
unsatisfactory	major weaknesses

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**Report to People Committee**

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**Date of Meeting: 14 March 2019**

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**Subject: Inspection of Local Authorities: Clackmannanshire Council**

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

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**1.0 Purpose**

- 1.1. The purpose of this report is to share the Education Scotland Inspection report on how Clackmannanshire Council is improving learning, raising attainment and closing the poverty related attainment gap.

**2.0 Recommendations**

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

**3.0 Background**

- 3.1 The Scottish Attainment Challenge (SAC) was launched by the First Minister in February 2015. Clackmannanshire Council is one of nine local authorities who have been allocated additional funding as part of the Scottish Attainment Challenge. The money is ring-fenced to support the excellence and equity agenda. Funding was initially for four years from 2015 to 2019 but has now been extended to 2021.
- 3.2 In 2017 Education Scotland introduced a new model of inspection designed to evaluate the improvement to date and to report on the local authority capacity to continue to make appropriate progress with this work. HM Inspectors, professional associates and Audit Scotland worked in partnership to evaluate the Education Service's strategies to deliver on SAC.
- 3.3 The inspection also considered the contribution of Clackmannanshire Educational Psychology service to the SAC.

- 3.4 Clackmannanshire Council was inspected during the week commencing 21st May 2018 and this report was published in December 2018. The framework of the inspection included quality indicators designed to evaluate aspects of leadership and management, self-evaluation and improvements in performance. They sought evidence to answer two questions:
1. How effective is the Clackmannanshire Education Service's use of data to target, select and evaluate the impact of initiatives?
  2. How effective is Clackmannanshire's Education Service's leadership, governance and management of resources to improve learning, raise attainment and narrow the poverty-related attainment gap.

#### 4.0 Considerations

- 4.1 The current Education Service senior management team have been in place since the end of 2016 following the dissolution of Clackmannanshire/Stirling shared service. The year 1 SAC plan had been delivered and the year 2 plan already submitted to Scottish Government at this point. The senior management team analysed the impact of the year 1 and 2 plans in relation to progress being made and reframed and adapted the plans going forward.
- 4.2 In relation to the above the inspection team acknowledged Education Services' complex context throughout their report.

*“Clackmannanshire Council has gone through a period of significant political and strategic change. This impacted negatively on the governance, focus, pace and direction of the education authority's work in relation to the implementation of Scottish Attainment Challenge at school and community level. The early Scottish Attainment Challenge joint plans for Clackmannanshire and Stirling Councils have now been revised by the new senior education team to better reflect the needs of Clackmannanshire Council and to support their new vision for education.”*

- 4.3 In relation to attainment data the inspection team stated that they could only take account of the data that was available at the time of the inspection; they describe this as 'a snapshot in time'. They were not willing to take account of the significant improvements in attainment in teacher professional judgement submitted in June 2018 as this was unpublished data.
- 4.4 The inspection team found that the Educational Psychology service makes a strong contribution to the SAC.

*“The education psychology service has a very good capacity to continue to improve. Very close alignment between the educational psychology service and the educational priorities of the local authority has led to a clear role for educational psychology service in relation to Scottish Attainment Challenge developments.”*



Overall the inspection team found the following strengths :

- The strong leadership of the Chief Education Officer, supported by her senior leadership team, who share a clear vision of the action which needs to be taken.
- Education staff have been reinvigorated to make a positive difference for children and young people as part of the Clackmannanshire 'family'.
- Positive steps, including strong partnerships with universities, have been put in place to improve the use and analysis of data to measure the impact of Scottish

**4.6** The inspection team indicated the following aspects for development:

- Continue to develop and strengthen joint working with partner agencies which is leading to improvement.
- Ensure, as planned, implementation for the initiatives which are making the greatest difference to improving outcomes for learners.
- Continue to develop and improve the sustainability element and exit strategies for Scottish Attainment Challenge and Pupil Equity Funding initiatives and improve governance arrangements.

**4.7** In conclusion Education Scotland is confident that the local authority's plans and self-evaluation processes are beginning to lead to improvements. As a result they will make no further evaluative visits in connection with this inspection.

## **5.0 Sustainability Implications**

All individual programmes plans include sustainability and exit strategies.

## **6.0 Resource Implications**

None

## **7.0 Exempt Reports**

7.1 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 Education Scotland Scottish Attainment Challenge Report  
 December 2018

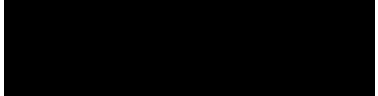

**13.0 Background Papers**

- 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)**

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**Approved by**

<b>NAME</b>	<b>DESIGNATION</b>	<b>SIGNATURE</b>
Anne Pearson	Chief Education Officer	
Fiona McOmish	Strategic Director (People)	



# Inspection of Local Authorities

How well is Clackmannanshire Council improving learning, raising attainment and closing the poverty-related attainment gap?

December 2018

# Introduction

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In 2017 we introduced a new model of inspection of local authorities which we piloted in December 2017. Clackmannanshire Council was inspected during week commencing 21 May 2018. HM Inspectors and professional associates, working in partnership with Audit Scotland, evaluated the education service strategies to improve learning, raise attainment and narrow the poverty-related attainment gap. These are the aims of the [Scottish Attainment Challenge](#), a key Scottish Government programme introduced in 2015. Within this programme, Clackmannanshire Council is one of nine Challenge Authorities.

As part of this inspection, we use the same framework to evaluate the contribution of the educational psychological service to the Scottish Attainment Challenge in Clackmannanshire Council. Our findings on this aspect are included throughout this report.

The Scottish Attainment Challenge has a total budget of £750 million over a five year period. As a Challenge Authority, Clackmannanshire Council is allocated a significant proportion of this funding. The money is being directed to support the excellence and equity agenda. The aim is to close the attainment gap which currently exists between those living in Scotland's least and most deprived areas. This report is our findings on the progress Clackmannanshire Council is making and the capacity of the council to continue to make appropriate progress with this work. Whilst we worked in partnership with others to gather the evidence that underpins this, the report and the judgements in it belong solely to Education Scotland.

The [Framework](#) for this inspection includes quality indicators which enable us to evaluate aspects of leadership and management, self-evaluation and improvements in performance. We use our evidence to answer two questions:

1. How effective is the education service's use of data to target, select and evaluate the impact of initiatives?
2. How effective is the education service's leadership, governance and management of resources to improve learning, raise attainment and narrow the poverty-related attainment gap?

As a result, we are able to make an overall judgement about the extent to which Clackmannanshire Council is improving learning, raising attainment, and closing the poverty-related attainment gap.

# Context

The education service in Clackmannanshire Council is responsible for the education of approximately 6,550 school age pupils in mainstream education establishments, and for 35 school age pupils who are based outside of mainstream education in external placements. The strategic lead for education across the council is the Chief Education Officer. Education is delivered through:

**2** council-managed early learning and childcare centres (ELCCs);

**4** partner providers of early learning and childcare;

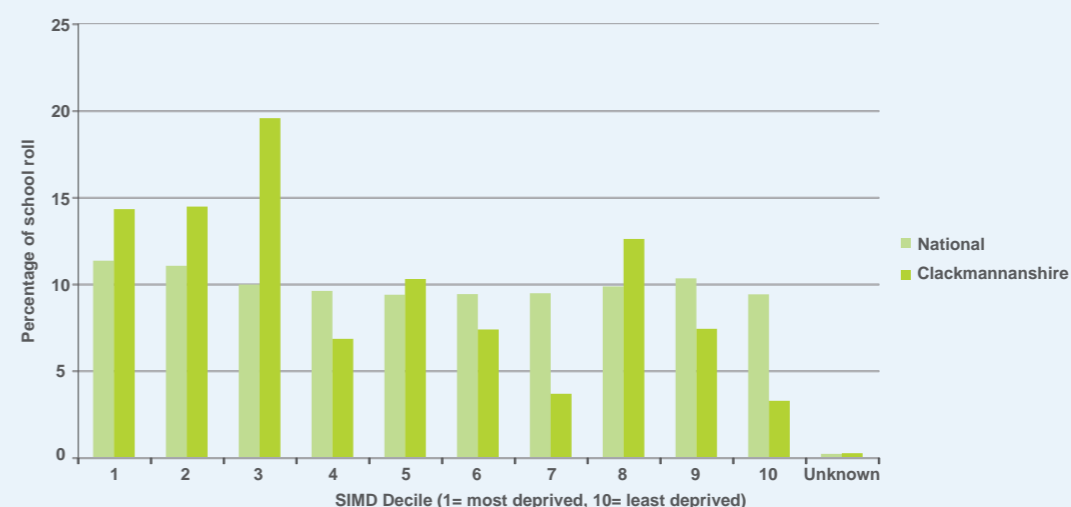
**18** primary schools;

**3** secondary schools;

**1** school for children and young people with additional support needs.

There are 6,585 pupils across the authority's primary, secondary and additional support needs schools, and a further 1,293 children in early years settings.

Percentage of pupils on the LA roll in September 2016 living within SIMD deciles 1 (most deprived) to 10 (least deprived), all sectors:



“ Mediocrity will not be tolerated. ”

Chief Education Officer

It is clear that the leader of the council, the policy lead, the members of the new tripartite group and the Chair of the Scrutiny Committee demonstrate commitment to improving learning and building a culture of aspiration.

“ Education plays a huge part in turning around deprivation. ”

Leader of the Council

There is now a clearly articulated vision and well-defined set of priorities for raising attainment and closing the poverty-related attainment gap within Clackmannanshire. It is closely aligned with the values and priorities of the current council's corporate plan, the Children's Services Plan and in line with the National Improvement Framework (NIF) priorities. This is providing a strong shared vision for improvement amongst elected members, centrally deployed staff and heads of establishment. However, the vision, has not yet reached all staff, particularly at classroom and playroom levels. As a result, it has not yet had sufficient impact on classroom and playroom pedagogy and practice.

In developing its vision and strategic focus, as part of its self-evaluation framework, [Clackmannanshire Education Plan 2017-18: Towards Excellence](#), the authority has looked to strengthen its understanding of the Clackmannanshire context, supported by the [Local Outcomes Improvement Plan 2017-2027](#) (LOIP). It has also worked collaboratively with academic experts and other educational leads to support improvement and to develop outcomes methodologies which integrate policy research with practice.

It has established key principles and expectations to support the realisation of its vision through establishing:

- 6 Big Goals;
- 4 overarching priorities based on the NIF Priorities;
- A Measurement plan and data collection approach based on a holistic set of 15 Key Performance Measures;
- Clear alignment with local, regional and national improvement planning.

# The Attainment Scotland Fund in Clackmannanshire Council

Clackmannanshire Council has gone through a period of significant political and strategic change. This impacted negatively on the governance, focus, pace and direction of the education authority's work in relation to the implementation of Scottish Attainment Challenge at school and community level. The early Scottish Attainment Challenge joint plans for Clackmannanshire and Stirling Councils have now been revised by the new senior education team to better reflect the needs of Clackmannanshire Council and to support their new vision for education.

“ The big goals, which put children first, are shining through.”

secondary headteacher

## Primary schools

Clackmannanshire Council is now in its third year as a challenge authority as Scottish Attainment Challenge Primary funding began in the 2015/16 financial year. Between 2015/16 and 2017/18, the authority has drawn down a total of **£2.53 million** from the Scottish Government to support Scottish Attainment Challenge primary initiatives. The authority projected it would spend **£2.7 million** in the period from 2015/16 to 2017/18. The full year grant was announced at the end of June 2015. However, initiatives did not get underway until late August 2015 due to the proximity of the announcement to the summer holiday period. These delays were compounded by challenges in recruiting for newly-created posts. Recruitment issues have continued to be challenging, as they have nationally.

## Secondary schools

Scottish Attainment Challenge Secondary Funding began in 2016/17. Between 2016/17 and 2017/18, the authority has drawn down **£742,983**. The authority projected it would spend **£888,550** in the period from 2016/17 to 2017/18. Similar recruitment issues to those identified above have been the main reason for the differences between planned and actual expenditure.

Overall, the total amount drawn down by Clackmannanshire Council from 2015/16 to 2017/18 is **£3,470,762**.



## How effective is the education service's use of data to target, select and evaluate the impact of initiatives?

Headteachers, school staff and centrally-based officers have a shared understanding of Clackmannanshire Council's poverty-related attainment gap. There is evidence that some of the approaches being taken through the Scottish Attainment Challenge, combined with higher aspirations, are beginning to lead to improved outcomes for groups of learners. Staff are positive that the initiatives are making a difference. The authority has recently developed a self-evaluation tool which is being used by centrally-based staff. Work done by centrally based officers with headteachers and schools on the effective use of self-evaluation has improved their practice in this area. Schools also work together in clusters, using data to evaluate their joint effectiveness in closing the poverty-related attainment gap and to identify common themes and next steps. For some initiatives there is not yet sufficient evidence of significant impact. The authority is taking positive steps to improve the analysis and evaluation of data to monitor and track the impact of interventions on children's and young people's progress.

The Chief Education Officer and senior staff across the council are fostering a culture of collaborative professional learning across the authority. There is an improving approach to career-long professional learning for all staff working with children and young people. The authority is committed to improving learning and teaching, with a focus on literacy and numeracy. Through a range of learning opportunities, there is a better understanding of the local context and a growing culture in the use of nurturing approaches. This is now leading towards well-informed, targeted interventions for learners. Work with universities is helping to build staff capacity in using research, alongside new approaches in leading learning in numeracy, literacy and health and wellbeing

Increasingly, staff have a better understanding of, and use various improvement methodologies. Collaborative enquiries are encouraged through participation in, and are integral to, a range of professional learning activities. They are also an important part of the newly qualified teachers' induction year, where they are required to undertake an action research project, aiming to improve outcomes for learners. This is impacting positively on groups of learners.

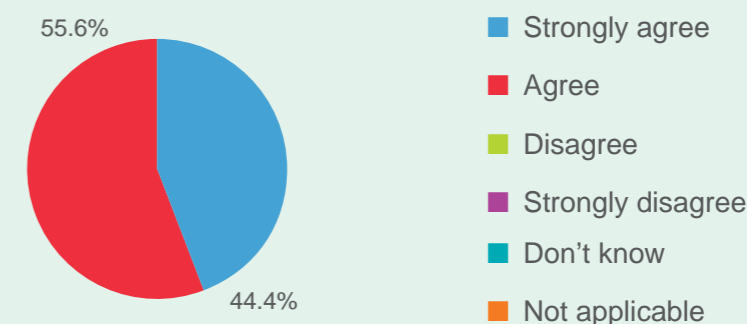
Headteachers understand the importance of self-evaluation well. They self-evaluate their work against [GTCS standards](#). A cycle of school reviews across the authority is near completion. Senior managers and peer headteachers have been validating schools' self-evaluations through examination of data, classroom visits, meetings and questionnaires, focusing on how well schools are improving learning, raising attainment and closing the poverty-related attainment gap. As a result, headteachers and managers have developed a clearer understanding of the attainment levels and poverty-related attainment gap across Clackmannanshire Council and in their own establishments.

“ I had a school review in my second week as headteacher. As a result, we will tear up our BGE curriculum and start again! ”

secondary headteacher

The role of partners in self-evaluation is developing. Partners engage in discussions with schools about individual pieces of work and initiatives, and amend them in light of experience. Overall, partners should be more involved in self-evaluation with individual schools and with the council. A positive step towards this was taken in the consultation of partners relating to the development of a community learning and development plan for 2018-2021.

The education authority Senior Management Team promote a culture of innovation and well-informed change.



Across the authority funding from The Attainment Scotland Fund is supporting and increasing opportunities for young people to take leadership roles, for example, the Pupil Led Enquiry programme. The Senior Leadership Team has identified the need to ensure that pupil voice is further developed in order for it to make an impact on the delivery of learning and teaching. The authority should continue with its plans to build on innovative programmes which are increasing pupil voice and aspiration and integrate the learning and approaches more fully into the curriculum.

“ There is a tone of courage here. ”

new secondary headteacher

The authority has initiated and developed university partnerships, including the University of Strathclyde and University of Stirling. This work is informed by identified areas of need across the council. As a result, university staff are working with several schools to implement research-based initiatives. Initial work on reading has involved helping school staff to understand reading as a social activity. This is beginning to lead to a culture shift in the schools involved. Children report that they are finding reading more enjoyable and have been learning techniques which help them in other curricular areas such as interdisciplinary learning.

“ Staff are buzzing about the range of learning opportunities in the authority. ”

headteacher

The authority is involved in a number of other partnerships, including with Health Promotion Scotland and Wellbeing Scotland. These initiatives, including Safe Talk, Suicide Prevention and the Social Influence programme, have already led to improved outcomes for individual children and young people. Young people report that they find these programmes helpful and that they are more confident and less anxious as a result. They are also attending school more regularly.

The authority has developed a parental engagement initiative and action plan. There is now a draft family learning strategy, **Family Learning In Clackmannanshire** (FLIC). This was a successful aspect of the recent “CCafé” work, which provided a relaxed approach to children and parents learning together and some schools have developed their own bespoke family learning opportunities. Parents and children were attending and learning together in social situations such as cooking and mealtimes, simultaneously developing relationships and social skills. Parents reported that this approach had resulted in a significant positive impact on their relationship with their children. The authority is keen to encourage the “seldom heard voices” of parents from more challenging circumstances to be heard. There are early plans to help to improve the resilience and confidence in families and increase their ability to support children to learn, through joint work with Columba 1400, based on evidence and research.

Third sector organisations are working to engage parents through confidence building programmes, leading to them eventually taking up volunteering opportunities. The approach is designed to raise the expectations of parents who should then be more aspirational for their children. As yet, it is too early to identify the impact of the programme.

Schools are making variable use of partners to enhance the offer of support to families. Partnership working with speech and language therapists operating in targeted schools is showing early signs of success. Children’s listening skills are improving as is their enthusiasm for writing.

Early intervention staff are working with younger children, parents and teachers in a number of targeted schools across the authority. They provide in-class support and run bespoke wellbeing interventions for identified individuals and small groups through a nurture hub approach. They know the children and their needs well. They have good relationships with parents and organise support groups for them in the wider community, encouraging a self-help approach. They monitor the effectiveness of their work and can show how individual children are making progress through, for example, standardised assessment techniques, use of the Leuven Scale of active engagement in learning, feedback from parents and improved attendance of children.

While there are a few programmes which work to strengthen parental leadership through family learning, the authority recognises that these programmes need to be more fully integrated in order to promote high expectations and enable parents to play a fuller part in closing the poverty-related attainment gap. The council is developing its arrangements to involve parent councils in the planning for the Scottish Attainment Challenge and, in partnership with schools, for Pupil Equity Funding.

“ **Vision, ambition, aspiration and inspiration for teachers and schools has been until recently lacking or not readily visible.** ”

parent

Partners would welcome greater opportunities to co-create and jointly lead initiatives in relation to Scottish Attainment Challenge and Pupil Equity Funding developments, particularly at school level. The authority recognises the need to strengthen partnership working, particularly at establishment level, and is working to provide establishments with a better understanding of the range of partners working in their context.

“ **We intend to use the parental engagement strategy as a self-evaluation tool with our own parents.** ”

headteacher

Team leads for SAC interventions are regularly evaluating the progress of interventions against their short, medium and long term outcomes. Pupils are demonstrating a greater degree of aspiration and their growing confidence in themselves as learners is evident. Parents who spoke to HM Inspectors told of the impact of the council drive to improve outcomes as having a positive impact on families at home and within the community. The early gains in this area should be built upon as planned, providing greater support to families and communities in Clackmannanshire Council.

It is noted that the current senior management team have only been in place since the end of 2016 following the dissolution of five years of Clackmannanshire/Stirling shared service. Current SAC implementation plans and the availability of trend data start from that point. The authority is not yet able to evidence change sufficiently well through quantitative data related to initiatives undertaken through Scottish Attainment Challenge funding or the use of Pupil Equity Funding. Most of the more recent initiatives are at too early a stage to have quantitative data over time which can be interrogated.

“ **We have trained our teaching staff as Data Mentors.** ”

secondary headteacher

The local authority has employed an improvement analyst to develop systems to organise and analyse information, and to create a baseline assessment by collecting data and then monitoring progress against the NIF Indicators. The analyst has also been creating data packs for use during school reviews and producing a summary profile for each school to be reviewed. This process has provided a useful baseline for performance across authority schools. The improvement analyst is increasing the capacity of school staff to interrogate their own data by providing bespoke training sessions for staff. In addition, the analyst is helping to build up staff confidence and expertise in data literacy through working with a range of staff in school “surgeries”. Headteachers and teachers value this relatively new support. Headteachers feel that data is more readily accessible for them and that they can use this to help support professional dialogue with a range of staff including teachers. Staff are beginning to analyse data to help them identify and focus on clear priorities which have been shown to have a positive effect on closing the poverty-related attainment gap. The authority has arrangements in place to strengthen its use of this data in order to improve learning, raise attainment and close the poverty-related attainment gap.

Subsequent to the inspection visit, the authority informed Education Scotland that the latest Teacher Professional Judgement data indicates improvement across all four curricular areas in P1, P4 & P7, including significant improvement in numeracy across both primary and secondary stages.

A wide range of initiatives linked to Scottish Attainment Challenge and Pupil Equity Funding has recently been piloted or implemented across the authority. The authority is now using information related to the efficacy of interventions and is planning to use this to refine the menu of approaches which is used by schools.

**“ I am new here but recognise a real sense of change. That is the reason that I wanted to come to Clackmannanshire Council. ”**

new primary headteacher

The authority has successfully reduced school exclusions. Schools engage with centrally-based officers before excluding a child or young person, and a solution-focused script is used to check the strategies which the school has already tried and to explore alternative approaches with them.

Curriculum lead officers have been recently appointed, further increasing the capacity of the centrally-based officer team. The authority has also appointed 'improving outcomes' principal teachers. They focus on literacy, numeracy, and health and wellbeing. Their work is informed by research findings and supported by university staff. They are involved in direct work with schools, helping them to have a better understanding of the curriculum in these areas. This is a 'bottom up' approach where the principal teachers are expert practitioners and model best practice in teaching their subject area. The authority has invested significant resources in this approach which has the potential to be an important aspect of helping schools to close the poverty-related attainment gap. The authority should continue to evaluate the impact of this work on improving outcomes for children and young people.

The educational psychology service has focused on developing a brain-based intervention programme, Readiness for Learning (R4L), to raise attainment at both universal and targeted levels. The Pupil Equity Funding allocation has allowed them to develop the approach and it is beginning to show a positive impact on health and wellbeing measures. Currently, 500 school staff, all 3 secondary schools, community learning and development team, social workers, and active sport workers have engaged in R4L training. Evaluations from practitioners are positive and there is evidence of practitioners using the strategies to improve children's engagement and their inclusion in schools. For example, 90% of children who were involved in R4L achieved early level compared with 70% in schools which do not use this approach. Exclusion figures in R4L schools have decreased and children are spending less time out of class. Out of the 520 trained staff, 80% have reported a significant and positive impact on their teaching.

The authority and schools are aware of the need to to develop and improve the sustainability element and exit strategies for Scottish Attainment Challenge and Pupil Equity Funding initiatives and are beginning to plan for this.

# How effective is the education service’s leadership, governance and management of resources to improve learning, raise attainment and narrow the poverty-related attainment gap?

The Chief Education Officer took up post in summer 2016. Since then, her strong and focused leadership, with the support of the senior leadership team she subsequently appointed, has reinvigorated education staff to begin to make a positive difference for children and young people as part of the Clackmannanshire ‘family’.

Education Officers and headteachers report that, following her appointment, there is now a welcomed, relentless drive for improvement and raised expectation for their children and young people from the Chief Education Officer. Scottish Attainment Challenge planning has been refreshed in establishments and reviewed with the new Senior Leadership Team. Headteachers have a commitment to the council’s drive to improve outcomes.

A planned programme of review and support for leadership of Scottish Attainment Challenge and Pupil Equity Funding takes place at the monthly headteacher meetings. Headteachers are beginning to work together more effectively in clusters to plan for improvements. These developments are now being taken forward with enthusiasm and at pace, and are showing early signs of impact.

The areas of priority within the current improvement plan are appropriate for leading to better outcomes for the children and young people. Community learning and development has included children and young people, families, schools, local communities and partner agencies within their improvement planning, demonstrating clear links to council priorities. The speech and language therapy service has engaged as a strong partner with educational psychology service initiatives to improve literacy. Whilst there has been some positive collaboration around the planning for improvement initiatives, the process to involve all stakeholders is at early stages of development and there remains further work to be done within this area to ensure sustainability.

Over the last two years, education services has created a number of posts and teams to drive forward the implementation of initiatives related to Scottish Attainment Challenge and to provide support directly to headteachers in receipt of Scottish Attainment Challenge funding and Pupil Equity Funding. Leadership capacity in schools has also been strengthened through a range of Pupil Equity Funding initiatives across the council, and leadership opportunities have been created at a range of levels.

The Chief Education Officer and her senior leadership team are aware of the need to consider the sustainability of current approaches to improvement. They are monitoring closely the implementation and early impact of a range of interventions, supported by implementation science.

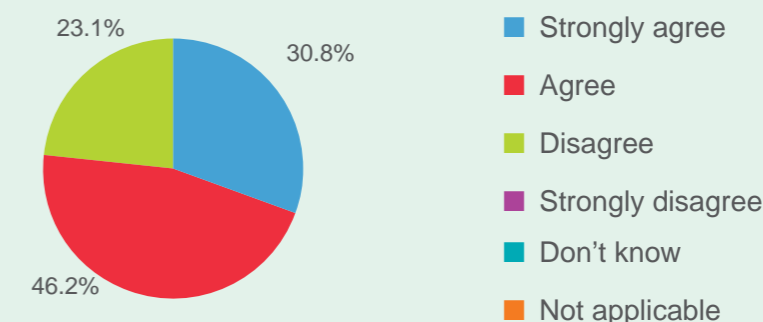
“ **Having our own dedicated Chief Education Officer has changed the provision in Clackmannanshire. The new team now knows our schools and has the knowledge about how to improve them.** ”

Leader of the Council

There is a clear governance framework within education services for managing and reporting on Scottish Attainment Challenge. Finance is well integrated into the governance and accountability framework within education services for Scottish Attainment Challenge. Governance and reporting arrangements related to Pupil Equity Funding are less well developed. Headteachers discuss Pupil Equity Funding arrangements with the Improving Outcomes team. Formal reporting and risk management routes are not as yet well developed. A comprehensive embedded approach to risk management should now be developed that includes monitoring and management of the risk at a school level, at education service level for both Scottish Attainment Challenge and Pupil Equity Funding, across education more widely, and importantly at council and elected member levels.

While reports to the scrutiny committee are clear and easy to understand, they do not yet provide elected members with sufficient information to enable them to effectively scrutinise and challenge Scottish Attainment Challenge and Pupil Equity Funding related progress. The submission of Scottish Attainment Challenge information to committee has been irregular due to changes in committee structure, and elected members have not yet received any reports about Pupil Equity Funding. To enhance scrutiny, there is a need to further improve the level of detailed information provided to elected members.

**The education authority Senior Management Team promote a culture of innovation and well-informed change.**



There has been an increasing level of accountability from the centre for Scottish Attainment Challenge and for Pupil Equity Funding. The ongoing advice to headteachers about Pupil Equity Funding is welcomed, particularly in relation to HR and procurement. The authority should continue to build headteachers' knowledge of, and confidence in, procurement practices. The authority plans to review the first year of Pupil Equity Funding to identify lessons learned and to use this to improve processes and management going forward. The authority has produced detailed guidance to support headteachers in planning how to use their Pupil Equity Funding effectively. Effective arrangements are in place to track and monitor Pupil Equity Funding expenditure. Spend and projections are discussed with headteachers regularly, but there is a lack of reporting at the centre.

“ **The leadership team have created a culture where it feels more personal and that it matters.** ”

centrally based officer

There is a growing focus on leadership development across the authority and there is evidence of increasing levels of participation and engagement in a range of leadership programmes at all levels. Headteachers are developing their leadership skills through shared accountability and recognise themselves more appropriately as senior officers of the council. The authority has encouraged and enabled staff to take on additional responsibilities for improving outcomes for learners through, for example, the work of Improving Outcomes Principal Teachers. Opportunities for secondments have built the capacity of individual staff to take on leadership responsibilities. They have also begun to improve classroom practice.

## The contribution of Clackmannanshire Educational Psychology Service to the Scottish Attainment Challenge

Education Scotland is confident that the evidence and evaluation to date indicates that the educational psychology service makes a strong contribution. This is particularly evident in relation to brain based approaches to improving self-regulation and improving children's readiness to learn. Further development in the use of data to demonstrate long-term outcomes in closing the poverty-related attainment gap will strengthen the contribution of the educational psychology service.

The educational psychology service has developed a comprehensive system of self-evaluation for improvement. This includes a concise service improvement plan that integrates and builds on the Education Service's Plan. Self-evaluation for continuous improvement is part of the remit for all educational psychologists. The system provides a very effective framework to measure the value added from interventions and the service's specific contributions to the authority's work to close the poverty-related attainment gap. The educational psychology service is aware of the need to widen the range of school and authority data sources to make the process of analysis and evaluation process sustainable and meaningful to a wider range of stakeholders. Allocation of school improvement plan areas and tasks to educational psychologists is helping to take forward key areas for improvement, and these are having a positive impact on the quality of services delivered to stakeholders.

The educational psychology service has a very good capacity to continue to improve. Very close alignment between the educational psychology service and the educational priorities of the local authority has led to a clear role for educational psychology service in relation to Scottish Attainment Challenge developments. The service is well supported by the Chief Executive Officer and the Senior Educational Psychologist. They provide effective support and challenge to enable the team of EPs to lead and drive improvements.

## To what extent is the education service improving learning, raising attainment and narrowing the poverty-related attainment gap?

Overall, Clackmannanshire Council is making satisfactory progress with improving learning, raising attainment and narrowing the poverty-related attainment gap, following a period of significant local political and strategic change. HM Inspectors are confident that the evidence and evaluation to date indicates that:

### Strengths

- The strong leadership of the Chief Education Officer, supported by her senior leadership team, who share a clear vision of the action which needs to be taken.
- Education staff have been reinvigorated to make a positive difference for children and young people as part of the Clackmannanshire 'family'.
- Positive steps, including strong partnerships with universities, have been put in place to improve the use and analysis of data to measure the impact of Scottish Attainment Challenge initiatives.

### Aspects for development

The authority needs to:

- Continue to develop and strengthen joint working with partner agencies which is leading to improvement.
- Ensure, as planned, implementation for the initiatives which are making the greatest difference to improving outcomes for learners.
- Continue to develop and improve the sustainability element and exit strategies for Scottish Attainment Challenge and Pupil Equity Funding initiatives and improve governance arrangements.

## What happens next?

Education Scotland is confident that the evidence and evaluation to date indicates that Clackmannanshire Council is making satisfactory progress in putting in place arrangements to help it to improve learning, raise attainment and close the poverty-related attainment gap. The local authority's plans and self-evaluation processes are beginning to lead to improvements. As a result we will make no further evaluative visits in connection with this inspection. We will continue to monitor progress through the Scottish Attainment Challenge programme.

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**Report to: People Committee**

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**Date of Meeting: 14 March 2019**

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**Subject: Consultation on amending the Schools Admissions Policy**

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**Report by: Chief Education Officer**

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### **1.0 Purpose**

- 1.1 This paper provides a report on the outcome of the consultation that was undertaken on amending the schools admission policy to change the policy for denominational primary schools.

### **2.0 Recommendations**

It is recommended that the People Committee:

- 2.1 Notes that the majority of people who responded to the consultation expressed support for the proposed change in the admissions policy.
- 2.2 Notes that Education Scotland concluded that the proposed change would have educational benefits.
- 2.3 Agrees to change the admissions policy for Roman Catholic primary schools. The new policy is: Children whose parents can demonstrate affiliation to the Roman Catholic church, by means of a baptismal certificate, and who live in the geographical catchment area, are entitled to enrol in the school.

Parents who are not entitled to automatic admission can apply via the placing request mechanism.

- 2.4 Agrees that changes to the admissions policy should only apply to children who do not currently attend either school or the siblings of children who currently attend either school.

### **3.0 Considerations**

- 3.1 The consultation process took place during November and December 2018. The consultation document was published on Clackmannanshire Council's website where interested parties were invited to either complete an online questionnaire or provide comments directly to the Council via e-mail or by submitting a paper copy of the questionnaire which was available in the schools and other Council offices.

Public Meetings were held in the two Roman Catholic primary schools, which were open to all parents from across the Council area. Copies of the consultation were sent to Stirling Council as Roman Catholic Secondary School provision for Clackmannanshire is provided at St Modans High in Stirling. Copies were also sent to the Roman Catholic Church, Diocese of Dunkeld. Copies were also sent to all schools and Parent Councils. Schools were asked in particular to ensure that nursery parents were alerted to the consultation.

- 3.2 The Catholic Church was represented at the two public meetings, by Fr Freyne and Canon Harty. The Church representatives advised that the church had no opposition to the change in the admissions policy. The other attendees at the meetings also advised that they had no objection to the changes in the policy.
- 3.3 Consultation also took place with the parents of both St Mungo's and St Bernadette's RCPS as well as the pupils. In all cases, they were supportive of the change. They expressed concerns over admission to St Modan's High in Stirling, but this is a matter for Stirling Council
- 3.4 Twenty one responses were received to the online consultation. 14 of these agreed with the change and 7 disagreed. 6 out of the 7 who disagreed advised that they had a child currently attending a Clackmannanshire school. Most of the people who disagreed with the change made comments around issues which are outwith the control of Clackmannanshire Council namely issues concerning the principle of having denominational schools. A summary of the responses is contained in Appendix 1
- 3.5 As part of the consultation process, Education Scotland attended one of the public meetings, received a report from the Council on the outcome of the consultation and then met separately with parents, staff and pupils of both St Mungo's and St Bernadettes RCPS. Education Scotland submitted a written report on the outcome of their findings following their meetings. They conclude that the proposed change has a number of educational benefits for children as it will reduce the risk of oversubscription of the schools and demonstrate best value through making effective use of its school estate. It also enables the Council to meet its legislative requirements in relation to denominational education.

#### **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 was undertaken in accordance with the Schools (Consultation) (Scotland) Act 2010.

**10.0 Appendices**

Appendix 1: Responses received to online consultation on proposed changes to school admissions policy


Appendix 2: Report by Education Scotland addressing educational aspects of the proposal by Clackmannanshire Council to change the admissions policy for denominational schools in Clackmannanshire effective from August 2019

**11.0 Background Papers**

**Author(s)**

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Approved by

<b>NAME</b>	<b>DESIGNATION</b>	<b>SIGNATURE</b>
Anne M Pearson	Chief Education Officer	
Fiona McOmish	Strategic Director (People)	

**Responses received to online consultation on proposed changes to school admissions policy**

Do you agree with the proposed change in the policy?	Do you have any further comments on this proposal?	Submitted Date
Agree		2018-11-06 14:59:57
Agree		2018-11-06 18:36:58
Agree	<p>This is a long overdue change and should have been implemented a while ago. I do not think the proposal is very clear though. I presume this change means RC baptised children will automatically be enrolled in an RC school, therefore if they want to go to a non denomination school then subsequently they will need to put in a placing request for this.</p> <p>If this does not happen, then the council are been blatantly prejudiced and are saying RC children have a place at either a RC school or their local primary, whereas non RC children only have a place at their local primary.</p> <p>Following on from this, I presume a similar policy will be put in place for St Modans high school?</p>	2018-11-07 13:00:59
Agree		2018-11-07 13:13:42
Agree	No	2018-11-07 14:30:26
Agree	No	2018-11-07 14:31:00
Agree		2018-11-08 07:56:44
Agree	I would like to see all schools in Clacks become non-dom schools. I do not believe that segregating one religious group from others is right, education is the priority and giving one religious group preferential treatment is wrong.	2018-11-08 10:18:04
Agree		2018-11-13 11:48:28
Agree		2018-11-14 22:46:25
Agree	I would be interested to know how many non RC pupils attend denominational primaries therefore inflating the need for denominational schools	2018-11-14 23:22:46
Agree		2018-11-16 13:19:33
Agree	I would have assumed this was already the policy. I thought children would also have to be regural church goers as well.	2018-11-19 19:26:01
Agree		2018-11-23 11:19:06

Disagree	All children should attend their own catchment school wherever it is. Having attended a RC primary school myself I feel that children should not be divided because of RC religion. This only causes problems between other children.	2018-11-07 18:27:31
Disagree	We live in the 21st century and there should be no denominational schools of any kind that are council funded. If parents want their children to have a particular education they should pay for it out their own pocket, it shouldn't be paid for by tax payers. Any particular religious teachings should be taught at home and at church - school should be a place where children learn about all religions in a non-biased way to allow them to understand and accept the beliefs of the different religions of the world. Our society is divided enough - schools should be a place to eradicate these divides, not actively promote differences between friends and neighbours.	2018-11-07 23:06:18
Disagree	I am concerned that by limiting the intake of children into the schools, the end result will be that the dwindling numbers will result in the closure of the Catholic primary schools. Or the school operating on very small numbers resulting in composite classes spread over several year groups in order to save staff salary costs. The combination of St Mungos Primary being moved longer term to Alloa Academy and now this proposal suggests that the council are aiming to cut right back on expenditure for Catholic primary schools.	2018-11-09 20:23:04
Disagree	I think it is wrong people who live in tullibody don't get their child into abercromby because off catchment area, but people from Alloa Alva etc if catholic get place no problem i am non religious placing requests from residents in tullibody should get first refusal before people from other areas because of religion .	2018-11-10 11:39:08
Disagree	No other segregation is allowed based on ethnicity, gender etc so why should it be allowed with religion	2018-11-14 22:47:40
Disagree	Think couldn't matter what religion u are should be able to attend any school	2018-11-14 23:17:26
Disagree		2018-11-14 23:22:48

## **Schools (Consultation) (Scotland) Act 2010**

**Report by Education Scotland addressing educational aspects of the proposal by Clackmannanshire Council to change the admissions policy for denominational schools in Clackmannanshire effective from August 2019.**

January 2019

## 1. Introduction

1.1 This report from Education Scotland has been prepared by Her Majesty's Inspectors of Education (HM Inspectors) in accordance with the terms of the [Schools \(Consultation\) \(Scotland\) Act 2010](#) ("the 2010 Act"). The purpose of the report is to provide an independent and impartial consideration of Clackmannanshire Council's proposal to change the admissions policy for denominational schools in Clackmannanshire. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision. Where a council is proposing to close a school, it needs to follow all statutory obligations set out in the 2010 Act, including notifying Ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children and young people of Clackmannanshire; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meeting held on 20 November 2018 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- visits to the site of St Bernadette's Roman Catholic Primary School (RCPS) and St Mungo's RCPS, including discussion with relevant consultees.

## 2. Consultation process

2.1 Clackmannanshire Council undertook the consultation on its proposal(s) with reference to the [Schools \(Consultation\) \(Scotland\) Act 2010](#).

2.2 The formal consultation ran from 2 November until 14 December 2018. Public meetings were held on 20 November and 6 December 2018. These meetings were not well attended. There were no objections to the proposal. The council posted the consultation document on its website.



Interested parties were invited to comment. Copies were also sent to all Clackmannanshire schools and Parent Councils with paper copies of the proposal made available in schools and public offices. Copies of the consultation were sent to Stirling Council as Roman Catholic Secondary School provision for Clackmannanshire is provided at St Modan's High School in Stirling. Copies were also sent to the Bishop of Dunkeld and the Catholic Church representative for Clackmannanshire Council.

2.3 The council received 21 responses to the proposal. Of these 14 were supportive. The majority of positive respondents did not include any further comment as to why they were supportive. Six out of the seven respondents who did not support the proposal had a child currently attending a Clackmannanshire school. The main area of objection raised was in regard to the existence of denominational schools and the potential for segregation based on religious grounds.

2.4 No formal, written response was received by the Diocese Catholic Church. All other Parent Councils in the two council areas were invited to take part in the consultation but chose not to submit any comments.

### **3. Educational aspects of proposal**

3.1 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 a 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. In 2015-16 school years, St Bernadette's RCPS did not have sufficient capacity to accommodate Roman Catholic children who wished to enrol during the academic year. To meet its legal obligations, the council provided transport to St Mungo's RCPS in Alloa. This meant children had to attend a school outside the community in which they were living. St Bernadette's RCPS will move into Tullibody South Campus in August 2019. The new school will have the same number of classrooms as the current school. As a new school, St Bernadette's RCPS may be attractive to parents which may result in the demand exceeding the number of places available. The current admissions policy allows any child living in Tullibody, Menstrie or Alva, irrespective of their denomination, to attend St Bernadette's RCPS. The new St Bernadette's RCPS is not designed to accommodate such a broad catchment. The proposed changes will allow the council to better fulfil its duty to provide education to children and young people who are baptised into the Roman Catholic Church in a denominational school, including when a denominational school is oversubscribed.

3.2 The proposal has a number of educational benefits for children. The council's proposal, if it proceeds, would reduce the risk of over subscription and resulting high occupancy in denominational primary schools. It will also enable the council to meet its legislative requirements in relation to denominational education and potentially demonstrate best value through making effective use of its existing school estate as a whole. St Bernadette's RCPS will have sufficient capacity to accommodate Roman Catholic children who wished to enrol during the academic year. A more systematic approach to placing requests will be introduced.

3.3 Management, support and teaching staff from St Bernadette's RCPS and St Mungo's RCPS who met with HM Inspectors were supportive of the proposal. They saw the proposed changes in policy as bringing Clackmannanshire into line with other Scottish local authorities. They welcomed the introduction of a more systematic approach to placing requests. Staff at both schools did not see the proposed change in policy having a negative impact on themselves, children or parents. They were confident both schools had capacity to accommodate others. However, they were concerned that the need to complete a placing request might act as an additional barrier for parents considering their school.

3.4 The small number of parents from both St Bernadette's RCPS and St Mungo's RCPS who met with HM Inspectors were supportive of the proposal. They agreed that where capacity issues arose, that children baptised into the Catholic faith should be given priority when applying for places at the denominational schools. They were reassured that existing pupils and their siblings would be able to attend St Bernadette's RCPS and St Mungo's RCPS. However, they were concerned that the inclusive ethos that both schools currently enjoy might be compromised if children of other faiths are not admitted. Representatives from St Mungo's RCPS Parent Council shared a concern that completion of a placing request might act as an additional barrier for those families for which English is not their first language.

3.5 Children from both St Bernadette's RCPS and St Mungo's RCPS who met with HM Inspectors agreed that where demand exceeded capacity there was a case for prioritising in favour of children baptised into the Catholic faith. However, they expressed the desire that their schools should be open and welcoming to all children irrespective of faith. They saw this as a major strength in their existing schools.

3.6 The representative from the Diocese of Dunkeld who met with HM Inspectors was supportive of the proposal. He recognised the proposal brings Clackmannanshire into line with other Scottish authorities. However, he expressed the need to retain the inclusive, open to all, welcoming nature that currently exists in both denominational schools.

## 4. Summary

Overall, the council's proposal is of educational benefit. The council's proposal, if it proceeds, would reduce the risk of over subscription and resulting high occupancy in denominational primary schools. It will also enable the council to meet its legislative requirements in relation to denominational education. St Bernadette's RCPS and St Mungo's RCPS will have sufficient capacity to accommodate Roman Catholic children who wished to enrol during the academic year. A more systematic approach to placing requests will be introduced.

**HM Inspectors  
January 2019**

**CLACKMANNANSHIRE COUNCIL**

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**Report to: People Committee**

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**Date of Meeting: 14 March 2019**

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**Subject: Expansion of Early Learning and Childcare Clackmannanshire Council  
Delivery Plan 2017**

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**Report by: Chief Education Officer**

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**1.0 Purpose**

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

**2.0 Recommendations**

It is recommended that the People Committee notes the progress that has been made relating to the expansion of the ELC provision to 1140 hours for all 3-4 year olds and comment on current status.

**3.0 Background**

**3.1 Progress of ELC Expansion Plan**

**3.1.1 Clackmannan Nursery Class (NC)**

Building work is about to start at Clackmannan NC to increase the floor space. The work is scheduled to be completed by October 2019, this will be a term time nursery.

**3.1.2 Menstrie Nursery**

The building of this stand alone nursery has started and the nursery will provide 100 places. As it will open 8am to 6pm all year round it will be able to provide families with choices in how they access their 1140 hours. The nursery is due to open in October 2019 and is on target to open on this date.

**3.1.3 Craigbank NC**

Work is underway within the school on a 48 place nursery class due to open October 2019, this will be a term time nursery. This increase in spaces will enable Sauchie Nursery to extend provision, allowing more children to access 1140 hours and lunch across the year between 8am and 6pm.

**3.1.4 Tullibody South Campus Nursery**

The new nursery will provide 140 places and it will open 8am to 6pm all year round. It provides families with choices re how they access their 1140 hours. The nursery is due to open in August 2019 and is on target.

A new Head of Centre is currently being recruited to lead the new nursery and it is hope they will start after Easter.

As the nursery will no longer be managed by Abercromby PS due to the increased size and opening hours a new name is being consulted on. Ideas from children staff and wider stakeholders are being sought through a range of activities and there will be a vote to choose the most appealing.

The additional places being provided at Tullibody South will enable children at St Serfs NC and Banchory NC to take up 1140 hours with a hot lunch. Both these nurseries are term time only.

As there are no catchment areas for nursery, families have the flexibility to take up their placement in any nursery.

### **3.1.5 Coalsnaughton NC**

Last year the nursery offered all children aged 3-5years 1140hrs over term time. This year they will include eligible 2 year olds and provide a hot lunch. The increased hours are now fully implemented in this nursery.

### **3.1.6 Sauchie Nursery**

Now able to offer some families who are working or living in particular circumstances 1140 hours across the year with a hot lunch. This will be increased as additional spaces become available across the area.

### **3.1.7 Extending kitchens**

Work is being undertaken across the estate to ensure that there are facilities to offer all children a hot lunch by 2020.

### **3.1.8 Muckhart PS**

Consideration is being given to developing an outdoor nursery at Muckhart PS. Early Years staff and the Headteacher are researching the different models and considering how this might be applied. The aim of this looking outward exercise is to extend choice for the parents and children of Clackmannanshire.

### **3.1.9 Next Phase**

In 2020 when all the building works are complete, all remaining nursery classes will deliver 1140 hours.

## **3.2 Workforce Expansion**

To deliver 1140 hours additional staff are being recruited. The third intake of Trainees/Modern Apprentices is being planned. A number of Early Years staff are being upskilled by undertaking assessors training and delivery the underpinning knowledge to students.

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

Catering and Education services continue to meet with the NHS Dietician to ensure that the nutritional value of the food being offered meets the required nutritional value and appeals to younger children.

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

- 3.4.1 The contract for partner nurseries is due to be renewed by 31 July 2019. The ELC team are working with Scotland Excel and the Council's procurement team to ensure the new ELC standards and Funding Follows the Child requirements are being met along with procurement standards. There are currently five private nurseries operating within the authority and four have been in partnership for many years.
- 3.4.2 The new contract will also include childminders who have not been in contract before. Trials have been taking place however with a few children accessing their ELC hours with childminders and this will inform future planning.
- 3.4.3 Clackmannanshire's website informs parents' and carers' that children can use entitled hours where there is availability, with a local childminder who is in partnership and states the childminding provider's details. The Council is currently working in partnership with twelve childminders across the authority area.
- 3.4.4 The 'provider neutral' Funding Follows the Child approach is being introduced alongside the national roll-out of the expanded entitlement in 2020. The approach will be underpinned by a National Standard that all providers delivering the funded hours regardless of whether they are in the public, private or third sector, or childminders will have to meet.
- 3.4.5 It gives choice to parents' and carers' hands, enabling them to access their child's funded entitlement from any provider that meets the new National Standard, has a place available and is willing to enter into a contract with their local authority. This approach increases the number of partners the authority will require to work with and therefore more central staff are required to support partners and ensure the quality of providers is high. Revenue budget is available through the Expansion plan funding.
- 3.4.6 Under a 'provider neutral' approach, it is essential that provision is financially sustainable in order to ensure that providers across all sectors are willing and able to deliver the funded hours. In 2018 the rate paid to partners increased to £5.00 per hour for children aged 3 to 5 years old. The rate will continue to be monitored and increased to ensure sustainability.

### **4.0 Implications**

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

### **5.0 Risk**

The key risks associated with this project are:

- Delivery of infrastructure expansion projects on time. All of the building projects have been programmed and budgeted for. At this stage there is no slippage.

- Ensuring there is sufficient financial resources available; revenue funding only confirmed for 18-19.
- Ensuring that new staff are recruited on time. All additional graduates have been recruited within the time frame and the trainee programme ensures that new Educators are trained locally.

## 6.0 Equalities

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

## 7.0 Financial Implications

Development and Finance Services been involved in the compilation and preparation of the technical and financial information required to deliver this project.

## 8.0 Sustainability Implications

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

## 9.0 Resource Implications

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

## 10.0 Exempt Reports

Is the report exempt? NO

## 11.0 Declarations

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

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

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

### (2) **Council Policies** (Please detail) Not applicable.

## 12.0 Equalities Impact

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

N/A

## 13.0 Legality

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

Yes.

## 14.0 Appendices

None

## 15.0 Background Papers

Expansion of Early Learning and Childcare Clackmannanshire Council  
Delivery Plan2017

<https://www.clacks.gov.uk/document/meeting/1/802/5758.pdf>

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

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

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

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

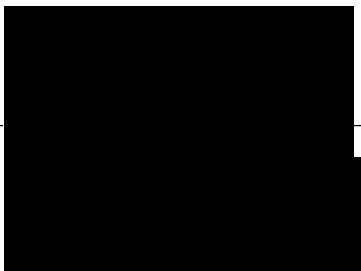
[The Skills Investment Plan Prospectus](#)

[Additional Graduate Commitment](#)

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