



**Clackmannanshire
Council**

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Comhairle Siorrachd
Chlach Mhanann

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

People Committee

Thursday 3rd October 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)

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

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

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

24 September 2019

A MEETING of the PEOPLE COMMITTEE will be held within the Council Chamber, Kilncraigs, Greenside Street, Alloa, FK10 1EB, on THURSDAY 3 October 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 Meeting of the People Committee held on 16 May 2019 (Copy herewith)	05
4. Additional Support for Learning Strategy: Equity and Inclusion - report by the Improving Outcomes Manager (Copy herewith)	09
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People Committee – Committee Members (Membership 8 - Quorum 4)

Councillors

Wards

Councillor	Graham Lindsay (Convenor)	5	Clackmannanshire East	SNP
Councillor	Jane McTaggart (Vice Convenor)	3	Clackmannanshire Central	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 16 MAY 2019 at 9.30 AM**

PRESENT

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

Rev Sang Y Cha, Religious Representative (Appointed Member)
Father Michael Freyne, Religious Representative (Appointed Member)

IN ATTENDANCE

Fiona McOmish, Strategic Director (People)
Cathy Quinn, Improving Outcomes Manager
Gemma Kennedy, Head Teacher, Banchory Primary School (Item 4)
Allison Littlejohns, Headteacher, Alva Primary School (Item 4)
Margaret McIntyre, Interim Chief Social Work Officer
Judi Richardson, Performance and Information Adviser (Item 7)
Stuart Landels, Service Manager, Criminal Justice (Item 8)
Lindsay Thomson, Service Manager, Legal and Democracy (Clerk to the Committee)
Gillian White, Committee Services

PC(19)36 APOLOGIES

Apologies were received from Pastor David Fraser.

PC(19)37 DECLARATIONS OF INTEREST

None.

PC(19)38 CONFIRM MINUTES OF MEETING HELD ON 14 MARCH 2019

The minutes of the Meeting of the People Committee held on 14 March 2019 were submitted for approval.

Decision

The minutes of the Meeting of the People Committee held on 14 March 2019 were agreed as a correct record and signed by the Convenor.

PC(19)39 THE USE OF PUPIL EQUITY FUNDING (PEF) IN THE HILLFOOTS AND LORNSHILL CLUSTERS

The report, submitted by the Improving Outcomes Manager, provided information on how schools in the Hillfoots and Lornshill Clusters 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.

The Committee heard presentations from Allison Littlejohns, Headteacher at Alva Primary School (Hillfoots Cluster) and Gemma Kennedy, Head Teacher at Banchory Primary School, Tullibody (Lornshill Cluster).

Motion

That the Committee agrees the recommendations in the report.

Moved by Councillor Graham Lindsay. Seconded by Councillor Martha Benny.

Decision

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

PC(19)40 EDUCATION SCOTLAND INSPECTION ST SERF'S PRIMARY SCHOOL AND NURSERY

The report submitted by the Improving Outcomes Manager shared the outcome of the inspection process at St Serf's Primary School and Nursery Class.

Motion

That the Committee agrees the recommendation in the report.

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

Decision

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

PC(19)41 SCOTTISH ATTAINMENT CHALLENGE (SAC) 2019/20 YEAR 5 PROGRAMME PLAN

The report submitted by the Improving Outcomes Manager shared the SAC 2019/20 Year 5 Programme Plan with the People Committee.

Motion

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

Moved by Councillor Donald Balsillie. Seconded by Councillor George Matchett QPM.

Decision

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

PC(19)42 17/18 LOCAL GOVERNMENT BENCHMARKING – PEOPLE EXTRACT

The report, submitted by the Strategic Director (Partnership and Performance) presented performance information from the Local Government Benchmarking Framework (LGBF), focusing on the performance of Clackmannanshire Council's People Directorate in the 2017/18 financial year, in relation to other Scottish local authorities.

Motion

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

Moved by Councillor Helen Lewis. Seconded by Councillor Donald Balsillie.

Decision

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

PC(19)43 COMMUNITY PAYBACK ANNUAL REPORT 2017 - 2018

The report, submitted by the Interim Chief Social Work Officer invited the Committee to note the publication, following Scottish Parliamentary Approval in February 2019, of the Annual Report which outlines the progress and activity undertaken by Clackmannanshire Council's Criminal Justice Services in relation to Community Payback Order (CPO) activity for the period 1 April 2017 to 31 March 2018.

Motion

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

Moved by Councillor Martha Benny. Seconded by Councillor Donald Balsillie.

Decision

The Committee agreed to note the content of the report.

Ends 1137 hours

Report to: People Committee

Date of Meeting: 3 October 2019

Subject: Additional Support for Learning Strategy: Equity and Inclusion

Report by: Lorraine Sanda, Improving Outcomes Manager

1.0 Purpose

This paper presents the Education Service's Additional Support for Learning Strategy: Equity and Inclusion which sets out how the Service will ensure that it delivers inclusive and equitable opportunities for all children and young people, but in particular for learners who experience barriers to their learning.

2.0 Recommendations

The People Committee is recommended to note the contents of the Strategy (Appendix 1) and associated action plan 2019-2021 (Appendix 2), and provided comment, and challenge as appropriate.

3.0 Considerations

3.1 The Strategy will ensure that the Council complies with its legislative duties to provide for children and young people who require additional support for learning. In particular:

- The Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009)
- The Standards in Scotland Schools etc Act (2000)
- The Children and Young People (Scotland) Act 2014

3.2 The Strategy supports Getting it Right for Every child (GIRFEC) and, in particular, takes account of a recent Scottish Government publication 'Guidance on the Presumption to Provide Education in a Mainstream Setting', March 2019. This clearly states the requirement that children and young people should have equitable access to a quality education which meets their needs and helps them achieve their full potential.

3.3 The Strategy recognises the international priorities of ensuring inclusive and equitable quality education and promoting life long learning for all, outlined in the UNESCO Education Agenda 2030. It also reflects global research reported by HundrED recommending inclusivity and collaboration.

- 3.4 The Strategy has been informed by the views and experiences of young people, and their families, educators and partners and will be monitored on an ongoing basis with children and young people. An *easy read* version of the Strategy will be shared at the Annual Additional Support for Learning Parent Event in October. The action plan will continue to be developed to reflect feedback from families, children and young people and partners.
- 3.5 The Strategy seeks to make most effective use education resources, using current staff expertise to develop and build capacity of staff across the educational establishments in Clackmannanshire.
- 3.6 In 2018/19, Additional Support Needs Expenditure was as follows:

	£'000
Employee Costs	5205
Resources	149
Transport (including escorts)	1021
External agencies (including external placements and therapies)	209

- 3.7 The number of pupils recorded as requiring some form of additional support for their learning as of August 2019 is just under 1800 pupils. Needs range from factors arising from short term social/health to life long complex disabilities and/or residential educational care placements. This amounts to 21.19% of pupils of primary age and 31.2% of secondary pupils. This is slightly lower than the national figures for Scotland which are 25.49% and 31.7% respectively, however these figures do not include approximately 30 children and young people who have significant additional support needs that require high cost educational placements out with the authority.
- 3.8 This approach must be delivered in partnership with Children's Services Social Work, particularly in relation to the external placement of children and young people with significant social and emotional needs. Partnership working is key to ensuring effective transitions for children and young people with additional support needs.
- 3.9 Implementation of this Strategy will further assist in limiting expenditure on specialist placements, as mainstream settings are empowered and upskilled to meet the needs of the majority of children and young people.

4.0 Sustainability Implications

There are no sustainability implications.

5.0 Resource Implications

There are no financial implications.

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 | <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)

N/A.

8.0 Equalities Impact

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

N/A

9.0 Legality

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

10.0 Appendices

Appendix 1: Additional Support for Learning Strategy: Equity and Inclusion and Action Plan 2019-21

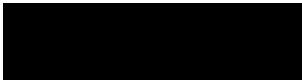
11.0 Background Papers

- The Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009)
- The Standards in Scotland Schools etc Act (2000)
- The Children and Young People (Scotland) Act 2014
- Scottish Government March 2019. Guidance on the Presumption to Provide Education in a Mainstream Setting,
- Scottish Government (2012) The Right Help at the Right Time in the Right Place. Strategic Review of Learning Provision for Children and young People with Complex Additional Support Needs (The Doran Review)
- Scottish Government (2008) *Getting it Right for Every Child (GIRFEC)*
- UNESCO (2017) *Education 2030 Agenda* UNESCO. France
- HundrED (2018) Every Child to Flourish. Global Perspectives in Improving Education HundrED Report #001

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Lorraine Sanda	Improving Outcomes Manager	2425

Approved by

NAME	DESIGNATION	SIGNATURE
Anne M Pearson	Chief Education Officer	

CLACKMANNANSHIRE COUNCIL EDUCATION SERVICES

**Inclusion
And
Equity**



A STRATEGY FOR ADDITIONAL SUPPORT FOR LEARNING ACROSS CLACKMANNANSHIRE 2019-2022

Additional Support for Learning Strategy: Equity and Inclusion Clackmannanshire Council

Introduction

The Education Service provides a wide range of services to educate, protect, support and promote the achievements of children and young people, their families and communities. These services are delivered by our schools, nurseries, additional support services and teams working from the centre across the whole of Clackmannanshire.

In line with the principles of Getting It Right for Every Child (GIRFEC) our vision is to put children first and deliver excellence and equity for all. Children in Clackmannanshire will leave education well prepared for life and work and a bright, positive future. We will work in partnership to minimise the effects of child poverty and raise attainment for all.

We have six big goals:



These goals support the delivery of the Government's priorities for education in the National Improvement Framework:

- Improvement in Literacy and Numeracy
- Closing the Gaps; Equity and Fairness
- Improvement in Health and Wellbeing
- Increased, sustained Positive Destinations.

This Strategy sits within the Education Service’s wider vision, values and aims. We aim to deliver inclusive and equitable opportunities for *all* our learners through collaboration with partners, particularly children and young people, and their families. We will strive to minimise any barriers that children and young people may experience to enable them to fully participate in education, and develop skills to engage in life beyond school.

- EQUITY can be seen as *fair* treatment for all learners, with individuals getting what they *need* rather than everyone getting the same.
- INCLUSION can be seen as ensuring that all learners are given the opportunity to *participate* in educational opportunities through the reduction in any *barriers* to their participation

Background – National Legislation Framework

The Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009) places a duty on Local Authorities to make “adequate and efficient provision for the additional support needs for whose education they are responsible for”.

The Standards in Scotland Schools etc Act (2000) places a presumption of mainstream education, unless specified exemptions apply.

Getting it Right for Every Child (GIRFEC) and the Children and Young People (Scotland) Act 2014 places further duties upon Local Authorities to monitor children’s progress within the wider context of well-being.

The recent Scottish Government ‘Guidance on the Presumption to Provide Education in a Mainstream Setting’ (March 2019) considers inclusive practice through four key features of inclusion: Present, Participating, Achieving and Supported.

Figure 1 – Four Key Features of Inclusion



The Scottish Government Guidance suggests that these four key features be used to set expectations and evaluate inclusive practice in educational establishments. The key expectations for each of the four key features of inclusion are outlined below.

PRESENT

Key Expectations:

- **All** children and young people should learn in environments which best meet their needs
- **All** children and young people should be fully engaged in the life of their school, through the inclusive ethos, culture and values of the school
- **All** children and young people should receive a full time education including flexible approaches to meet their needs

PARTICIPATING

Key Expectations:

- **All** children and young people should have their voices heard in decisions about their education., including decisions on where they learn
- **All** children and young people will have the opportunity to participate and engage as fully as possible in all aspects on school or early learning and childcare life, including trips and extracurricular activity
- **All** children and young people should be enabled and supported to participate in their learning
- Children and young people with additional support needs, who are aged 12-15, also have extended rights within the ASL framework to use right on their own behalf to affect decisions made about them

ACHIEVING

Key Expectations:

- **All** children and young people should be achieving their full potential
- **All** children and young people should have access to a varied curriculum tailored to meet their needs

SUPPORTED

Key Expectations:

- **All** children and young people should benefit from the ethos and culture of the school, inclusive learning and teaching practices and relationships
- **All** children and young people should be given the right help, at the right time, from the right people, to support their wellbeing in the right place
- **All** children and young people should be supported to participate in all parts of school life
- **All** children and young people should be supported to overcome barriers to learning and achieve their full potential

International Research

Internationally, the United Nations Education, Scientific and Cultural Organisation (UNESCO) produced an Education 2030 Agenda which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” UNESCO is very clear that if we wish to build more inclusive and equitable societies, then we need to start with inclusive education systems. They propose that by better understanding and supporting the needs of learners with more diversity or greater potential barriers to their learning; this enables us to develop more flexible and responsive educational opportunities for all.

The HundrED research report #001 ‘Every Child to Flourish’ (2018) states that for significant change to be made in all areas of education, inclusivity and collaboration between all stakeholders is required.

Clackmannanshire Context

Some learners can be more at risk of experiencing barriers to their learning than others due to a variety of factors such as learning difficulties, adverse childhood experiences, physical or mental health difficulties or disabilities, care experiences, gender, ethnicity, socio-economic status, religion or sexual orientation. Within Clackmannanshire 21.19% of pupils of primary age and 31.2% of secondary age are reported as having additional support for learning needs. This is slightly lower than national figures for Scotland published in 2018, which shows 25.49% pupils at primary age and 31.7% at secondary stage have additional support needs; social, emotional and behavioural needs continues to be the highest additional support need recorded. Clackmannanshire currently has 51 Looked After Children (LAC) and 152 Looked After and Accommodated (LAAC). The staged intervention figures do not include the significant level of need experienced by approximately 30 children and young people whose educational needs are such that they require education at high cost specialist placements out with the authority.
(Pupil Census 2018, Scottish Government Education Dataset).

Table 1 provides an overview of Clackmannanshire’s staged approach to the equitable allocation of resources to reduce barriers to learning for those potentially most at risk. This ensures that children and young people get the support required from the right people when it’s needed; as highlighted in the Scottish Government report ‘The Right Help, at the Right Time in the Right Place’ (November 2018).

Support for the Strategy is provided by the Additional Support for Learning Team consisting of the following teams, outreach and staffing:

- Social, Emotional and Behavioural
- Severe and Complex
- Autism Spectrum Disorder
- Support for Learning
- English as an Additional Language
- Hearing Impairment

- Visual Impairment

Alongside this, there needs to be a staged approach to Career Long Professional Learning (CLPL) for staff to ensure they have the skills and knowledge to meet the needs of all children and young people. This would take the form of a targeted approach; universal, enhanced, targeted and intensive levels of CLPL to ensure staff have access to professional learning activities tailored to their positions.

Table 1. Staged approach to equitable allocation of resources to reduce barriers to learning for those potentially most at risk

GIRFEC	Stage of Intervention	Features	Potential Resources
Intensive	4	Access to flexible pathways, internal Local Authority Additional Support Needs (ASN) provision or external ASN provision	<ul style="list-style-type: none"> • Ongoing involvement from a number of internal and external partners • Intensive Therapeutic Service (ITS) input from the Educational Psychology Service (EPS)
Targeted	3	Assessment and intervention for individual pupils to help remove barriers to learning, including access to flexible pathways.	<ul style="list-style-type: none"> • Direct work by partner agencies • Direct work by Additional Support for Learning (ASL) outreach staff • Ongoing assessment from the EPS
Enhanced	2	Classroom / school adaptations for individual pupils or groups to help remove barriers to learning	<ul style="list-style-type: none"> • Coaching and Mentoring of educators by ASL outreach staff • Advice from external partners • Advice from GIRFEC Discussion Forum (GDF) • Consultation and advice from the EPS • Involvement from Support for Learning Teachers
	1	Classroom / school adaptations for individual pupils or groups to help remove barriers to learning	<ul style="list-style-type: none"> • Involvement from Attainment Team • Advice from Support for Learning teachers
Universal	N/A	ASN friendly classrooms and establishments to	<ul style="list-style-type: none"> • CLPL by ASL outreach staff, Educational Psychology Service

		support excellence for all	(EPS), Attainment Team and external partners e.g. Allied Health Professionals (AHPs)
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Monitoring and Reviewing of the Strategy

Appendix 1 outlines the action plan required to implement the Strategy. This Strategy will be reviewed on an annual basis with children, young people and their families and reported on as part of the Clackmannanshire National Improvement Framework Programme.

References

- Scottish Government (March 2019) *Guidance on the Presumption to Provide Mainstream Education in a Mainstream Setting*
- HundrED (2018) *Every Child to Flourish Understanding Global Perspectives in Improving Education* HundrED Report #001
- Scottish Government (2008) *Getting it Right for Every Child (GIRFEC)*
- Scottish Government (2009) The Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009)
- Scottish Government (2012) *The Right Help at the Right Time in the Right Place. Strategic Review of Learning Provision for Children and Young People with Complex Additional Support Needs (The Doran Review Report).*
- Scottish Government (2014) *Children and Young People (Scotland) Act 2014*
- Scottish Government (2000) *Standards in Scotland's Schools etc Act (2000)*
- UNESCO (2017) *Education 2030 Agenda* UNESCO: France Annexes

Appendices

Appendix 1 Additional Support for Learning: Equity and Inclusion Action Plan
2019-21



Appendix 1- Additional Support for Learning: Equity and Inclusion Action Plan 2019-21

Action	Accountability	Timescale	Evidence of Impact
<p>Develop a staged approach to ASL CLPL</p> <p>All staff to receive Equity and Inclusion training</p>	<p>Joint Education Psychologists and specialist Additional Support for Learning team</p>	<p>Headteacher meetings or Additional Support for Learning specific training day</p>	<p>All children and young people benefit from the ethos and culture and environment of the school, inclusive learning and teaching practices and relationships.</p>
<p>All establishments to engage in a minimum of one ASL external creative learning visit each academic session</p>	<p>School Managers/ Additional Support for Learning Officer</p>	<p>Rolling programme</p>	<p>All children and young people have access to a varied curriculum tailored to meet their needs</p> <p>All children and young people are given the right help, at the right time, from the right people, to support their wellbeing in the right place.</p>
<p>Induction period for new Additional Support for Learning staff</p>	<p>Additional Support for Learning SN SLTs</p>	<p>From August 2019</p>	<p>All children and young people are supported to overcome barriers to learning and achieve their full potential.</p>
<p>Development of Additional Support for Learning networks</p>	<p>Quality Improvement Officer</p>	<p>From August 2019</p>	<p>All children and young people have their voices heard in decisions about their education. Including decisions on where they learn</p>
<p>Skills audit of all Additional Support for Learning staff</p>	<p>Additional Support for Learning Officer</p>	<p>From August 2019</p>	<p>Staff is aware of the extended rights of 12-15 year olds with additional support needs, have extended rights within the Additional Support for Learning framework.</p>



Action	Accountability	Timescale	Evidence of Impact
<p>Staged Approach to the equitable allocation of resources to reduce barriers to learning for those potentially most at risk</p> <p>Expand GIRFEC Delivery Model across Clackmannanshire</p> <p>Ensure school estate strategy takes account of Improving Outcomes Manager and Additional Support for Learning requirements equitably</p> <p>Develop a model for equitable allocation of Improving Outcomes Manager and Additional Support for Learning supports within establishments</p>	<p>Improving Outcomes Manager and Additional Support for Learning Team</p> <p>Improving Outcomes Manager and Additional Support for Learning Team/Estates Team</p> <p>Improving Outcomes Manager</p>	<p>From August 2019 and ongoing</p> <p>From August 2019 and ongoing</p> <p>From August 2019 and ongoing</p>	<p>All children and young people are learning in environments which best meet their needs and allowing them to meet their full potential</p> <p>All children and young people are fully engaged in the life of their school, through inclusive ethos, culture and values of the school</p> <p>All children and young people have access to a varied curriculum tailored to meet their needs.</p> <p>All children and young people receive a full time education including flexible approaches to meet their needs</p> <p>All children and young people have their voices heard in decisions about their education. Including decisions on where they learn.</p> <p>All children and young people have the opportunity to participate and engage as fully as possible in all aspects on school or early learning and childcare life, including trips and extracurricular activity</p> <p>Children and young people with additional support needs, who are aged 12-15, are aware they have extended rights within the Additional Support for Learning framework.</p> <p>All children and young people are given the right help, at the right time, from the right people, to support their wellbeing in the right place</p> <p>All children and young people are supported to overcome barriers to learning and achieve their full potential</p>



Action	Accountability	Timescale	Evidence of Impact
<p>Ensure Additional Support Needs processes and procedures are fully understood and used consistently across Clackmannanshire</p> <p>Review of Additional Support for Learning in all educational establishments</p> <p>Develop Autism Spectrum Disorder guidance aligned with local and national priorities</p> <p>Regular review and updates of guidance and policy documents.</p> <p>Provide relevant training in response to needs identified</p> <p>Update transition guidance for children and young people with Additional Support for Learning and monitor and review practice</p>	<p>Quality Improvement Officer and Additional Support for Learning Officer</p> <p>Quality Improvement Officer</p> <p>Improving Outcomes Manager</p> <p>Quality Improvement Officer and Additional Support for Learning officer</p> <p>Quality Improvement Officer and Additional Support for Learning officer</p>	<p>August 2019 and ongoing</p> <p>August 2019 and ongoing</p> <p>August 2019 and ongoing</p> <p>August 2019 and ongoing</p> <p>August 2019 and ongoing</p>	<p>All children and young people are enabled and supported to participate in their learning</p> <p>All children and young people are achieving their full potential</p> <p>All children and young people are given the right help, at the right time, from the right people, to support their wellbeing in the right place.</p> <p>All children and young people are supported to participate in all parts of school life.</p> <p>All children and young people are supported to overcome barriers to learning and achieve their full potential</p> <p>Children and young people with additional support needs, who are aged 12-15, are aware they have extended rights within the Additional Support for Learning framework</p>



Action	Accountability	Timescale	Evidence of Impact
<p>Collaboration with all partners in the development flexible learning pathways</p> <p>Each establishment to complete an audit to explore flexible learning solutions within their context (environment, skills, resources)</p> <p>Audit of learners engagement with flexible learning pathways</p> <p>Key worker system in place for all learners with Additional Support Needs undergoing transitions including positive and sustained destinations</p>	<p>Additional Support for Learning Officer</p> <p>Additional Support for Learning Officer</p> <p>Individual Establishments</p>	<p>August 2019 and ongoing</p> <p>August 2019 and ongoing</p> <p>August 2019 and ongoing</p>	<p>All children and young people are learning in environments which best meet their needs and have access to a varied curriculum tailored to meet their needs.</p> <p>All children and young people are fully engaged in the life of their school, through the inclusive ethos, culture and values of the school or learning environment</p> <p>All children and young people are enabled and supported to participate in their learning and are achieving their full potential</p> <p>All children and young people have their voices heard in decisions about their education. Including decisions on where they learn</p> <p>All children and young people have the opportunity to participate and engage as fully as possible in all aspects on school or early learning and childcare life, including trips and extracurricular activity</p> <p>Children and young people with additional support needs, who are aged 12-15, are aware they have extended rights within the Additional Support for Learning framework.</p>

CLACKMANNANSHIRE COUNCIL

Report to: People Committee

Date of Meeting: 3 October 2019

**Subject: Education Service Digital Learning Strategy and Implementation Plan
2019 - 2022**

Report by: Lorraine Sanda, Improving Outcomes Manager

1.0 Purpose

- 1.1 This paper presents the Education Service Digital Learning Strategy and Implementation Plan 2019 - 2022. The Strategy, *Developing a Digital Culture in Education*, sets out a clear vision and rationale focusing on transformation in our schools and early learning establishments.

2.0 Recommendations

It is recommended that the People Committee provide comment and approve the Strategy at Appendix 1.

3.0 Considerations

- 3.1 Digital technology is transforming the way that we live our lives, impacting on learning, and future careers of all our children and young people. It is vital that we provide our educators with the digital tools and skills to enhance and increase opportunities for your children and young people to learn and achieve.
- 3.2 This Strategy will support the Stirling and Clackmannanshire City Region Deal in particular align with the development of Digital Hubs and Skills and Inclusion Programme. This Strategy takes into account and supports the Clackmannanshire Council Digital Strategy 2019-2025 which was agreed by Council on 18 April 2019. It takes into account the Scottish Government's 2016 publication: *Enhancing Learning and Teaching through the use of Digital Technology, A Digital Learning and Teaching Strategy for Scotland*.
- 3.3 In developing the strategy, the Service took account of the views of young people, educators, academics and partners. Latest and best practice across Scotland and internationally was also researched and considered.

3.4 The Strategy has four main aims:

- To further develop the skills and confidence of all educators in the appropriate and effective use of digital technology;
- To improve access/remote access to a range of digital technology for all learners;
- To ensure that digital technology is evident in all areas of curriculum design, delivery and assessment; and
- To empower leaders to drive forward and further develop innovation and investment in digital technology.

3.5 It supports the four priorities in the Clackmannanshire National Improvement Framework to: Improve Attainment in Literacy and Numeracy; Improve Health and Wellbeing; Close the Attainment Gap; and Improve employability skills and positive destinations.

3.6 The Implementation Plan sets out the actions that are required to start delivering on the Strategy. A Full Delivery Plan with milestones and timescales will be developed, monitored and reported on annually through the Education Service Reporting and Planning procedures.

4.0 Financial Implications

There are no financial implications. The intention is to implement the Education Service Digital Learning Strategy and Implementation Plan 2019 - 2022 within existing budgets.

5.0 Sustainability Implications

There are no sustainable implications

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)

N/A

8.0 Equalities Impact

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

Yes No

9.0 Legality

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

Yes No

10.0 Appendices

Appendix 1: Developing A Digital Culture in Education

11.0 Background Papers

Clackmannanshire Council Digital Strategy 2019-2015


A Digital Learning and Teaching Strategy for Scotland

The Future of Education and Skills, Education 2030. OECD.

Author(s)

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Approved by

NAME	DESIGNATION	SIGNATURE
Anne M Pearson	Chief Education Officer	



CLACKMANNANSHIRE COUNCIL
EDUCATION SERVICES

DEVELOPING
A DIGITAL CULTURE
IN EDUCATION



A STRATEGY FOR TRANSFORMING LEARNING
ACROSS CLACKMANNANSHIRE
2019-2022

WELCOME TO OUR DIGITAL STRATEGY

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

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

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

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

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

August 2019



**DIGITAL
CLACKS**
EMPOWERING LEARNERS



**Cllr Graham Lindsay
Education**



**Anne Pearson
Chief Education Officer**

RATIONALE

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



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

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

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



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

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

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



AIMS OF OUR STRATEGY

SKILLS

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

ACCESS

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

CURRICULUM

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

LEADERSHIP

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



INTRODUCTION

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



Clackmannanshire Context

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

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

Digital Schools

The 'Developing a Digital Culture in Education' strategy will build upon the good work we have already been doing. We have invested in infrastructure to be able to support the use of video conferencing and Bring Your Own Device in teaching and learning. We have used video conferencing successfully to deliver lessons between classrooms in our three secondary

schools. Guest wifi is already available in all of the academies and this has been used successfully to develop the capacity to support a full BYOD roll out in future.

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

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

Digital Tools

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

Digital Hubs

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

NIF Framework

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

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



SKILLS

AIM: DEVELOP THE SKILLS AND CONFIDENCE OF OUR EDUCATORS

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

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

ACCESS

AIM: IMPROVE ACCESS TO DIGITAL TECHNOLOGY FOR ALL LEARNERS

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

CURRICULUM

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

The importance of our learners being able to use a variety of digital technologies and possessing a range of digital skills in today's increasingly digitised world is clear. All educators have a responsibility to ensure that learning in this evolving digital world continues to be relevant and engaging to our children and young people. We can embrace the opportunities digital provides in enhancing and extending learning opportunities via anytime, anywhere support, resources and online collaboration and productivity tools. We can learn from business and transform the way we deliver content and resources. It is possible now to create high quality multimedia learning content such as digital video explanations, animations, virtual tours and podcasts. This means that we have an opportunity to enhance and extend learning to benefit our children and young people in ways we could never before have imagined. In analysing the associated data we can personalise learning and gain insights to support learners in ways that

just would not before have been possible.

LEADERSHIP

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

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

IMPLEMENTATION OF THE STRATEGY

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

PROJECT DELIVERY

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

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

Project 1: Digital Clacks

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

- Engage with schools and partners to inform our delivery and rollout plans.
- Engage with partners to offer CLPL sessions and Digital Clacks events

Actions

- Establish team and engage partners. Set up Digital Action Group from Education services and key partners
- Identify Digital Leads for each school and create networking opportunities- physical and virtual
- Create 'Digital Clacks' branding and engagement channels for all work in promoting our overall Digital Learning Strategy and supporting schools to implement
- Launch and promote Clackmannanshire's Digital Learning Strategy to all schools via face to face events and online channels
- Increase range of CLPL opportunities

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

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

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

Actions

- Creation and development of Virtual Platform for FLIP- Flexible Learning Individual Pathways
- FLIP Phase 1- FLIP site created, G Suite domain registered (flipclacks.org) and order of 30 Chromebooks +4g for pilot users in target group- FLIP PLUS (not in school priority)
- FLIP Phase 2- roll out devices and FLIP (G-Suite) virtual learning accounts for CLD Awards programme and activities pilot group and their systems/procedures. Onboard staff and students.
- FLIP Phase 3- roll out FLIP accounts and onboard schools at risk groups to access from school and undertake CLD Awards as self study/ in-school supervision.
- FLIP Phase 4- widen range of virtual learning opportunities to include badged challenges that any young person could undertake at anytime and submit for verification.
- FLIP Phase 5- wider roll out of anytime 'Learning Essentials' to include Literacy, Numeracy, HWB and Digital Skills activities + resources with points system quizzes for self assessment.
- Support schools to develop Family Learning opportunities via their own digital channels
- Support schools to adopt Digital Parental Engagement methods and share examples via Digital Clacks channels
- Conduct audit of staff confidence in a) Using Digital collaboration tools to deliver anytime learning and b) Delivering revised Technologies outcomes

Project 3: 1+2 Clacks

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

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

Actions

- Creation and development of 1+2 Clacks virtual learning space and Professional Learning support site
- 1+2 Phase 1- Site designed and launched with resources content from around the web
- 1+2 Phase 2- Launch LIVE learning between schools following a calendar of events and recorded for virtual learning space
- 1+2 Phase 3- Power Language deployed
- 1+2 Phase 4- Integrate 1+2 badged challenges into FLIP site
- Engage with IT to evaluate wider roll-out of independent G Suite to schools and implications for accounts management/admin

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

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

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

Actions

- FLIP is developed further to include SQA qualifications for increased choice and flexibility of curricular offer
- FLIP offers virtual work experiences
- FLIP offers increased range of badged challenges
- FLIP engages with Forth Valley College to widen the offer to include college courses
- Increased access to devices in all schools with further Chromebook rollouts
- Increase number of Google Certified Educators.
- Hold x3 further Digital Clacks Teachmeets.
- FLIP is able to offer personalisation and choice to primary learners undertaking e.g. Topic work by offering virtual learning experiences and challenges

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

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

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

Actions

- FLIP is developed further to include increased range of SQA qualifications for extended choice and flexibility of curricular offer
- FLIP offers greater range of virtual work experiences and virtual apprenticeships
- FLIP offers increased range of badged challenges
- FLIP engages further with Forth Valley College to widen the offer to include college courses
- Contribute and benefit from Digital developments within the Regional Improvement Collaborative
- Increased Access to devices in all schools with further Chromebook rollouts
- Increase number of Google Certified Educators
- Hold x3 further Digital Clacks Teachmeets
- FLIP is embedded across all schools and flexible learning is the norm
- Ongoing increase in Digital Schools Awards across estate
- Ongoing increase in adoption of G Suite across all schools
- Digital culture is established and embedded
- Include Digital Learning in local authority review visits and ensure it is key focus
- Conduct audit of staff confidence in both a) Digital collaboration and b) Technologies outcomes. Aim for demonstrable increase on 2020 data

Project 6: G-Suite for Education and Chromebooks

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

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

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

Report to: People Committee

Date of Meeting: 3 October 2019

Subject: Forth Valley West Lothian (FVWL) Improvement Collaborative Progress Report

Report by: Anne Pearson, Chief Education Officer for
RIC Lead Officer Dr E Cook, Asst. Chief Executive WL

1.0 Purpose

The report provides an update on the work of the FVWL Regional Improvement Collaborative (RIC).

2.0 Recommendations

2.1 The People Committee is asked to note and comment on:

- (1) the contents of this report; and
- (2) that progress reports are presented to the People Committee twice per year.

3. Background

3.0 At its meeting of 14 March 2019 the People Committee noted the progress of the Phase 2 Forth Valley and West Lothian (FVWL) Regional Improvement Plan and the development of the Governance Plan to accompany the Phase 2 Plan. It was agreed that the Chief Education Officer would provide further reports which would detail:

- the offer received from Education Scotland to support the Phase 2 Regional Improvement Plan;
- the use of funds to support the delivery of the Phase 2 Plan, received from the Scottish Government;
- the level of support the FVWL Collaborative will receive from the Scottish Government.

3.1 This report provides information regarding the above and progress with recruitment to support the plan's delivery, progress with delivery of the plan and information about next steps.

Progress of the offer from Education Scotland

3.4 The Lead Officer and the Directors from each Local Authority within the RIC met with Education Scotland's new Senior Regional Advisor (SRA) in May 2019. The SRA provided an outline of the role of the national team who will support our RIC; this will include specialist Curriculum support, Attainment Advisors (one for each Local Authority), Community Learning and Development (CLD) officer, Parental Engagement officer and Digital Learning officers.

- 3.5 The Lead Development Officer's FVWL has met with the individual team members from Education Scotland to outline progress of the work-streams and discuss future plans and proposals for Education Scotland colleagues to engage with the work of the RIC.
- 3.6 One outcome of this process, is that a full planning day will take place in September 2019 between RIC Lead Quality Improvement Officers and the Education Scotland team.
- 3.7 A number of key 'asks' of Education Scotland will be requested by FVWL RIC including:
- Support with developing the Curriculum- Broad General Education and Senior Phase
 - Support with addressing recommendations in key Scottish Government reviews for example, the Personal and Social Education (PSE) curriculum
 - Developing digital technology to support a virtual online campus for pupils across the Regional Collaborative, and also to support the development of a Continuous Lifelong Professional Learning (CLPL) programme for teachers, support workers and partners in CLD and the Education Psychology team.

Scottish Government Funding Support

- 3.8 The FVWL RIC 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 A grant return on use of funds was submitted to the Scottish Government in August 2019. (Appendix 1)
- 3.10 The main use of the grant was to recruit a team of lead officers to develop and progress the aims of the Phase 2 plan. The Lead Director and Lead Development Officer for the RIC have both been funded from the grant, and from February 2019 the following posts have been appointed to support the work stream priorities: Lead Quality Improvement Officers – Numeracy (2), Literacy (1), CLPL (1); Performance Officer (Data Analysis); Support Officers (4, one for each Local Authority); Data Coaches (4, one for each Local Authority); Numeracy Pedagogues (2); Business Management Support (0.5); Admin Support (to be recruited-September 2019).
- 3.11 The appointment of full time lead officers to each of the work streams has led to an increase in the pace of development and delivery of objectives. This is evidenced in the work of the Numeracy work stream where a full Numeracy Academy has been developed and will be launched in August 2019. This will support the aims to close poverty related attainment gaps in numeracy from early years through to secondary level. Specific schools have been targeted with bespoke programmes to develop teachers and support staff in using intervention strategies to improve numeracy.

Progress with the Phase 2 plan

- 3.12 A key element of the Phase 2 Plan was to devise and deliver a Communication and Engagement Strategy. This has been successfully developed and implemented. The Phase 2 plan was shared with schools along with regular news bulletins, power-point presentations for inset meetings, and the lead teams regularly attending Head Teacher and Local Authority meetings.
- 3.13 The new FVWL Digital Platform was launched in February 2019 and provides information and updates about the work of the Improvement Collaborative. This is supported by a RIC twitter feed and new You Tube Channel.
- 3.14 A FVWL Consultation on the 'Ask and Offer' of the RIC was carried out in January 2019 with a full analysis and summary paper produced to highlight key outcomes, and inform further planning.
- 3.15 Primary and Secondary Head Teachers Reference Groups have been established and are useful sounding boards and advisers to the work streams and Directors group.
- 3.16 A range of engagement events have been undertaken to provide practitioners with the opportunity to become more involved with the work of the RIC ,network and develop relationships across the four local authorities. Events have included an Early Years Practitioners Conference in February 2019 attended by 250 people, and a Middle Leaders conference, 'It's a Good Time to Collaborate' in May 2019 attended by 300 professionals.
- 3.17 The first set of termly meetings took place in May and June 2019 where all the Primary/Early Years Head Teachers and Heads of Establishments met, followed by all the Secondary Head Teachers. It has been agreed to hold these events four times a year with each Local Authority hosting and leading a meeting. A further development will be to hold themed conferences in Session 2019-20 led by each work stream, and so for example, there will be a FVWL Numeracy Conference in November 2019.
- 3.18 To fully support the implementation of the Phase 2 Plan and deliver on the key 'asks' conveyed by respondents in the FVWL Consultation (January 2019), a substantial CLPL programme has been developed and will be launched in September 2019. This involves approximately 40 facilitators partnering with the RIC's CLPL Team and engaged from a wide range of areas such as Universities, Police Scotland, Unions (Teaching and Non), schools, CLD, 3rd Sector.
- 3.19 The plan has been further progressed by building and widening partnerships that are supporting a range of projects being undertaken to support the RIC priorities (from May 2019). Some of the partners are:
- Winning Scotland Foundation – Numeracy and Literacy Mindsets (75 practitioners)
 - Forth Valley and West Lothian Colleges- STEM Strategy
 - Stirling University- 2 Professional Learning programmes (school senior leaders), Consultation role and supporting self -evaluation
 - Scottish College for Educational Leadership- Columba 1400 programme for Head Teachers, Officers and Education Scotland Colleagues (20 x 3 cohorts)

- Scottish Coaching for Leadership Improvement Programme- Scottish Government initiative to support Improvement Methodology, bespoke FVWL Collaborative engagement (30)
- Scottish Book Trust- National pilot of Reading accreditation programme with 40 schools
- Gateway – CPD Manager- to support the co-ordination of, access to and evaluation of FVWL CLPL programmes.

3.20 The next step for the FVWL RIC is to create the Phase 3 plan (September 2019). This will be informed by the interim report (March 2019), School Improvement Plans for Session 2019-20, Education Scotland input and evaluation from key engagement events. (Appendix 2)

3.21 The Phase 3 plan and progress report will be shared with the Regional Board (Chief Executive Officers and Lead Spokespersons of each Local Authority) within the FVWL RIC at their bi-annual meeting in October 2019. The Phase 3 plan's progress will be shared at the next People committee meeting.

4.0 Considerations

Readiness for Empowerment

4.1 The FVWL RIC 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, 2 and Phase 3 Plans have been developed in collaboration across all four local authority areas.

5.2 The Lead Officer and Senior Officers from across the Collaborative continue to engage with wider stakeholders including trade union and parent representatives.

5.3 Further consultation is ongoing through the implementation of the Phase 3 Plan and is outlined in the Communication and Engagement Strategy within the plan.

6.0 Implications

Financial

6.1 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. A new bid will be placed in September 2019 for Session 2019-20.

Resources

6.2 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 the Phase 1, 2 and 3 Regional Improvement Plans. The new lead Quality Improvement Officers for each work stream will further develop the work of the Regional Improvement Collaborative in partnership with Clackmannanshire Education Services and the Education Scotland team.

Legal

- 6.3 There are no legal implications arising from this report.

Risk

- 6.4 No risk implications have been identified.

Equalities

- 6.5 There are no equalities implications arising from this report.

Sustainability/Environmental Impact

- 6.6 There are no implications for sustainability or environmental impact arising from this report.

7.0 Conclusions

- 7.1 The work of the FVWL RIC is ongoing and it is acknowledged that the pace of progress is increasing with the appointment of seconded staff to various development roles. Inevitably, and given the stage of implementation, there has been additional workload and pressures on the Education Service without significant added value yet. This is more of an issue for Clackmannanshire as the only Scottish Attainment Challenge (SAC) Authority in the FVWL RIC. The SAC Plan is already covering many of the developments now being addressed by the RIC.
- 7.2 The various themed groups are working effectively and have identified approaches to engage with front line staff to exemplify and improve practice in our classrooms. A programme of professional learning will support the skills development of staff (teaching and non) and build collaborative networks that will work towards improving the quality of learning and teaching in a cohesive manner with the aim to improve attainment outcomes for children and young people.
- 7.3 Further reports will be presented to future meetings of the People Committee to provide updates on the work of the collaborative and progress with the "Empowering Schools" agenda.

8.0 Exempt Reports

- 8.1 Is the report exempt? No

9.0 Declarations

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

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

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



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

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

Not applicable.

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?

No

11.00 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.

10.0 Appendices

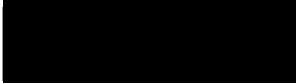
Appendix 1: FVWL RIC, Progress Report, March 2019
Appendix 2: Grant Return

12.0 Background Papers

Author(s)

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Approved by

NAME	DESIGNATION	SIGNATURE
Anne M Pearson	Chief Education Officer	



**Forth Valley & West Lothian Regional Improvement Collaborative
Progress Report
March 2019**

Vision for the FV&WL RIC

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

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

Strategic Priorities

The overarching key strategic priorities set out in the National Improvement Framework are reflected in all local authority and school plans. The priorities of the FV&WL RIC also align with the NIF set:

- ☐ Improvement in literacy and numeracy
- ☐ Closing the gaps
- ☐ Improvement in health and well being
- ☐ Increased sustained positive destinations

The FV&WL priorities for 2018-2019 are:

Priority	Aims
Numeracy	Reduce the poverty related attainment gap from early to first level. Develop collaborative learning approaches which build staff capacity to deliver high quality learning experiences in numeracy.
Literacy	To develop collaborative learning approaches which build staff capacity to deliver high quality literacy learning experiences for all.
Early Learning and Childcare	By the end of 2020, 100 % of children aged 2-3 years old will experience good or very good quality ELC in establishments in the FVWL RIC.
Career Long Professional Learning	To address expectations of the NIF which are being taken forward by each of the work-streams To empower our teachers, head teachers, parents and communities to deliver excellence for our children and young people.
Performance Information	Maximise the use of information and ensure that evidence sources are fit for the intended purpose, based on improvement methodology. Evidence is used across the Collaborative to gain a deeper understanding of improvement. Practitioners across the Collaborative are more confident in data literacy.

A summary report of progress for each work stream is attached at the end of this report.

Feedback on the Phase 2 Plan

The Phase 2 Plan was reviewed by colleagues from Education Scotland who provided two main areas for improvement:

1. Provide stronger Governance arrangements for the FV&WL Collaborative.
2. Develop a more detailed Performance Profile demonstrating performance measures, tracking and progress.

Progress with addressing the feedback points:

Strengthening Governance arrangements

The Governance arrangements of the Collaborative have been discussed between the Chief Executive Officers, Education Spokespersons and the lead Directors. The outcome is that a FV&WL RIC Governance Plan has been written which provides an overview of each RIC group including the creation of a new Regional Board (membership: CEOs and Education Spokespersons of each Local Authority). The membership, purpose and reporting mechanism is explained for each group within the Governance plan. The Governance plan and an 'Achievements to Date' paper have been shared with Elected Members at each of the LA committee meetings.

It has been agreed that the CEO, RIC Lead Director and RIC Development Officer roles will sit within one LA for an 18 month period and will then be reviewed. The first period has been completed and on the 1st March 2019, Robert Naylor (Director of Children's Services, Falkirk) completed his tenure as RIC Lead and Elaine Cook (Depute Chief Executive Officer, West Lothian) took up the position.

Developing the Performance Profile

The Performance Team has developed a suite of performance measures that align with those within the National Improvement Framework. They have collated relevant data and are now able to demonstrate progress with at least one comparative figure in some of the measures.

For the profile to be fully populated, a RIC Data Sharing Agreement is required. This is currently in progress, and a draft version is being reviewed by legal teams in each of the four local authorities.

The aim of the profile is to provide a progress overview with a high line set of measures, and also provide progress measures for each of the work stream priority aims. A further data set under early development is a directory map of 'next practice' schools who will share evidence based progress of intervention strategies that are demonstrating improvements in raising attainment and closing the poverty related attainment gap.

Communication & Engagement Strategy

The Communication and Engagement Strategy was launched in October 2018 and is supported by the creation of a RIC Communication Team. As well as sharing the phase 2 plan, a range of communication updates have been provided to schools and educational establishments through e-bulletins, power-point presentations for inset meetings, and the RIC lead team regularly attending HT and ELT LA meetings.

The new FV&WL RIC Digital Platform was launched on the 12th February 2019 and provides information and updates about the work of the RIC. This is supported by a RIC twitter feed.

A FV&WL RIC Consultation on the 'Ask and Offer' of the RIC was carried out in December 2018 and January 2019 with a full analysis and Summary paper being produced to highlight key outcomes. Key points from the summary include:

- 64 schools/educational establishments responded (29%)
- A significant ask is for schools to share good practice especially PEF interventions and to be supported in building confidence in the use of data for improvement.
- Professional Learning asks: Self- evaluation in practical ways to involve all stakeholders; visit other schools; shadowing; share improvement methodologies; building leadership capacity (middle and HT); Moderation- provide bank of holistic assessments in literacy and numeracy; moderate beyond council context; create example pieces and bank of holistic assessments/benchmarked.
- The preferred means of communication to engage with other schools and staff across the RIC is to develop a seminar/RIC events programme and build up networks.
- The top area of professional learning that schools and educational establishments would like to be offered through the support of our RIC is Developing the Curriculum (73%).
- The main curriculum areas that would benefit from regional collaboration are H&WB, Numeracy and maths, and Languages.

- 91% of respondents asked for learning from other schools' good practice.

The Primary and Secondary HT Reference Groups have met to discuss the outcomes of the Consultation and have provided further feedback with proposals for taking the 'Offer' forward.

The RIC Development Officer and Lead Directors keep partners updated on RIC progress and have attended meetings with teaching and non-teaching unions, Ed Psych teams, CLD and FE/HE.

A range of engagement events are planned which will provide practitioners with the opportunity to become more involved with the work of the RIC, network and develop relationships across local authorities and be supported with learning that develops collaborative professionalism. Some of the planned activities are:

- Leadership and Improvement Methodology programme delivered by national Improvement Advisers- RIC SCLIP (Scottish Coaching and Leading for Improvement), December 2018 and February 2019, 6 days training event for 30 practitioners.
- 'It's a Good time to be Two', 12th February 2019, 250 Early Years practitioners conference.
- A series of 4 HT meetings per session (Primary/Early Years and Secondary) are being planned with each LA hosting and leading on the themes for each session. The first meetings take place in May 2019.
- 'It's a Good time to Collaborate', 29th May 2019, 350 teachers and middle leaders with representation from every school/educational establishment, conference engaging with the work-stream priorities.
- 'Exploring the emotional well-being and involvement of Children' Conference, Prof Ferre Laevers, 24th June 2019, open to all practitioners.
- FV&WL RIC CLPL Programme has delivered two symposiums (November and December 2018, 70 practitioners attending each) with two more planned for April and May 2019.
- Local Authorities inviting partner RIC LAs to events for example, the West Lothian PEF Conference (15th March, 2019); The Falkirk Learning Festival (15th June 2019); STEM@the Helix event for all secondary schools.
- RIC Columba 1400 (September 2019) will bring 18 HTs together for a systems leadership activity including 2 conferences and a 3 day residential experience.

The RIC Grant and Recruitment

The FV&WL RIC received a grant of £899270 in November 2018 (to run from August 1st 2018 – 31st July 2019) and developed a recruitment plan to enlist staff to each post. To date, the following posts have been appointed:

Post	Local Authority	Start Date
RIC Lead	Falkirk West Lothian	Aug 2018-Feb 2019 1.3.2019
RIC Development Officer	West Lothian	August 2018
Numeracy leads (FT)	West Lothian Clackmannanshire	1.3.2019 18.3.2019
Literacy lead (FT)	Falkirk	(tbc)
CLPL lead (FT)	Stirling	25.3.2019
RIC Performance Officer (FT)	West Lothian	1.2.2019
Data Coach (FT)	West Lothian	1.3.2019
Data Coach (FT)	Falkirk	8.5.19
Data Support	Stirling/Clacks	tbc
ELCC Officers x 4 (FT)	Clacks/Falkirk/Stirling/West Lothian	August 19
Admin officer (FT)	West Lothian	11.3.2019
Comms Officer (0.2)	West Lothian	1.3.2019
Business Manager (0.2)	West Lothian	1.3.2019

The grant will also pay for professional learning activities, the Winning Scotland Foundation project, and research support from Stirling University.

Building Collaborative Relationships

A number of partnerships are developing across the RIC. The Principle Educational Psychologists have completed a joint numeracy project together and, although they started as a self-generated RIC team, they are formalising work with the RIC Numeracy team to be built in to the next stage of the RIC plan.

The RIC Development Officer has met with both Forth Valley and West Lothian Colleges and explored possible developments together with schools. Discussions are developing with a focus on curriculum development, in particular STEM pathways.

The Lead Director and RIC Development Officer have planned to meet with colleagues from Stirling University in March to discuss how the university will work with the RIC to support professional development and the offer outlined in consult outcomes. A proposal to work with a research assistant and produce research based evidence of improvement is being developed.

The Winning Scotland Foundation (WSF, registered charity) presented a successful pitch to a representative group from the FV&WL RIC and as a result their project with the RIC will start in August 2019. This entails a 1 Year training programme: Numeracy and Growth Mindset being offered to teams of 3 practitioners/senior leaders per school and up to 40 schools. This is Masters level (15 points accredited by Glasgow Caledonian University).

The WSF and the FV&WL RIC will also start a joint development programme in the summer term to co-design 'Literacy and Growth Mindset' with support from Strathclyde University.

To support collaborative networking, the new Admin Officer is creating a directory of people and this will inform the RIC map being designed and developed by the Communication and Performance teams. The map will align neighbourhood school groups, priority themes, and high quality practice in achieving quality indicators.

The phase 3 plan is under current development and will be supported by a bid for further grant funding from the Scottish Government.

Progress Report

Work Stream: Early Learning and Childcare

Aims of the work-stream and how they support the overarching vision of the RIC

Early Learning and Childcare (ELC) Worksteam Aim:

By the end of 2020, 100% of children aged 2-3 years old will experience good or very good quality ELC in establishments in the FVWL RIC.

RIC Vision:

The aim of the ELC work-stream supports the overarching aim of the RIC that high quality early learning and childcare is key to raising attainment and achieving equity. The Blueprint for the Expansion of Early Learning and Childcare puts quality at the heart of delivery and each authority in the Forth Valley and West Lothian Collaborative is currently undertaking work to improve practitioner professionalism and to raise standards across ELC settings.

Each authority recognises the benefit to practitioners in 'looking outward' at other practice. The collaborative has provided a platform for more frequent sharing of practice and to highlight best practice on a wider scale than is currently the case.

Data from each authority shows that uptake of entitled 2 year olds remains low and work remains to be done in this area. Each authority has plans to improve uptake of entitled 2 years olds. This, and some feedback from inspection activity, provided the impetus for a focus of initial collective work to be on improving outcomes for 2 year olds.

4 main drivers - leadership, workforce, use of national practice guidance and collaboration – were identified as being key to securing improvements.

A range of change ideas have been identified to progress into the next phase of the plan:

- Regular training in national practice guidance for ELC

- Access to leadership and coaching support
- Support settings in revisiting self-evaluation
- Establish links with regional training providers
- Share CLPL activities across the RIC
- Parental engagement opportunities
- Access to multi-agency partner knowledge to support children's progress
- Promote use of outdoor areas for a variety of activities
- Opportunities for children's voice in all aspects of provision
- Develop a localised Q&A framework
- Use agreed and consistent tracking tools across key aspects of development

How well are you doing? (Actions and Indicators of Progress; Achieved outcomes)

The ELC group agreed that a number of settings in each local authority would trial this work and measure the impact. The group commissioned a sub-group with representatives from each authority and from practitioner level. This has led to a collation of quality assurance activity and expertise from all four local authorities, and has resulted in improved understanding across the collaborative as to the successful approaches taken by individual authorities in quality assuring provision for 2 year olds.

A CLPL event to showcase high quality provision in working with 2 year olds and to showcase the work of the trials, was held for 50 members of staff from each local authority on 12 February 2018. The event was called "It's a Good Time to Be Two" and included a key note address from Education Scotland about high quality early learning and childcare for 2 year olds, a presentation from the RIC Improvement Advisor about the national Model for Improvement which can support measuring impact, a market place showcasing organisations such as the Scottish Childminding Association and Bookbug, and a series of workshops led by practitioners from across the 4 authorities showcasing examples of good practice in working with 2 year olds. The workshops focussed on music and early literacy, increasing practitioners knowledge in speech and language development, increasing parental engagement through quality conversations/improving educators skills in engaging with families, flexible and responsive planning , improving outcomes for children using personal learning plans and increasing expressive arts experiences for two year olds.

How do you know? What evidence do you have of positive impact on learners?

(Relate to intended impact measures of success for each sub project undertaken; Please list schools/establishment names involved in projects)

It is at an early stage of measuring impact. Identified settings who were involved in the trial will establish a baseline involving the 4 process measures, the driver diagram and the measurement plan to test how ELC provision can be improved. The plan is to upscale by buddying each initial establishment with another and so on.

What are you going to do now? What are your improvement priorities in this area?

Michael Wood (ADES) is undertaking analysis for the group about recent Education Scotland reports for all themes reported on, including those not graded, and the Quality of Care and Support theme from Care Inspectorate inspections from January 2018 – December 2018. Once all information is collated, this data, feedback from the ELC conference on 12 February and local intelligence will inform next improvement priorities.

Plan to upscale use of measurement plan.

Ferre Laevers (Leuven Scale) is coming to Scotland in November, planning a half- day session for staff to attend a conference with him.

Evolving priorities

Refer to box above.

Progress Report
Work Stream: Literacy

Aims of the work-stream and how they support the overarching vision of the RIC:

Develop collaborative learning approaches which build staff capacity to deliver high quality literacy learning experiences for all.

Directly support practitioners to develop their knowledge, understanding and application of research informed pedagogy which is proven to improve outcomes for children and young people.

Develop face to face and digital collaboration between practitioners within and across local authorities and health boards to promote leadership at all levels.

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

How have you organised the work of the Work-stream?

3 distinct working groups Developing Teachers’ Professional Judgement
 Building a Reading Culture
 Early Vocabulary Development

How well are you doing? (Actions and Indicators of Progress; Achieved outcomes)

**Developing Teachers’
Professional
Judgement**

Literacy QAMSOs will work with the lead team to develop a high quality moderation pack for Reading in order to build practitioner confidence in professional judgement.

Developing a digital sharing space to support pedagogy CLPL .

	<p>Developing power-points and holistic assessments to support professional judgement in confirming CfE levels in Reading.</p> <p>Identifying best practice to share across the RIC.</p>
Building a Reading Culture	<p>Working group have developed approaches to build practitioners' skills in pedagogies required to engage learners in building a reading culture:</p> <p>Sharing research based approaches to developing positive reading attitudes and skills.</p> <p>Identifying a small number of teachers within each local authority to become lead teachers in reading.</p> <p>Developing capacity of lead teachers through collaborative delivery of CLPL, networking opportunities and supporting tests of change.</p> <p>Sharing outcomes of reading interventions and examples of effective practice.</p>
Early Vocabulary Development	<p>A framework of successful interventions currently used across the four authorities has been created.</p> <p>Exemplified good practice in vocabulary and early language development via "vox pop" and soundbite capture. These will be shared with practitioners across the RIC.</p> <p>Increased collaboration and networking opportunities through visits to see interventions in action.</p> <p>Developed partnerships with Scottish Book Trust to include vocabulary development activities in the Book Bug Bags.</p>

<p>How do you know? What evidence do you have of positive impact on learners? (Relate to intended impact measures of success for each sub project undertaken; Please list schools/establishment names involved in projects)</p>	
<p>Developing Teachers' Professional Judgement</p>	<p>CLPL showcased at full Literacy RIC meeting for feedback.</p> <p>The CLPL pack has been uploaded to the RIC digital site for the Literacy work-stream and is available for practitioners to use.</p> <p>Once this is being accessed by school staff, evaluative feedback will be gathered.</p>
<p>Building a Reading Culture</p>	<p>Practitioners group engaging in a test of change in their contexts and within the network meetings. Qualitative feedback from the Kirkpatrick model of training evaluation activity (26 Feb 2019) shows:</p> <p>Level 1: Reaction (the degree to which participants find the training and network engaging and relevant to their jobs) key themes:</p> <ul style="list-style-type: none"> - Valuable to network with colleagues from across RIC to share experiences/challenges/ideas - Valuable to have a mix of presentations – researcher/practice of colleagues/model for improvement <p>Level 2: Learning (the degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training/network) key themes:</p> <ul style="list-style-type: none"> - A feeling of confidence through collaboration and professional dialogue - Model for improvement – how to set specific aims that can be measured - Increased awareness of research / ideas for practice <p>Level 3: Behaviour (the degree to which participants apply what they learned when they are back in the classroom) key themes:</p> <ul style="list-style-type: none"> - Working with colleagues on test of change - Adopted some of previously shared practice in own class/applying research in class/started test of change - Sharing information with colleagues through dialogue and collegiate sessions - Attended further CLPL as a result of engaging with this network <p>● Level 4: Result (the degree to which targeted outcomes occur as a result of the training – impact on learners) – <i>This will be first measured after session 4 in May where the group will be sharing progress of their test</i></p>

	<i>of change.</i>
Early Vocabulary Development	<p>The number of practitioners who use the framework and the number who access the soundbites will be measured. An initial feedback on the framework will be gathered and further feedback at a later date.</p> <p>Sharing of practice to date:</p> <ul style="list-style-type: none"> ○ Word Aware at Allan’s Primary School, Stirling. ○ Box Clever at St Columba’s West Lothian ○ The LIFT project , SLT Clacks

	What have you measured	Baseline	Tracking progress values	Current progress	Target
Developing Teachers’ Professional Judgement			Practitioner evaluations once the pack is being used by practitioners.	1 st Level Evidence to be added.	
Building a Reading Culture	<p>Teacher group- Kirkpatrick model of training evaluation levels 1-3</p> <p>Baseline confidence levels around: Knowledge and understanding of research relating to promoting and sustaining positive reading attitudes; what effects motivation; influencing factors in reading choices; classroom practice such as storytelling/reading instruction.</p>				
Early Vocabulary Development	Measures will begin when framework is launched.				

What are you going to do now? What are your improvement priorities in this area?	
Developing Teachers' Professional Judgement	Literacy QAMSOs will work with practitioners, schools and clusters within their own local authority to build confidence in professional judgement on CfE levels in reading. Evaluate the effectiveness of staff development approaches.
Building a Reading Culture	Gather data on level 4: Result (<i>the degree to which targeted outcomes occur as a result of the training – impact on learners</i>). Evaluate the format of sessions and identify strengths and areas for improvement. Further consult the network on next steps for continuation of network and growth.
Early Vocabulary Development	Share effective practice gathered from the Children and Young People Improvement Collaborative (CYPIC) Language Meets Literacy Practicum.

Evolving priorities	
Developing Teachers' Professional Judgement	Literacy QAMSOs will organise and undertake a moderation exercise across the RIC for Early to Fourth Level in Reading. Report (along the lines of a principal assessor report) produced from the findings of the moderation. Possible rubric produced for levels of achievement.
Building a Reading Culture	Continue network into session 2019/20 to monitor and widen focus. Increase group numbers. Some of practitioner group taking on a supportive role to new colleagues who join group.
Early Vocabulary Development	Focus on an improvement project about early language development across a number of ELC settings in the RIC looking at the findings from the Children and Young People Improvement Collaborative (CYPIC) Language Meets Literacy Practicum.
Evolving Priorities Developing agreed measures Winning Scotland Foundation offer to develop Literacy Mindsets programme Developing a writing culture Improvement methodology development Symposia Developing digital collaboration	

Progress Report

Work Stream: Numeracy

Aims of the work-stream and how they support the overarching vision of the RIC

- To reduce the % gap from Early to First Level in Numeracy
- To use and enhance the expertise and talent within the Forth Valley and West Lothian RIC to develop collaborative learning approaches which build staff capacity to deliver high quality learning experiences in First Level Numeracy.
- To develop CLPL strategies to support numeracy development at every level from 3-18

How well are you doing? (Actions and Indicators of Progress; Achieved outcomes)

- 9 schools identified to take part in the intervention across FVWL RIC
- CLPL delivered to targeted schools
- Baseline Assessments completed with both staff and pupils
- Lesson Study Model implemented in most schools
- Authority wide visits implemented in a few schools

How do you know? What evidence do you have of positive impact on learners?

(Relate to intended impact measures of success for each sub project undertaken; Please list schools/establishment names involved in projects)

- Classroom observations through the Embedded Model
- Qualitative feedback through professional dialogue/discussions with staff
- Run Charts tracking confidence of pupils

What you have measured	Baseline	Tracking progress values	Current progress	Target
Pupil's knowledge and understanding of Number Structure	Early Number Learning Trajectories Assessment		Pre-Assessment completed	By May 2019 80% of identified pupils in all schools will be secure at Phase 2 in early number structure
Teacher Confidence	Confidence survey		<ul style="list-style-type: none"> • Classroom observations through the Embedded Model • Qualitative feedback through professional dialogue/discussions with staff 	Staff scoring 4 or above on the confidence scale
Pupil Confidence	Confidence survey	Weekly Run Charts	<ul style="list-style-type: none"> • Weekly run charts being used in most schools • Qualitative feedback through professional dialogue/discussions with staff • Classroom observations through the Embedded Model 	Pupils scoring 4 or above on the confidence scale

What are you going to do now? What are your improvement priorities in this area?

- Arrange classroom visits across authorities to develop collaborative learning approaches which build staff capacity
- Promote the use of the Microsoft Teams area to share practice
- Target identified schools who require additional support

Evolving priorities

- Upscale the initiative to include Primary 1
- Develop cluster wide approaches to the model
- Develop a Numeracy Academy for the phase 3 plan. This will support practitioners from early years through to senior phase. It is a multi-faceted approach to professional learning which compliments and adds value to the work of each local authority in developing numeracy.

Progress Report

Work stream: Improving Performance

Aims of the work-stream and how they support the overarching vision of the RIC

- Ensure performance data and information is used across the collaborative to improve outcomes for young people and achieve the aims of the Regional Improvement Collaborative
- Build staff capacity in terms of data literacy across the Collaborative at all staffing levels to allow data to be used to improve outcomes

Support the vision and aims of the RIC: Excellence through Raising Attainment: use performance information around attainment and health & wellbeing to improve learning & teaching to allow pupils to succeed

Achieving Equity: use contextual information to identify potential barriers to learning, especially around deprivation, to ensure every child has the same opportunity to succeed.

How well are you doing? (Actions and Indicators of Progress; Achieved outcomes)

The Performance & Improvement work-stream started the session by having each Local Authority identify a performance lead to establish a team to develop a plan that supports the aims of the RIC. The main work of the team has been focused around developing a profile of useful information on the context and work of the Collaborative, agreeing suitable measures to track performance which ensures aims are met, and share ideas and practice. In addition to working together the team have been supporting the other work-streams in order to develop their use of performance information and measures.

After recent recruitment a RIC Performance Officer is now in place and will now chair and co-ordinate the work of the group. In addition to the Performance Officer, Data Coaches have been appointed in each Local Authority. The Data Coaches will work predominately in their own Local Authority to improve data literacy of practitioners, the work of the individual Coaches will also be co-ordinated across the RIC to share knowledge.

What are you going to do now? What are your improvement priorities in this area?

Going forward the work stream will develop by building a sound understanding of the range of factors that contribute to a successful Collaborative. The main improvement priorities going forward will be:

- Work with the Data Coaches to develop an increased level of data literacy in order to build capacity to raise attainment
- Finalise the Regional profile of useful information and performance measures to be used in the RIC plan
- Collaborate with the other work streams, especially around use performance information to measure improvements resulting from work stream activity
- Complete mapping exercise of similar schools across the region to allow for benchmarking activities in schools
- Gather qualitative data on improvement activities in schools to identify and share best practice which can be used more widely across the Collaborative
- Review and inform phase 3 planning for the Collaborative
- Support the development of School Improvement Partnerships across the Collaborative
- Contribute to the Regional Conference, delivering sessions around the priorities of the work stream.

Progress Report, February 2019

Work Stream: CLPL

Aims of the work-stream and how they support the overarching vision of the RIC To use and enhance the expertise and talent within the Forth Valley and West Lothian Improvement Collaborative to develop and deliver high quality CLPL across the collaborative based on evidence based improvement priorities:

- Developing leadership at all levels
- Pace and challenge in learning
- Evidencing progress over time
- Curriculum development

How well are you doing? (Actions and Indicators of Progress; Achieved outcomes)

Action

Develop the Improvement Collaborative Professional Learning Programme (PLP) as the repository for all FVWL Work streams CLPL offers by September 2018

- achieved May 2018
- the sub group of professional learning and development officers manage the FVWLIC PLP and are currently planning the content for Session 2019 - 2020.

Practitioners, senior leaders and officers will be identified and commissioned to design and deliver sessions from across the FVWLIC by May 2018.

The Professional Learning Programme will bring together national expertise, university and international research and practitioner experience.

Achieved May 2018. The PLP and associated Symposiums have involved lead officers from Education Scotland, HMIE, Stirling University, SCEL, SLTs and practitioners from all 4 LAs and independent/ external speakers.

Use existing and commissioned data, to will focus on a shared need to improve the leadership and quality of learning, teaching , assessment and curriculum design.

Achieved using:

- NIF QI returns October 2017, August 2018
- Teacher Judgement Survey 2017, 2018
- HMI and LA review common themes of strength and recommendations for improvement
- Deeper analysis of Literacy and Numeracy data.

The identified Improvement priority of pace and challenge in learning will be developed within the context of *How Good is Our School 4*:

2.3 Learning and engagement; and

2.3 Quality of teaching;

The identified Improvement priority of curriculum development and design will be developed within the context of :

2.2 Rationale and design

The identified improvement priority of evidencing progress overtime will be developed within the context of :

2.3 Effective use of assessment; and

2.3 Planning, tracking and monitoring;

- Achieved. The Professional learning programme events and Symposiums have supported these themes. This year's data suggests that they need to continue within the themes coming from the consultation of ASN, Curriculum and HWB.

The aim from our first meeting together working as a collaborative to develop and improve:

- Leadership development at all levels
- Co-creation and collaboration at all levels
- Relevant and reliable data to monitor, evaluate and inform planning and direction

Understanding of expectations and standards

- Consistency of message, expectation, understanding and delivery across the improvement collaborative

This has involved practitioners and school leaders, by working with colleagues across the other work streams to ensure that CLPL is designed and delivered directly and meets the priorities of the RIC.

From feedback received, for example the Symposiums, on average 96% evaluated the professional learning as very good or excellent.

How do you know? What evidence do you have of positive impact on learners?

(Relate to intended impact measures of success for each sub project undertaken; Please list schools/establishment names involved in projects)

At early stages of information gathering in terms of impact of Symposium events leading to long-term impact for learners.

Strong connections are being made as a result, especially with the Forth Valley College STEM hub, who have agreed to offer a set of CLPL sessions in session 2019-2020. Engaging other partners with the CLPL programme for session 2019-20.

Symposium feedback surveys were extremely positive from those who attended (see above).

Driver diagram and measurement plan being used to test improvements in provision for next session.

Working closely with the RIC Performance Officer to define key outcomes both quantitatively (e.g. time spent at BGE level / NQ Virtual Comparator scores / teacher confidence surveys) and qualitatively (e.g. interviews / case studies / focus groups).

What you have measured	Baseline	Tracking progress values	Current progress	Target
<ul style="list-style-type: none"> • NIF QI returns October 2017, August 2018 • Teacher Judgement Surveys(TJS) 2017, 2018 • HMI and LA review common themes of strength and recommendations for improvement 	<p>NIF QI Evaluations 2017</p> <p>Numeracy and reading Skills identified as priorities for improvement across all 4 LAs</p>	<p>NIF QI Evaluations 2018</p> <p>TJS 2017 2018</p>	<p>In 2017, 1.3 was the lowest evaluated NIF QI, in 2018 it was the highest</p> <p>2.3 (learning, teaching and assessment) remains the area requiring most improvement followed by 3.2 (raising attainment and achievement)</p>	

What are you going to do now? What are your improvement priorities in this area?

Recent analysis of HMI and School reviews along with the NIF QI returns have highlighted the following common areas for improvement;

- ☐ Learning, teaching and Assessment

- Further improvement in quality of L and T and consistency of approaches
- There is a need for more effective differentiation and planning to meet the needs of learners.
- An imbalance identified between teacher-directed learning and pupils taking ownership of their learning.
- Questioning needs to be further developed.
- Improving attainment in Literacy and numeracy
- Clear impact of PEF Initiatives, use of the model for improvement
- Curriculum- progression – need to carefully consider skills development and tracking.
- Refining and defining curriculum
- Further improving moderation processes
- Use of data:
 - Tracking & monitoring
 - To identify barriers to learning
 - To support teacher judgement
 - For moderation purposes
 - Pupils need to develop a better understanding of the language of health & wellbeing and the wellbeing indicators

Evolving priorities

- Organise CLPL programme for sessions 2019-2020 based on 'ask' from evidence gathered.
- Create a programme of more regular opportunities for CLPL throughout the session for colleagues – share this with colleagues by start of May 2019 to allow dovetailing with school and authority improvement planning.
- Develop clear communications pathways to share information about CLPL opportunities more effectively across the region, also offer to assist authorities with RIC bulletin.
- Establish a system to: offer an online system accessible from anywhere on any device; keep all CLPL information in the same place; engineer evaluation questions about CLPL sessions and collate these together into reports for regional data analysis; comprehensively share courses across authorities for colleagues to access; maintain a centralised record of training from a colleagues' perspective; and have the ability to submit this efficiently for Professional Update.
- Creation of 3 year plan to embed regional CLPL and Curriculum Development opportunities.

Regional Improvement Collaborative	Forth Valley and West Lothian Regional Improvement
Contact name / RIC Lead	Dr Elaine Cook
Position	Depute Chief Executive
Local Authority	West Lothian Council

Please provide details for the following:

1	What progress has been made in meeting the following objectives as outlined in grant offer letter of 11th November 2018 (para 2.6) and expected impacts of what it has helped to deliver.
1a	<p>Developing the work of the RIC</p> <p>A Lead Development Officer has been appointed and has been in post for Session 2018-19. A Communication and Engagement Strategy has been produced and fully implemented, which has resulted in an increased awareness and understanding of the work of the RIC in schools, educational establishments and with partners at Local Authority level, 3rd sector and with national organisations.</p> <p>The lead Development Officer worked with the work stream leads and lead Directors team to bring together information to develop the phase 2 plan for the FV&WL Regional Improvement Collaborative and led the writing of the plan. She is currently working on phase 3 (an interim report from each work stream-March 19- is informing planning for this phase).</p> <p>The lead Communication Team led by the Development Officer has undertaken a successful marketing campaign which has supported high profile regional events, developed a range of social media interactive activities and an increasingly used blog. The blog and twitter demonstrate the growing number of practitioners engaged with the work of the RIC as well as the increasing networking that is taking place throughout the 4 councils. A new website is currently under development.</p> <p>A full consultation with stakeholders was undertaken in December 18/January 19 with an analysis informing work stream and planning direction for the second half of session 19/20. This led to an agreement that Head Teachers from across the FV&WL RIC would meet 4 times a year (EY/Primary and Secondary) with agendas being developed by the HT Reference groups and Local Authority Officers. The first meetings took place in May 19. The development of the Curriculum was also a clear 'ask' from the consult and led to the establishment of 18 subject networks (secondary) with strategic direction being provided by the lead development officer. These have been evolving since February 19 and are ready to be opened out across the RIC from September 19. A scoping visit to Stornoway provided insight into the E-Sgoil which the FV&WL RIC are developing as a curriculum and CLPL provision tool to support equity and access for students throughout the RIC. A pilot model is underway for Session 19/20.</p> <p>Consultation with colleagues at Stirling University has led to an offer which has been formalised in June 19. This will provide a significant programme to</p>

	<p>support Curriculum Development and will involve Curriculum DHTs engaging with a leadership programme led by Prof Mark Priestley and Dr Valerie Drew. The partnership will also provide a consultancy role and evaluation support of professional learning.</p> <p>The lead development officer initiated a Connect Team in October 18. This comprised of the work stream leads, and led to a fully cohesive approach to planning and delivery of objectives. They meet on a monthly basis and provide updates and jointly work to develop and progress the Collaborative's plan.</p>
1b	<p>Leading the work of the RIC</p> <p>A lead director was appointed in November 17 (Falkirk) and moved to West Lothian in March 19. The 4 lead directors agreed to develop and produce a Governance Plan (December 18) which included agreement to consider rotation of the lead role on an 18 month basis. The plan also established a lead group comprising the Chief Executive Officers and Lead Spokespersons of each council. They meet on a bi-annual basis and discuss progress with 6 monthly reports providing a detailed overview and forward planning.</p> <p>The lead Director attends each Local Authority Committee meeting on a regular basis and provides an update on the work of the Collaborative. She also represents the Collaborative at National level and contributes to the National RIC Strategy Group and ADES. The lead provides updates on progress at each of these meetings. She also presents updates to the Unions (teaching and non) and across the Collaborative.</p> <p>The lead Director meets on a weekly basis with the RIC lead Development Officer and supports the development of strategy, scoping new ideas and planning to collaborate with partners such as Education Scotland and University/College links. She attends the Connect Work Stream leads meeting and has provided input to each of the work streams providing advice and guidance.</p> <p>The lead Director manages the budget from the grant provided by the Scottish Government, and oversees the use of funds. She ensures that timely reports on use of funding are completed and returned to SG.</p>
1c	<p>Numeracy</p> <p>A lead Numeracy team has been in place since Feb 18 consisting of lead officers from each Local Authority (LA). They shared their own LA strategies and gauged progress based on available data. It was agreed that a focus on the numeracy gap at early to first level would be targeted with a plan of action being devised to address this area.</p> <p>The team worked with improvement advisors to identify key drivers and a plan that would be implemented initially on a small scale, and with baseline measures and a measurement process designed to monitor progress. A number of primary schools were identified with key staff engaging with the project over a number of months. In May 19, a report provided details of</p>

	<p>progress which showed positive and quantitative data evidencing a closing of the gap for pupils undertaking this intervention. The approach is currently being up-scaled and opened to selected schools.</p> <p>The raising of attainment and closing the poverty related attainment gap in Numeracy has been identified as a key priority for this Collaborative. As a result, 2 lead Quality Improvement Officers were appointed in February 19.</p> <p>They undertook a significant research phase where they identified a range of highly impactful and evidence based strategies to support closing the range of numeracy gaps from 3-18. As a result, they have created a Numeracy Academy with 8 programmes that provide CLPL that is concentrated on specific numeracy strategies and targeted at Early Years, Primary teachers, Pupil Support Workers and Maths teachers (secondary). Although, the programme is open to all, key people and schools have been targeted and invited to engage with specific programmes that are supported by Numeracy specialist mentors and coaches.</p> <p>A Data Coach has been appointed in each LA to support Numeracy and Literacy. Each Coach works with individual schools/staff to analyse their data, build the use of data literacy/confidence and identify strategies to support improved learning and teaching that will have a positive impact on numeracy/literacy outcomes. The West Lothian Coach has been established for 3 months and is working with a cluster of primary schools to develop consistency of approach and target specific pupils/classes where there are identified gaps. The use of CfE level data is being tracked and will inform progress, as well as teacher confidence feedback/observations.</p> <p>To support the work of the Numeracy Academy, 2 expert pedagogues have been appointed (end of June19) and will provide training and expertise from a national perspective.</p>
1d	Literacy
	<p>A lead Literacy team has been in place since Feb 18 consisting of lead officers from each Local Authority (LA). They shared their own LA strategies and gauged progress based on available data. It was agreed that a focus on reading would be targeted with a plan of action being devised to address this area.</p> <p>This resulted in three sub-groups forming to focus on providing a moderation platform and materials, practitioner enquiry projects and supporting the development of a reading culture. 14 practitioners engaged with practitioner enquiries and formed a support network as they developed their projects. The content and progress of these have been shared at RIC events and are live on the blog. The evolving scale and reach of these projects is currently being measured.</p> <p>A Literacy lead QIO was appointed at the end of June 19. Difficulties with recruitment led to a delay in this appointment. With this now in place, the full plan will be taken forward at pace, and will include the development of a</p>

	<p>Literacy Academy and involvement with the National Reading pilot in partnership with the Scottish Book Trust. 10 schools from each LA have been identified and have signed up to take part in this innovative project.</p> <p>The FV&WL RIC has created a formal partnership with the Winning Scotland Foundation (WSF) to deliver Numeracy Mindsets. Approximately 80 leaders and practitioners have signed up for this Masters level accredited programme which will develop a significant network of colleagues working together on developing numeracy and Maths. The WSF is also developing a unique Literacy Mindset programme in partnership with the FV&WL RIC which is being supported by Sue Ellis (Strathclyde University). At an early stage, is also the concept development of a STEM Mindset programme which FV&WL RIC will pilot once it has been created.</p>
1e	Early Learning and Childcare
	<p>A lead Early Learning and Childcare team has been in place since Feb 18 consisting of lead officers from each Local Authority (LA). They shared their own LA strategies and gauged progress based on available data. After consideration, the team agreed to focus on the quality of learning and teaching in light of the Early Years expansion of provision. They looked at recent inspection reports from the four councils and gauged learning and teaching on average as 'Good'. The aim was to maintain and further improve from a measurement of 'Good'. To do this, they worked on a Quality Assurance framework that would provide support for improvement teams in each Local Authority. They identified pilot Early Years centres to use the framework and monitor/share progress.</p> <p>The team also identified the need to build awareness and train staff in the use of self- evaluation tools. They made use of the FV&WL Blog to share practice and provide tools for use with ongoing feedback. This also helped to build a network of practitioners who supported each other in its development and use.</p> <p>The team designed and delivered a full day conference in February 19- 'It's a Good Time to be two' where nearly 300 practitioners attended. Speakers included HMI lead and an Improvement Advisor who provided initial training on the use of Improvement Methodology. The sub groups and practitioners who had piloted the use of the QA framework also provided work shop input. The feedback from the event was very positive with all attendees finding the event useful and engaging with the work of the RIC.</p> <p>The team with the support of the lead directors were going to appoint a lead QIO, but after considerable discussion decided to appoint 4 supporting improvement officers (one from each LA) who would lead on a project and work within their own LA. They would also link directly with the other work streams for Literacy, Numeracy and CLPL. The 4 officers were recruited in June 19 and will start in August 19.</p>

1f	Improving Performance
	<p>Initially, an Improving Performance Team was established in February 18 with a range of input from data analysts, improvement advisors, Heads of Education. The remit of the team took some time to develop, with the outcome that a review of the team's plan took place in September 18 (with the lead development officer) and as a result she took over the lead role and streamlined the team and its remit.</p> <p>The team developed a Performance Profile for the Collaborative and also shared approaches to data analysis and use of data for improving performance. A lead for the team was recruited and appointed full time in February 19 (Lead Performance Officer) with a Data Analyst background. He engaged with a range of people in each of the 4 LAs to put a Data Sharing Agreement in to place. This also necessitated an Impact Assessment and input from Legal, IT and Risk teams. This has been a lengthy process which is reaching completion but has held back some of the data share that would support detailed analysis of for example, areas of attainment, that would inform planning for the Collaborative.</p> <p>The team identified and compiled a set of neighbourhood schools for Early Years, Primary and Secondary establishments and these have been established at the first Head Teachers' meetings in May/June 19.</p> <p>The Lead Performance Officer supports each work stream by providing data to inform their planning and strategy. He attends each of the work stream meetings and is integral to the Connect Team's overarching plan for the RIC.</p> <p>The Performance team is currently designing a Professional Learning series of sessions for the RIC CLPL Programme 19/20. The target audience is varied and will support senior leadership teams, teachers, practitioners and probationers. The team has also had input at the recent FV&WL RIC Conference- 'It's a Good Time to Collaborate- where the team led a work shop to engage practitioners and middle leaders in its work.</p>
1g	Career Long Professional Learning
	<p>A lead Career Long Professional Learning (CLPL) team has been in place since Feb 18 consisting of lead CLPL officers from each Local Authority (LA). They shared their own LA strategies and gauged progress based on available data. They undertook a review of school improvement plans and recent HMI reports, and from these identified areas to support. The key areas were to improve the quality of learning and teaching, and also to improve practice in self- evaluation through evidencing progress. As a result, the team designed and delivered two symposiums for practitioners where they engaged input from colleagues in HMI and Education Scotland to lead CLPL in both key areas.</p> <p>The outcomes of the FV&WL RIC Consultation in January 19 provided information for the team which steered the direction of their planning for the new CLPL programme (19/20). Eleven themes were identified as an 'ask' form practitioners and each has been developed by the team who have</p>

scoped out expertise and modes of delivery which will engage practitioners fully with each programme.

In March 19, a full time lead CLPL QIO was appointed and this helped build the momentum of the plan into action. A significant programme has been designed, developed and will begin delivery in October 19. Over 40 lead people are involved and have been developing the programme together initiated at a lead conference in June 19 by the lead CLPL QIO.

The lead CLPL QIO has with the support of the Collaborative's lead development officer reviewed and significantly enhanced the plan for Session 19/20. A number of key partnerships have been put in place to support the scope of this programme- The University of Stirling, Winning Scotland Foundation, Numeracy specialists for example La Salle Education, CPD Manager (Gateway).

The Collaborative has developed a partnership with Gateway who provide CPD Manager which is a tool to support the co-ordination, facilitation and evaluation of CLPL programmes. The FV&WL Collaborative will support all practitioners-teaching and non-teaching staff in education including partner colleagues in CLD, Ed Psych and other related areas to use CPD Manager for their access to CLPL throughout FV&WL. This will enable the four councils to collaborate fully on the use of and development of CLPL programmes. They have already started to provide joint leadership and probationer programmes. The full roll out starts in August 19.

The lead Directors strategy group understand the importance of raising and maintaining the high profile of the FV&WL Collaborative and ensuring that its purpose and work is shared and understood throughout the four councils and wider at a national level. They are supporting a series of high profile conferences to engage people with the work of the RIC, get involved and build the networks in all areas of RIC activity. The lead Development Officer has worked with the Connect team (work stream leads) to design and deliver a large scale conference –It's a Good Time to Collaborate (May 19) with speaker input from Prof Mark Priestley and Prof Andy Hargreaves who discussed collaborative professionalism with an audience of 300 middle leaders and classroom practitioners. These high profile events will continue and it has been agreed that each work stream will host an event in session 19/20 so that there is a specific RIC theme for each.

To support ongoing CLPL, the team is developing a library and will also provide texts for specific courses. A library network already exists and is being increased in reach throughout the Collaborative.

Developing the Curriculum was a significant 'ask' in the outcome of the Collaborative's consultation. As a result, the lead Director and the lead Development Officer have researched the use of an online virtual CLPL Campus which would work alongside a similar model for pupils to access the curriculum (visit to Stornoway described in 1a. The Curriculum networks are also being developed (1a).

2. Eligible costs / confirmation of actual expenditure.

Items of Expenditure

2a. Please list in the table below confirmed of expenditure relevant to the grant period.

A	B	C	D
Item	2018/19 Grant offer (£)	March Drawdown (£)	Actual expenditure to 31st July (£)
Developing the work of the RIC	£ 93,000	£119,500	£ 91,786
Leading the work of the RIC	£ 56,000	£ 27,500	£ 56,000
Numeracy	£217,900	£ 81,000	£100,484
Literacy	£217,900	£ 81,000	£ 6,750
Early Learning & Childcare	£ 83,000	£ 81,000	£ Nil
Improving Performance	£ 74,970	£345,270	£ 49,429
Career Long Professional Learning	£156,500	£164,000	£146,346
TOTAL*	£899,270	£899,270	£450,795

2b	If you have an identified underspend, can you provide information on reason.
	<ul style="list-style-type: none"> • Numeracy leads started February 19 due to recruitment issues. • Literacy lead starts July 19 (delay explained below). • 3 Data Coaches (Improving Performance) start August 19 (delays explained below). • 4 Early Years support officers start August 19 (explanation below).

3. Further information

3a	Have you experienced any other issues / problems (e.g. difficulty in recruiting the additional posts identified)? If so what actions have been taken to deliver your workstream objectives through this funding.	
	Issues/problems	Action Taken
	<p>Recruitment issues- Literacy appointed twice but backfill not available (Jan-June19).</p> <p>Data Coaches- one LA with backfill issues, 2 others appointed and HR issues led to posts being rescinded.</p> <p>Job sizing, assessment panels, lead roles, adverts, vacancy periods, differences in recruitment times – lengthy process.</p>	<p>Re-advert and on 3rd attempt appointed. The original Literacy lead continued until resolved.</p> <p>Re-advert and on 3rd attempt appointed. Re-advert for 2 other posts and appointed.</p> <p>Developing guidelines for 4 HR teams to work together to agree and align procedure and protocol.</p>
	<p>Data Sharing (DS) and lengthy process to co-ordinate across 4 councils.</p> <p>Holding up sections of work of the Performance Team.</p>	<p>Work across 4 LAs to develop Data Sharing Agreement. Framework produced. Legal teams, IT and Risk assessments, data protection checks undertaken. Impact Assessment completed.</p> <p>Performance Team worked on other areas of the plan also contributing to the development of the DS agreement.</p>
	<p>Procurement- Difficulty getting projects approved. Delaying start times for projects.</p>	<p>Business cases written and the lead Director supporting the process to overcome challenges. Revision of start times of projects eg. CLPL programme (August moved to October 19).</p>

3b	Has the focus of your objectives changed significantly since your approved Phase 2 plan?	
	<p>The priorities of the Phase 2 plan remain unchanged and will be expanded to include a further priority- Health & Well Being. However, the focus within each priority has shifted with the appointment of the lead Development Officer and new full time lead work stream posts.</p> <p>The lead Directors Team, the Numeracy Team and the Connect Team identified the need to have a larger focus on Numeracy. This was due to the significant attainment gaps identified between various levels. As a result, it was agreed to appoint 2 lead Quality Improvement Officers. This has enabled the scale of development to be increased considerably and at pace.</p>	

<p>With the evolving development of the CLPL plan and as a result of the Consultation, a range of new opportunities became available to progress for example, the projects with Winning Scotland Foundation and Conference development which supports networking and engaging practitioners with collaborative projects throughout the RIC.</p>

Report to: People Committee

Date of Meeting: 3 October 2019

Subject: Clackmannanshire Sport and Active Living Framework 2018 to 2028 update

Report by: Marjorie Macfarlane, Sports Development Manager

1.0 Purpose

This paper provides the People Committee with an update on progress with the Sport and Active Living Framework (SALF) 2018 to 2028.

2.0 Recommendations

It is recommended that the People Committee note and comment on the progress made since the framework was adopted at the People Committee meeting on 17th January 2019.

3.0 Considerations

3.1 The development of the Sport and Active Living Framework (SALF) was facilitated by sportscotland to create a focussed and co-ordinated approach to supporting and developing opportunities for participation in sport and physical activity and forms part of the broader leisure strategy that is currently being developed.

In Clackmannanshire there are many community groups, sports clubs, sports businesses, and more recently Development Trusts, driving opportunities for people to enjoy the mental, social and physical benefits of being physically active.

The SALF has four main priorities;

1. Leadership and Governance (L&G)
2. Active Communities (AC)
3. Infrastructure and Place (I&P)
4. Schools and Education (S&E)

3.2 Leadership and Governance

The L&G group has been established as the main working group and is chaired by Councillor Lindsay, Convenor: People. The group meets regularly and there is a schedule of meetings up to June 2020. Based on the SALF principles and values (Appendix 1) the membership may change and adapt as the co-ordinated approach evolves. It was agreed that sub groups should be established for the other three priorities and each should create an implementation plan.

- 3.2.1 A strategy for Social Media is vital to the success of SALF, this will provide a platform and tools to highlight and promote existing activities, and ensure new programmes get the widest reach. CTSi have offered to help develop and co-ordinate an existing website created by the Council's Development and Environmental Service called "WEE WALKWEE CYCLE" and ensure a co-ordinated use of Twitter, Facebook and Instagram etc.

3.3 Active Communities

The sub group for the Active Communities will be led by Greg Welsh, the Council Community Sport Hub Officer. The initial meeting has been set up for 2nd October 2019 and a wide range of local representatives have been invited.

- 3.3.1 Since the SALF was adopted in January 2019 the landscape within our communities has changed. There are now five Development Trusts who manage their community sports facilities. In partnership with CTSi, Greg Welsh has been engaging with the Development Trusts in various capacities over a period of time. CTSi have funded a two year post to support the development of the Trusts. Colin Melville is in post and will represent the Trusts at the Active Communities sub group.
- 3.3.2 A recent example of the SALF Active Communities priorities has been the confirmation of funding from sportscotland to roll out a Women and Girls physical activity and sport project within the Sauchie community. The one year project has funding of £23,400 to work in partnership with existing groups to expand their reach and increase participation and training opportunities across a wide age range.

3.4 Infrastructure and Place

The development of the sub group for Infrastructure and Place is in the early stages of discussion with relevant stakeholders to develop the priorities in the SALF.

3.5 Schools and Education

The membership of the Schools and Education sub group is well established and detailed progress within the Schools and Education sub group is set out in Appendix 2.

- 3.5.1 A notable success emerging from this group is that all Clackmannanshire primary and secondary schools achieved GOLD status in the sportscotland School Sports Awards in September 2018. We are the first Local Authority in Scotland to achieve this. The annual report from the Council's Sports Development team for the academic year 2018 /19 (Appendix 3) provides a summary of physical activities, PE and sport participation across all schools. This forms a baseline for future reporting.

3.6 Looking Forward

The Education Senior Management Team are keen to make use of the national profile from the Tokyo Olympics and Paralympics 2020 (which will take place from 24th July 2020) within Clackmannanshire schools to inspire and motivate even more people to participate in physical activity and sport. There are over 50 sports, some of which are new to this level of competition, many of them already available within Clackmannanshire.

3.6.1 By raising the profile (Appendix 4) we aim to maximise integration across schools, regional and national sports agencies, sports clubs, local communities, businesses, sponsors, other groups, and especially the Development Trusts in order to play to Clackmannanshire strengths and uniqueness. We are grasping the opportunity to build on our strengths and work in partnership e.g.

- Tullibody Community Development Trust has taken delivery of 20 new table tennis tables
- Equestrian clubs and equestrian events are popular across Clackmannanshire - all doing different things such as Warrior Ranch for veterans' recovery and Wee County Vaulters, several times World Champions
- Martial arts businesses and clubs producing talented and successful athletes
- Our Paralympic athletes already preparing for 2020 and beyond!

4.0 Financial Implications

There are no financial implications

5.0 Sustainability Implications

There are no sustainability implications

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)

N/A

8.0 Equalities Impact

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

Yes No

9.0 Legality

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

Yes No

10.0 Appendices

Appendix 1 SALF Principles and Values

Appendix 2 SALF Implementation Plan, Schools and Education

Appendix 3 Annual Report 2018/19 Sports Development

Appendix 4 Tokyo 2020 Olympics and Paralympic Games

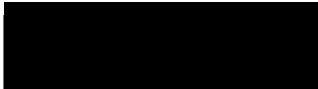
11.0 Background Papers

Clackmannanshire Sport and Active Living Framework 2018 to 2028

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Marjorie Macfarlane	Sports Development Manager	01259 452352

Approved by

NAME	DESIGNATION	SIGNATURE
Anne M Pearson	Chief Education Officer	

SALF Principles and Values

Appendix 1

Our Vision and Ambition for Clackmannanshire

Our Ambition

Working together for a better quality of life and equal opportunities for all.¹

Our Vision

Clackmannanshire.... Inspiring people to **get out - get going - get active**

Our Priorities

Our **priorities** have been identified through extensive engagement with partners and stakeholders and through research and analysis, we have established our baseline, against which we will monitor this framework.

Our priorities are:

- Active Communities
- Infrastructure and Places
- Schools and Education
- Leadership and Governance

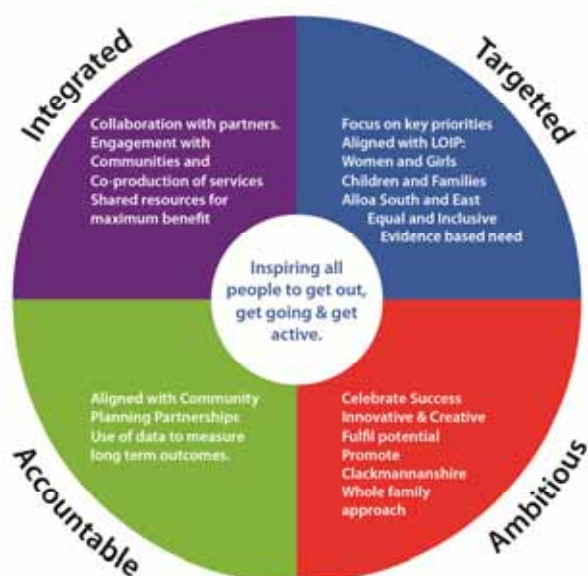
Our Principles and Values

We have identified a number of principles and values which describe the way that we will deliver this sport and active living framework and which are also aligned with those identified to those in the Local Outcomes Improvement Plan.

We will:

- Work collaboratively with our partners to ensure integrated and co-ordinated approaches to physical activity and sport.
- Focus on fewer key priorities where we can really make a difference and ensure that our collective resources are shared and maximised for the benefit of Clackmannanshire;
- Promote and champion what we do well and build on areas of good practice and celebrate success;
- Design services and interventions based on informed need and will use data effectively to measure our long term outcomes.
- Commit to meeting community needs through engagement and co-production to find local solutions.
- Strive to be innovative and creative in supporting and enabling all people in Clackmannanshire to be physically active.
- Strive for equality and to be inclusive whilst respecting diversity.

Further and more specifically we will focus on being:



Clackmannanshire Sport & Active Living Framework 2018-2028 Implementation Plan

Schools and Education						
Priority	Action	Task	Date	Progress Update	Comments	Lead
<p>We will develop the multi-agency PEPASS group to ensure integrated, coordinated and planned approaches to implementation of inclusive sport and active living in schools and further education establishments.</p>	<ul style="list-style-type: none"> • Through PEPASS promote opportunities and pathways to participation, leadership, volunteering and officiating in sport in Clackmannanshire. 	<ol style="list-style-type: none"> 1. Creation of a 'pack' that can be shared with all stakeholders with the Schools & Education community outlining the role, responsibilities & opportunities created by the PEPASS group. 2. 'Pack' sections to include: <ul style="list-style-type: none"> - curriculum overview - leadership - Pathways - events 	<p>March 2020</p>	<p>In progress</p>	<p>Must be regularly updated & also be in an online format</p>	<p>Section leads: PT's PT primary PE ASM CSH</p>

		- 'maps' 3. All PEPASS working group members to feedback to all their teams after meetings to ensure dissemination of wider agenda / developments.	May 2019 Dec 2019 June 2020	In progress	Use team meetings / email / Glow platforms to share minutes	CH – FVC MM – SDM AM – ASM KG – PT primary PE CJ / EA / BT – PTs sec PE
	<ul style="list-style-type: none"> Ensure that partner's resources are shared and maximised to deliver sport and active living in schools and further education establishments. 	1. All PEPASS staff to attend annual twilight/ inset session to ensure regular updates / planning / maximise resources	Feb 2020 Annually	In progress	Linked to tasks in PE provision action	MM – SDM PEPASS Group
	<ul style="list-style-type: none"> Develop robust governance processes and implement the national framework for wellbeing and protection in sport. 	1. SMT to endorse the national framework.	Dec 2019	In progress		MM - SDM

Priority	Action	Task	Date	Progress Update	Comments	Lead
PE and School Sport will be embedded in all education establishments across Clackmannanshire through partnership working.	<ul style="list-style-type: none"> Work with our partners Clackmannanshire Council will effectively deliver its Active Schools and PE programmes. 	1. Regular schedule of meetings of the PEPASS group – 3 per year to co-ordinate – in place	13 th May 2019	Complete	19/20 dates have been agreed: 13/5/19 Dec /19 May 20	MM - SDM
		<ul style="list-style-type: none"> Continue to deliver a minimum of 2 hours of quality inclusive PE to all P1-P7 pupils and 2 periods to S1-S4 pupils in all schools in Clackmannanshire. 	1. PT's to meet to plan in-service for all PE staff primary/Sec	15 th June 2019	Complete	MM to get agreement from SMT
	2. Identify in-set to allow all staff to meet for focus on Tracking & Monitoring & CLPL		Feb 2020	In progress	MM / PT's to organise day	
		3. PT reflection with own teams to look at next steps				
		4. Agree handover information for transition from primary to secondary	End June 2019	In progress		PT's with staff

		5. Agree & promote CLPL calendar	15 th June 2019	In progress		All PT's PE
		6. Agree a calendar of meetings	End June 2019	Complete		
			15 th June 2019	Complete		PT's & Teaching staff
	<ul style="list-style-type: none"> Proactively work to ensure continuous improvement through the sportscotland School Sport Award programme. 	1. All schools have pupil led School Sport Committees in place	Oct 2019	Complete	Current picture: 21 GOLD schools	SSC Chairs
		2. All schools have development plans in place	June 2019	Complete		All schools
		3. Timetable for the GOLD re-validation is known & all schools working towards these deadlines	June 2019	Complete		AM – ASM
		4. Lochies School to work towards reaching Silver standard through				SSC

		improvements in PE, School Sport & CLPL	June 2020	In progress	New PE teacher in place working closely with ASC Inclusion officer to identify gaps in provision	PE teacher HT ASC - Inclusion
	<ul style="list-style-type: none"> Offer a comprehensive programme of extra-curricular sport and physical activities including a targeted approach to support those who may have barriers to participation with a particular focus on girls 	<ol style="list-style-type: none"> Review of 18/19 calendar to take place across all teams New calendar for 19/20 in place Support to be given to schools to encourage more girls to participate if / where needed 	<p>May 2019</p> <p>August 2019</p> <p>Sept 19 – June 2020</p>	<p>Complete</p> <p>Complete</p> <p>In progress</p>	<p>Dates changed & events altered based on feedback</p> <p>Issued to all schools August 2019</p>	<p>MM – SDM</p> <p>AM – ASM</p> <p>KG – PT Primary PE</p>
	<ul style="list-style-type: none"> Ensure planning links and pathways from education into the wider sporting community are created for children and young people. 	<ol style="list-style-type: none"> Regular meetings with CSH officer to link community clubs / provision with Active Schools programmes Increase in involvement from community clubs in extra curricular sport & 	<p>Monthly</p> <p>Sept 19 – June</p>	<p>In progress</p>	<p>CSH attends Active Schools planning meetings</p>	<p>AM – ASM</p> <p>GW – CSH</p>

		events	2020	In progress		AM – ASM ASCs / CSH
	<ul style="list-style-type: none"> Enhance our school sport competition programme and ensure that competitive sport is inclusive for all children and young people. 	1. Introduce ASN sections into CPSSA cross country champs.	8 Oct 2019	In progress		JP - ASC – Inclusion
		2. Add ASN classifications across all online entry forms to track attendance at ‘mainstream’ events	End Aug 2019	Complete		AM – ASM JP – ASC Inclusion
	<ul style="list-style-type: none"> Develop further opportunities for children and young people to take part in a variety of outdoor learning activities. 	1. Bikeability level 2 (on road) training delivered to every P6 pupil	Aug 19 – June 2020	In progress	Supported by a Cycling Scotland grant	AM – ASM ASCs
		2. Bikeability Level 3 (journeying) offered to 3 schools / 18 children as a pilot programme	Sept 19 - June 2020	In progress	Muckhart & Strathdevon PS : Sept 19	AM – ASM
		3. Every P7 pupils receives 7 hours ski lessons delivered at Firpark ski centre	Aug 19 - June 2020	In progress		MM – SDM
		4. Addition of new Clacks				

		only primary ski slalom competition	19 Sept 2019	Complete		Firpark SC – Head Ski Instructor
	<ul style="list-style-type: none"> Ensure that families in Clackmannanshire are aware of the benefits that PE and School Sport provide their children. 					
	<ul style="list-style-type: none"> Work with all partners to promote career aspiration and local academic and vocational progression opportunities within Sport, Fitness & Physical Activity. 	<ol style="list-style-type: none"> Continue partnership with Clacks Works to offer Modern Apprenticeships in Business Admin and Sports Development Annual programme of work experience offered for pupils from the 3 local secondary schools & wider offered Attendance of SD staff at school career days 	<p>June 2019</p> <p>June 2019</p>	<p>Complete</p> <p>Complete</p>	<p>2 new Mas in post – Aug 2019</p> <p>1 Business Admin advertised (TBC)</p> <p>4 pupils from each school attending over 3 weeks</p>	MM - ASM

			Sept 19 – June 2020	In progress		
Clackmannanshire will develop a strong network of leaders, volunteers, teachers, coaches and officers to deliver inclusive PE and School Sport	<ul style="list-style-type: none"> Implement a programme of training and mentoring opportunities designed and delivered in partnership with other agencies. 	<ol style="list-style-type: none"> Annual delivery of Sport Inclusion training sessions to S4 leadership classes linked to ASN event calendar Leaders supported to put training into practice at ASN events 	<p>End June 2019</p> <p>Nov 2020</p>	<p>In progress</p> <p>In progress</p>	<p>3 training sessions planned for Alloa Academy Leadership group</p> <p>25/9/19</p> <p>7/10/19</p> <p>18/11/19</p>	<p>JP – ASC Inclusion</p>
	<ul style="list-style-type: none"> Ensure young people have access to, and are supported, in a range of leadership roles and opportunities, where their views are valued and heard. 	<ol style="list-style-type: none"> Competition Organiser Training delivered in each of the 3 secondary schools annually COT leaders supported to deliver & support at ASN events Increase the range of leadership opportunities through distribution of new 	<p>Sept 19 – Jan 2020</p> <p>Sept 19 – June 2020</p>	<p>In progress</p> <p>In progress</p>	<p>1 course delivered in each school</p> <p>Alloa Ac : 23/9/19</p>	<p>ASC in each school</p> <p>JP – ASC Inclusion</p>

		volunteering materials.	End of Sept 19	In progress	Materials created – in production currently. Launch mid/ end Sept. 19	AM – ASM PEPASS Group
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Sports Development Annual Report July 2018 to June 2019



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Education Service - 6 Big Goals



**Children 1st;
they enjoy their learning;
they thrive**

**Learning and teaching
is consistently
excellent**

We work as a family

**Families are engaged
and supported**

**Educators are inspired
and motivated**

**Decisions are based on
evidence and ongoing
improvement is the norm**



National Improvement Framework – Annual Report 2018/2019 ghaighwuehgfiuwuipgfiusdgvfgsfisgfvlgasgflasg

EDU ELC 19 23	Develop and implement a Sport and Active Living Framework in Clackmannanshire	<p>This task is to take back ownership of the Sport and Active Living Framework from sportscotland. The final draft went before committee in January 2019 for endorsement to create action plans going forward.</p> <p>This will generate 4 workstreams for the 4 main priorities which are</p> <ul style="list-style-type: none"> - Active Communities - Schools and Education - Infrastructure and Place - Leadership and Governance. <p>Some work has already begun on the Schools and Education priority and meetings have been held and are scheduled to take place.</p>	Improving Outcomes Manager – Early Years
EDU ELC 18 24	Negotiate a 4 year investment agreement with	We are in negotiation with sportscotland to agree a 1 year plan from February 2019 to April 2020. Then work will commence on negotiating a further three year agreement to 31st March 2023	Improving Outcomes Manager – Early Years

	sportscotland for Active Schools		
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Sports Development Manager's Review of the Year

Welcome to this report which records the activities and sports participation that has taken place across Clackmannanshire delivered by or in association with the Council's Sports Development team. The report covers the academic year 2018/19 from school holidays 2018 to June 2019.

The Sports Development team is based within the People section of the Council and in particular Education. The team consists of a physical literacy section delivering to nurseries and pre-school children, a Primary School PE Team of GTCs registered teachers, Active Schools Co-ordinators, Community Sport Hub/Club Officer, Active Communities Officer, Firpark Ski Centre and Sports Development Officer. The Sports Development staff work in an integrated co-ordinated way to build capacity and confidence for participants to enjoy being physically active. Club links are strong from curriculum to community. A large number of young leaders, coaches, volunteers, instructors and fitness specialists deliver the activities.

Despite budget implications this year has been very busy with the growth of a new Netball Club called Wee County Warriors, adaptive skiing opportunities for people with additional support needs, the success of an NHS project called Lower Limbs and a partnership with Social Services to ensure their young people access the school holiday sports programmes.

During this year the Council has been involved with a programme of asset transfer of facilities. Five new Development Trusts have been formed which changes the landscape for developing sport. There is great potential ahead for new partnerships and opportunities.

Significant progress has been made with the Sport and Active Living Framework which was adopted at the People Committee on 17th January 2019. There are four priorities; Leadership and Governance, Infrastructure and Place, Active Communities and Schools and Education (previously PE, physical activity and School Sport). Developing the implementation plans for each of these priorities will be a focus for 2019/20.

We are especially proud of the announcement from sportscotland in September 2018 that Clackmannanshire is the first local authority to have all schools achieve GOLD status in their school sports awards. We will be working to retain this high standard.

Looking forward there is great excitement from Sports Development staff to spread the messages from the Tokyo Olympics 2020 and Tokyo Paralympics to increase participation and opportunities; "Discover Tomorrow".

PEPASS Mission Statement

Through PE, Physical Activity and Sport and by working in partnership, we will engage, educate and inspire all within Clackmannanshire's learning and sporting communities. This will be achieved through an integrated, planned and co-ordinated approach to participation, progression, pathways and leadership.



Sports Development Staff, PE Teachers, Sessional Coaches and Ski Instructors

SD staff operate in teams; Active Start, Primary PE, Active Communities, Firpark Ski Centre, Active Schools and Development Officers. We all share Young Leaders, volunteers, Modern Apprentices and sessional workers to support delivery. We meet several times per year for training, planning and team building. Contact us on sportsdevelopment@clacks.gov.uk or phone 01259 452350



Active Communities

Sauchie Women & Girls

In April 2019 Sports Development in partnership with Sauchie Community Group secured £23,400 investment from sportscotland to develop women and girls sport in the Sauchie area. The project will work with a range of partners & clubs and target activities for all ages and abilities. The Sauchie sport and physical activity survey helped identify barriers to participation and the needs of the community and helped shape the basis of the project plan. Project "SWAG" will start in September 2019.

Sauchie Community Sport Survey

148 Adult Responses

93 Children & Youth Responses

Total Community responses 241

Community Sport Hubs

A new approach to Community Sport Hubs (CSH) in Clackmannanshire has led to the creation of two new community sports Hubs. Hillfoots Sport Hub & Tullibody Community Sport Hub are working to link sport clubs, physical activity providers and organisations to the local community.

Hillfoots Sport Hub successfully achieved SCIO status in March 2019 helping them on their journey to build a new sport and outdoor activity hub in Tillicoultry. The first Tullibody CSH meeting took place at the newly transferred community venue Tullibody Civic Centre and includes links with the Active Travel Hub at Lornshill Academy.

37 individuals attend the first meeting of either Hillfoots or Tullibody CSH

Lower Limb Class

The Best in class lower limbs project started in June 2018 in partnership with the NHS to reduce the number of people with hip and knee problems attending physio's and orthopaedics unnecessarily. We initially started with one class but due to demand we had to increase this to 3 classes per week. The class is designed to increase balance and muscle strength in the legs to manage and reduce joint pain. If individuals do need a hip or knee replacement the exercises help with their recovery period. There have been **198 Individuals** attend the lower limbs.

"My legs feel stronger after only a few weeks" *"Excellent class really helping"*

"I have been able to reduce the amount of painkillers I take"

"Found the exercises very effective"



A range of fitness and leisure classes are delivered across venues in Clackmannanshire. They are aimed at various adult age groups and target audiences to suit demand and uptake. Most of the classes are delivered in partnership with NHS, Tullibody Healthy Living, Clackmannanshire Healthier Lives and Healthy Working Lives. The variety of classes delivered included - Over 50's, Lower limbs classes, NIA, recreational running club, Social Badminton, Adult ASN classes, Circuit , Yoga at various ability, Zumba, Meditation, OTAGO, Kettlercise, Aerobics, Chi Kung, Tai Chi, BoxFit, Walking group. We also have a working partnership with Cancer Research UK supporting Stand up 2 Cancer and World Cancer Day raising **£1,208.67** whilst promoting the benefits of physical activity and reduced risk of 3 cancers; bowel, breast and uterus. The age of participants range from 16 to 90 years old and while the activity is valued, for many of the older participants the opportunity to socialise and make friends is just as important.



1,049 hours of physical activity

248 hours (23%) delivered by volunteers

Over 1,000 people participated making 9,935 individual visits



Sports Development and Coach Education

Rugby

Clackmannanshire Rugby Partnership

Netball

Badminton

Gymnastics

Football

Skiing

Coach Education

In the annual programme of Sports Training (Coach Education courses to enhance coaches' skills and knowledge) are a variety of nationally recognised courses delivered locally including; Scottish Football Association - Early Touches, Development Activities, Developing Young Footballers, Scottish Gymnastics UKCC Level 1, Emergency First Aid, In Safe hands, Makaton, Play On Pedals, Sports Leader UK.

Training

Jackie Perez attended a MATP-Motor Activity Therapy Programme and SOMA course–Sporting Opportunities for Motor Activities alongside Graham Harvey from Forth Valley Disability Sport. The development from this training would see the set up and delivery of extra curricular clubs specifically for pupils with PMLD-Profound and Multiple Learning Disabilities and their families.



957 Participants attended training

416 Training hours were delivered

6,849 Participation hours



Working with Sports Clubs

The Community Sport Hub and Club development (CSHO) post is a new role in Clackmannanshire and has been working to support local sport clubs. Some examples include working with Alloa & District Rifle Club to raise funds for a portable laser shooting system. Support given to the Wee County Netball Club bounce back netball club to start to a junior section and supported the club with a charity night which raised over £500 for a local children's charity.

81 different sport clubs

36 unique sports

Under the theme of mental health the CSHO connected Alloa Athletic FC and Wellbeing Scotland together and the 2 groups have since started a Man Cave at the Indodrill Stadium.

Continued work has been taking place in developing the relationship between Central Athletics and Wee County Harriers who now attend a joint steering group meeting.

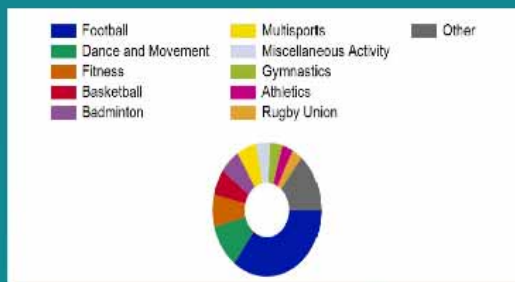




OUR
Top Sports by Participation Levels

2018 - 2019 Statistics

- 62% of our school population took part in extra curricular sport - that's 17% above the national average
- 87% of our deliverers were volunteers
- 80 secondary pupils were actively involved in the delivery of extra curricular sport
- 65 sports clubs had school links



The numbers so far



Congratulations !

Well done to the 3 schools who had 100% of their pupils participating in extra curricular clubs this year:
Coalsnaughton PS
Clackmannan PS
Muckhart PS

Source : <https://en.wikipedia.org/wiki/Infographic>

Ongoing Active Schools Projects

Primary School Cycling Programme

Active Schools have continued to liaise with primary Headteachers to plan, organise and deliver an annual programme of cycle training to Primary 5 to Primary 7 pupils. In September 2018 Cycling Scotland awarded us a grant of £15,500 to deliver on-road Bikeability level 2 training to all our primary schools as part of the Support Plus initiative.

With the enhanced opportunity provided through the grant tutors delivered a programme of Bikeability Level 1 and Level 2 with support from Active Schools Co-ordinators, school staff, parent volunteers and locally trained Cycle Training Assistants. Alongside the delivery in schools a new recruitment poster was created to encourage volunteers to train as Cycle Training Assistants.



Bikeability Level 1 Training	8 schools 410 pupils trained
Bikeability Level 2 Training	18 schools 621 pupils trained
CTA Courses	2 courses 11 volunteers



School Sport Awards

Clackmannanshire Schools are in the unique position of being the only local authority in Scotland to have 100% of their educational establishments having achieved the bronze, silver or gold School Sport Award from sportscotland. This award recognises outstanding achievement across 8 categories within Physical Education, Physical Activity and School Sport.

Through the collaborative work of the PE teachers, Headteachers, wider school staff, Active Schools and school pupils, every school has created their own School Sport Committee which created a PEPASS development plan designed to oversee the ongoing improvement of each school. Thanks to the work of these committees all 18 primary and 3 secondary schools have achieved the GOLD standard as of June 2019, again a first in Scotland. Six local schools have now been awarded their second GOLD flag award showcasing their continued development over the past 2 years.

Top Scottish Sports Awards Schools

1. 100% - Clackmannanshire (21/21)
2. 41% - Stirling (21/51)
3. 22% - Perth (4/18)
4. 19% - Falkirk (10/51)
5. 16% - Edinburgh (15/90)

Clackmannanshire schools awards equate to 7% of the national total of 284 gold schools.



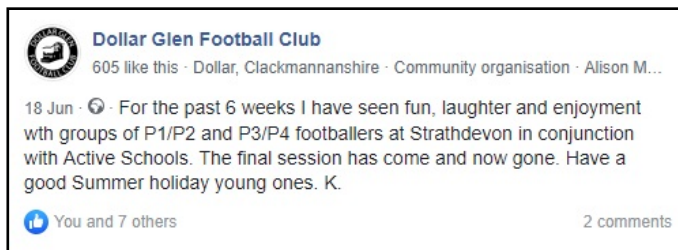
Active Schools Partnership with Sports Clubs

The Active Schools team have a key role in supporting partnerships with and to community sports clubs. During 2018/19 the co-ordinators supported 65 clubs across a range of opportunities including:

- Handing out promotional materials
- Taster sessions during Health Weeks
- Club coaches delivering after school clubs
- Delivery of holiday programmes
- Support to pupils to progress into clubs community sessions

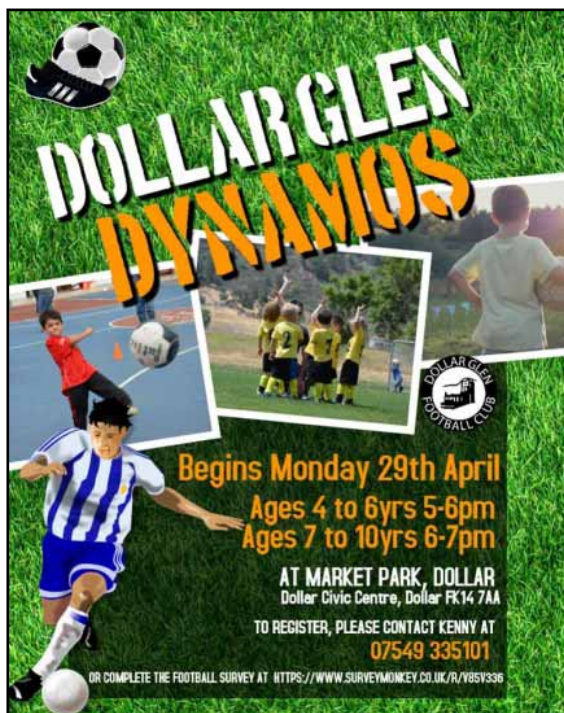
Dollar Glen FC

In August 2018 a plan was created between Strathdevon Primary School and the local amateur football team to support the creation of a junior section within the community of Dollar. Over the next 10 months the club coach, Kenny Mitchell, delivered after school coaching sessions to pupils from primary 1-6 in the school gym hall. He was supported by a young volunteer coach from his club and by Primary 7 Young Leaders from the school. On 29 April 2019 the club's new junior section 'Dollar Dynamos' launched at The Hive with 43 boys and girls attending.



5 blocks of coaching
25 weeks
60 pupils
3030 participant sessions

The club continues to support the work at Strathdevon Primary in 2019/20 with more after school football sessions and taster coaching sessions as part of their September 2019 Health Week.



Tillicoultry Bowling Club

Pupils from Tillicoultry Primary and Coalsnaughton Primary School joined together for regular coaching sessions at Tillicoultry Bowling Club led by volunteers from the club. The P4-7 pupils walked to the club after school and took part in small skill sessions and learned the techniques and rules of this fantastic family sport.

The 7 volunteers from the club, all of whom are bowlers themselves, enjoyed the sessions commenting on how well behaved the children were and how much they progressed over the coaching blocks.

The sessions took place during September 2018 and May/June 2019 with 24 distinct participants taking part and the club were so happy with the attendance of the children that they put on weekly sessions during the summer which saw 10 children and their families attending and 3 P7 boys have since joined the evening adult sessions with a view to becoming part of the clubs men's section in the 2020 season.

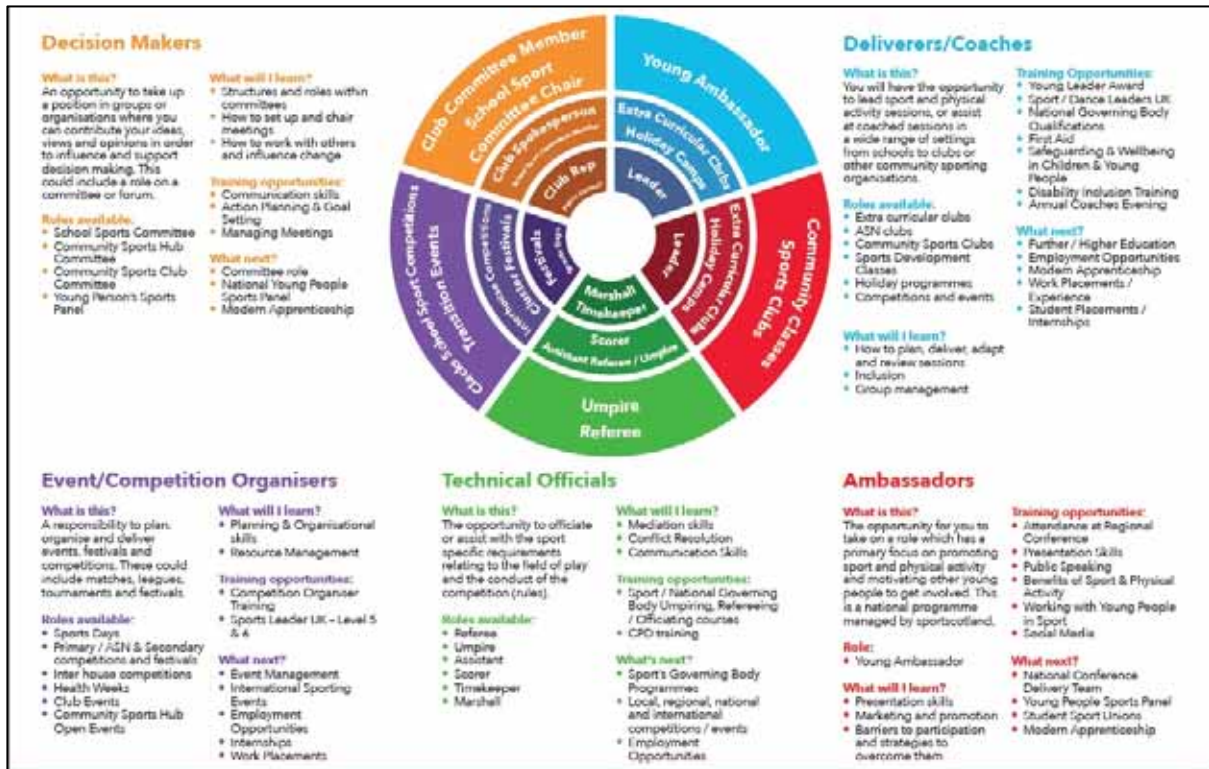


Leadership, Young People and Modern Apprentices



Leadership, Young People and Modern Apprentices

Sports Development offer a progressive pathway for young people from primary into secondary school and beyond in sports leadership. There are 5 key areas that young people can get involved with – all of which offer a wide range of support and opportunities.



Young Leaders

All Active School Co-ordinators deliver this 6 week long programme in the 18 primary schools to P6 and P7 pupils. 400 children completed this course. 150 newly trained leaders then supported the delivery of lunchtime and after school sports clubs in their own primary schools.



Sports Leaders

Both Lornshill and Alloa Academy deliver formal leadership qualifications either as part of the SQA in Leadership programme or as the Sports Leader UK award. In addition during Active Easter and Active Summer 65 pupils completed their Leadership in Dance or Sport awards at level 4 or 5. These pupils alongside previously trained sports leaders were then deployed to help deliver over 1000 hours of extra curricular sport in their own schools and in local primary schools.

The sports leaders also played an integral part of the delivery of both Active Easter and Active Summer, delivering more than 1,200 hours of activity over the 9 weeks of the programmes. These young people were role models and inspirational to the primary pupils who attended the sports camps and ski schools.



Competition Organiser Training

Training was delivered across all three secondary schools in the new sportscotland qualification. 25 pupils completed the 6 hour long training and then went on to help organise 2 inter school sports events in each of their schools as part of the secondary calendar of events.

Decision Makers

Kayleigh Haddow
School Sport Committee Member

Role Undertaken

For the past 3 years I have been a member of my School Sport Committee. I attend meetings and help plan and organise a range of activities for my school. We look at data, create posters and photo displays, tweet information and I also helped create and collect evidence such as photographs and videos to help the school get their second Gold sportscotland flag. I was also involved in the creation of a monthly Sports person of the Month award where pupils are nominated and are then selected to receive a certificate for their efforts in PE, Physical Activity and School Sport at the monthly assemblies.

What I've Learned

- Increased my confidence in talking at assemblies and in general at school
- How to be part of a committee
- How to plan activities and organise events
- Presentation skills
- How to be a role model

Training Completed

- 2 leadership conferences called 'Connecting Leaders'
- Young Leader Award

Next Steps

I want to continue to help more pupils take part in sport at the school and to make sure that we offer lots of different sports for everyone to take part. When I go to secondary school I want to continue to be part of their Sports Committee and make sure that I keep being involved in leadership.



Recognition

This year many of our young people were nominated at the annual Sports Council Awards in recognition of their volunteering and sports leadership roles. Their fantastic contribution to the development of sport within both their schools and the wider community was acknowledged and rewarded.



School Sport Competition Calendar

The annual calendar of events for primary, secondary and children with Additional Support Needs was once again a great success. With 53 competitions and festivals organised by the Sports Development staff covering local, regional and national levels, schoolchildren within Clackmannanshire had many opportunities to show off their innumerable talents.

The sports on offer ranged from badminton to dance, basketball to athletics and there was a mix of competitive and non competitive events ensuring inclusion for as many pupils as possible. Fifteen different sports were part of the calendar including for the first time netball and Gymfest.

Annual Programme of Events:

198 hours of competition

7,957 participants

63 events

The Clackmannanshire Primary Schools Sports Association (CPSSA) oversee the primary calendar and present the 'Sports Challenge Award – Gold Certificates' to schools who attend all of their 10 events and this year an amazing 11 out of 18 primary schools achieved this level of participation.



2018 - 2019	Fun 4's Festival 7/9/18, 14/9/18	X-country Leagues 11/9/18, 21/10/18	Basketball Tournament 19/9/18, 26/9/18, 3/10/18	Girls Only Fun 4's Festival 21/9/18	Tough Rugby 7's Festival 26/9/17, 1/10/18	Badminton Leagues Various Dates	X-Country Championships 9/10/17	Sports Hall Athletics	Gymfest 3/2/19	Athletics Championship 22/5/18
Abercromby PS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Alva PS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Banchory PS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Clackmannan PS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Coalsnaughton PS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Craigbank PS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Deerpark PS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fishcross PS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Menstrie PS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Muckhart PS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Park PS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Redwell PS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
St Bernadette's PS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
St Mungo's PS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
St. Serfs PS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Strathdevon PS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sunnyside PS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Tillicoultry PS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

The Secondary School Sports Association (SSSA) organise a programme of 16 events and all 3 secondary schools and the secondary school support services attend this programme. The annual 'Sports School of the Year Award' is presented in June based on points awarded for levels of participation and performance at these events. For the 4th year running Alva Academy took this honour!



The Active Schools Inclusion Officer oversees a programme of festival and events for children in both mainstream and special education for pupils with additional support needs and this year the programme saw pupils participating both alongside their peers as part of the CPSSA or SSSA events or in their own separate ASN competitions.

Competition Highlights

The National Primary Soft Archery Championships took place at Renfrew Sports Centre in June with 10 teams from Clackmannanshire attending. Forty schools from across Scotland took part but it was our local schools who took home the national titles with Coalsnaughton PS winning the P4/5 age group and Tillicoultry PS winning the P6/7 age group!



Gymfest made its debut at Alva Academy on Sunday 3rd February 2019. The festival was non-competitive and designed to help promote gymnastics for everyone, from beginners to the more experienced teams who took part. The event was for both primary and secondary age groups with a focus on giving performers the opportunity to display their talents to their family, friends and other gymnasts in a stress-free and enjoyable setting. Gymfest encompasses the sheer enjoyment and appreciation of the sport that so many people have. Seventeen primary schools, one secondary school and Lochies School took part in this amazing event.



Activities for People with Additional Support Needs

Our Additional Support Needs programme has continued to encourage inclusion, physical activity and opportunities for children and young adults with additional support needs across Clackmannanshire. We work closely with our staff and volunteers to ensure that they access appropriate training in order to enhance and develop their coaching appropriately.

Adaptive Skiing

Jackie Perez, Inclusion Officer, has worked along side Senior Ski Instructor Sharon Crossan and Ski Instructor Neil McFarlane to develop an Adaptive Ski Programme at Firpark. We have successfully set up and delivered an 18 week block offering two Biski slots and 4 stand up slots. This has also included families skiing alongside each other for the first time. Lochies Primary have accessed P7 skiing and have really enjoyed the experience. This will now be a continued link.



Events

A full calendar of ASN and inclusive mainstream events were once again delivered and supported by the Active Schools team. Schools were also offered pre event coaching before the events and supported to attend and take part. We delivered additional sessions to pupils from Alloa, Lornshill and Alva Academies, Redwell, Coalsnaughton and Craigbank Primaries.



Our Local events included:

- 58 pupils took part in the Boccia Championships on 14th November 2018 hosted at Alloa Academy, with support from Forth Valley Disability Sport, Jane Gordon from 'Right on Target' and 6 Alloa Academy Sports Leaders who helped referee on the day.
- The yearly Parasport Festival held at Grangemouth Sports Complex had 14 pupils from across Clackmannanshire.

We had our highest additional support needs entries to date for the Primary and Secondary Athletics Championships. Pupils competed in the walk, 100m, 300m, javelin and long jump.

- 19 primary pupils took part from Alva, Coalsnaughton, Craigbank, Deerpark, Lochies, Redwell, St Bernadettes and St Serfs.
- 30 secondary pupils took part from across the 3 secondary schools, we also had a pupil take part from Secondary School Support Service.



Holiday Provision

Active Summer and Active Easter

Active Easter/Summer is a programme of sports, physical activities and leadership training for young people aged 3 to 18 years. The programme took place across 6 venues in Clackmannanshire; The Wasp Centre, Firpark Ski Centre, Alloa Ballet Company, CR Cats, Alloa and Lornshill Academies. The nine week programme was delivered by sports development staff, coaches, club coaches, volunteers and young leaders. Some local sports clubs were also partners in the programme.

The programme takes time to co-ordinate involving; the Amey maintenance schedule, staff availability, staff and coaches expertise and regular proof reading the flier prior to printing and once completed the flyer goes out through the school pupils and is advertised with banners put up throughout the community.



The Easter and summer programmes offered a range of sports and activities which had a great uptake:

Active Summer 2018 Participation (7 week programme)

Activity	Number of Participants	Participant Hours
Skiing	162	1,296
Sports camps including football and gymnastics	1,083	37,905
Fun gym	402	402
Sport/dance leadership	41	1,312
ASN	48	96
Tubing	55	55
Pre school c	40	200
Total	1,831	41,266

Active Easter (7 week programme)

Activity	Number of Participants	Participant Hours
Skiing	230	1,840
Sports camp	285	3,987
Fun gym	405	405
Cycling (pre	120	240
ASN	12	24
Tubing	36	36
Total	1,088	6,532

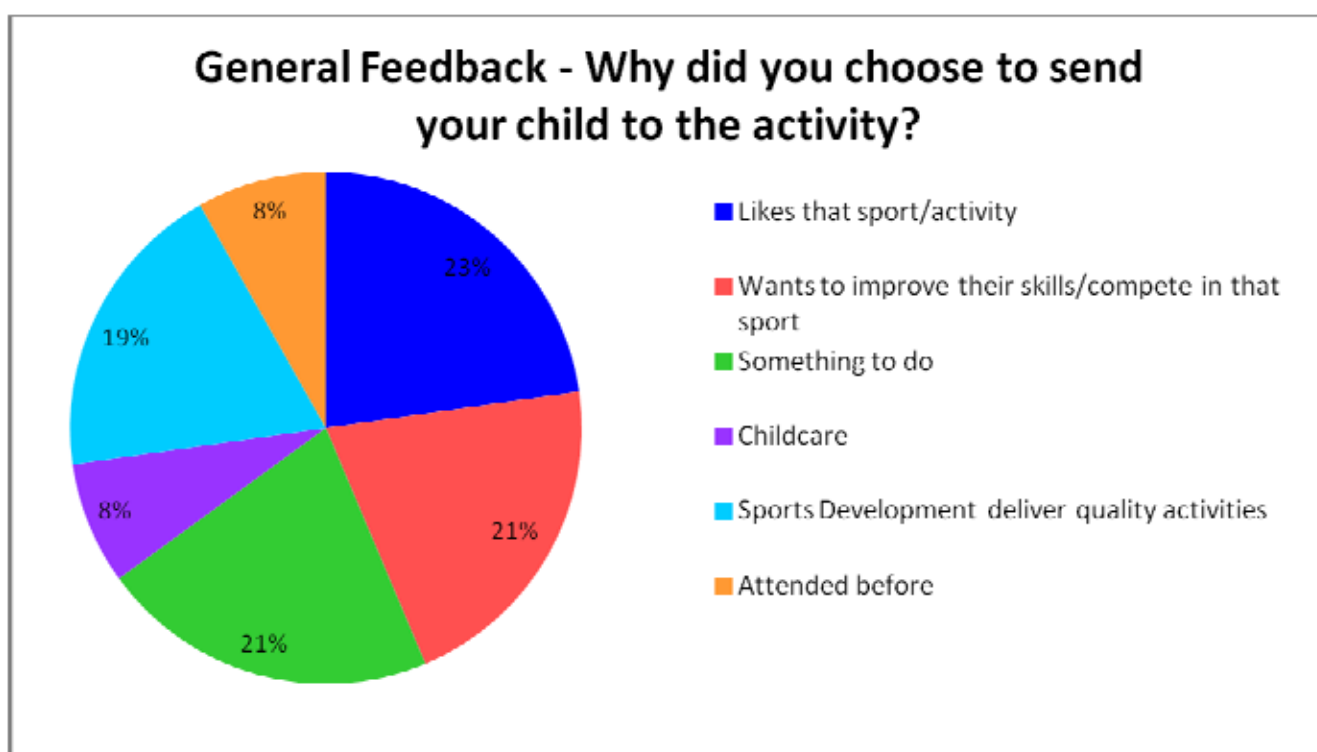


In 2018 a partnership was formed with the Social Services department of the Council to ensure that the most vulnerable children had the opportunity to take part in the holiday schools. This involved the creation of a separate booking system for these families and then a supported programme within the holiday camps for the children to enjoy.

During the 2018 Active Summer programme some families made more use of the sports camps and activities than others. A total of 51 individual children participated in the Active Summer programme. Participation ranged from one hour to over 70 hours per person. A small number of families have been able to access over 100 hours of sports activities.



Feedback from Customers



Changing Lives through Sport

Priorities

A new Community Sport Hub & Club Development Officer was appointed in December 2018 and he is already working to raise funds, create new partnership across sports clubs and other organisations to benefit opportunities for local participation.

Based on the Clackmannanshire Council Local Outcome Improvement Priorities he will focus on seeking support for specific groups. He has secured funds for the Sauchie Women and Girls (SWAG) project. Next will be; care experienced young people, those with disabilities and veterans and their families.



PE – Primary and Secondary Schools

Primary Schools

Over the past year the primary PE Team have; continued to work on embedding the Curriculum Organisers (SAL's) and have developed a clearer understanding around benchmarking, assisted in creating progression pathways for Curriculum for Excellence Health and Wellbeing – PE as well as providing rich learning experiences and utilising different methods for collecting evidence to demonstrate progress. This evidence has also been used in moderation exercises to validate our decisions on learners' progress towards, and achievement of, a level, supporting the consistency of teachers' professional judgement when assessing.



Pupils Comments

"I have improved my decision making skills in PE from practicing in lots of different games." (Jack P5)

"Because of enjoying and learning in Badminton in PE, I started going to a club and I play outside of school too" (Harris P4/5)

Parents Comments

"I'm really happy with all the recognition and experience my son gets in PE as he's right into all sports and gets a lot out of it."

"My daughter was very happy to be introduced to new activities, like Basketball, which she never would have tried, but now it's her favourite and she attends various clubs outside of school".

The PE Team are delighted to be able to support and contribute to a wide range of activities and events that take place across the school, throughout the curriculum and academic year. This includes: planning and organising school sports day events (with prior consent from the weather!) providing extra-curricular preparation and training for children and young people selected to attend a variety of sports events. Supporting health weeks and fundraising activities, undertaking applications and nominations for a range of sporting awards and celebrating children’s sporting success within the school and through social media.



It has been another successful year of partnership between Clackmannanshire Council’s Education Service and Stirling University where Year 1 students join the PE team for one day a week for two five week placements, and Year 2 students for a four week placement Monday to Friday. This is a valuable opportunity for the Stirling University students and Primary PE team alike. For the students this is the first step towards their career as a teacher having an opportunity to work in a PE environment and focussing on developing their ability to manage learning behaviour, their organisational skills as well as develop the curriculum organisers in PE. For Primary PE teachers this is an opportunity to reflect on their own teaching as they support and mentor others.



Report from Jackie Perez Active Schools Inclusion Officer

Support in Primary Schools

“ I have worked alongside some of the Primary PE teachers who have pupils in their classes with additional support needs and disabilities. I have worked with them, physios and support staff to offer adaptations that can easily be incorporated into their PE lessons alongside the rest of the class. This partnership has also provided a relationship and pathway for the pupils and parents to gain more confidence to take part in our holiday programmes and after school classes that we offer. I have also delivered individual training in preparation for regional events and school competitions.”

Support in Secondary Schools - Inclusive Practice

Alloa Academy Health and Fitness group had another inclusive practice session for their 5th and 6th year pupils. I worked with the Active Schools Coordinator, Extended AN unit and the Secondary PE teacher to set up a 6 week lunch time block for the pupils to deliver Boccia to the Extended ASN pupils. The 6 pupils who completed the training then came along to support the Boccia Championships on 14th November 2018.

I continue to work closely with Lochies and Alva Primary ASD and the 3 Secondary Schools ASN bases. Providing them with a variety of different activities including, dance, gymnastics, cycling, soft archery and football sessions. Forth Valley Disability Sport have supported the lunch sessions and ASN events throughout the year. I have also continued to provide Struan House with a weekly gymnastics sessions and tubing lets.



Schools of Sport within secondary schools

1. School of Rugby Report 2018/2019:

"Partnership working between Alloa Academy, Lornshill Academy, and Alloa Rugby Club has seen the School of Rugby programmes across the three entities reinvigorated over the course of the 2018/19 school year. Previous to this year staffing changes had created a level of inconsistency during the delivery of the School of Rugby programmes, however the employment of a Community Rugby Coach based at Lornshill Academy and a Sessional Coach at Alloa Academy provided both specialist knowledge and much needed regularity for them. Alloa Academy started the year with 26 boys in total across S1 & S2 attending School of Rugby sessions, but Lornshill Academy had an issue with their S1 recruitment leading to there only being a group of 13 S2 boys attending sessions. In January 2019, after work within S1 Physical Education classes, an S1 School of Rugby was formed at Lornshill consisting on 11 boys - taking the total number up to 24 at the school. Both programmes at the Schools were focused on developing the basic knowledge of the sport, doing regular

skills-based sessions, and resilience being a key focus. Also senior pupils from Lornshill Academy - who were CashBack for Communities School of Rugby alumni - utilised their knowledge of the sport to referee at both Active Clacks P7 Touch Rugby Festivals.

Due to concerns over playing numbers from both secondary schools for the extra-curricular rugby matches, a joint team was entered into the Central Schools Rugby competition to ensure there would be sufficient players at each age-group; as a result of this, combined training between the schools was held at Lornshill Academy on Monday afternoons and kicked off with great numbers. This combination proved inspired as the joint teams fulfilled all their fixtures during the Central Schools campaign, with the success being reiterated by the U16 boys finishing second overall. The joint team proved to be one of the most successful sides in the Central region, attending all Winter Touch League dates to continue playing through the winter months.

Alloa Rugby Club's fantastic support during this period of time was fronted by experienced coaches Henry Edwards and Alex Jess, who attended and helped run the school teams over the course of the year. To repay this support a focus on transitioning boys from the club to the school was adopted by both Schools of Rugby, and in February 2019 Alloa Rugby Club fielded an U14s team made up of 22 boys from both Alloa Academy & Lornshill Academy. This squad continued from February through until the season finished in May, capping off a fantastic year.



Pre-School Physical Activity



Sports Development designed a physical activity programme for nurseries based around physical literacy, movement and co-ordination for pre-school children called Active Start. It has national recognition and several times per year the Active Start Manager delivers training on the Active Start programme to other local authorities around Scotland. She has also addressed national conferences.

The Active Start officers also deliver Play On Pedals (POP) training to all nursery staff. All nurseries received this training and all children get the opportunity to pedal a bike by the time they enter primary school. Clackmannanshire received over 200 POP bikes from external funding to ensure all nurseries are resourced.

The Ski Technicians maintain the POP bikes. Staff training is available on a rolling programme. In addition 9 community based pre school sports activities are available each week over a 40 week period.



On average 230 children attend Active Start in their communities each week!



Clackmannanshire Sports Council – Annual Sports Awards

The Sports Council committee is made up of volunteers from local sports clubs and is assisted by the Council who provide an employee from Sports Development to work as the Secretary. The Sports Council have 30 affiliated clubs who benefit from a Grant Aid Scheme. Clubs also get financial support to put coaches through first aid and child protection courses and the Sports Council provide a funding workshop each year for local sports clubs.

30 Affiliated Sports Clubs

21 clubs benefitted from Grant Aid

Clackmannanshire Sports Council Sport Awards take place in March each year and the Sports Development Team play a key role in the set up and delivery of this event. The event is much valued by the local sporting community and recognises the quality and profile of our local coaches, athletes, athletes with additional support needs, teams, young leaders and individuals who have contributed a lifetime to sport.

196 nominations

28 different sports

Categories Awarded

- Junior Award
- Senior Award
- Team of the Year
- Primary School Team of the Year
- Secondary School Team of the Year
- Triumph Over Adversity (Participation)
- Triumph Over Adversity (Sports Competitor)
- Services to Sport
- Coach of the Year (Participation)
- Coach of the Year (Competition)
- Primary Young Leader Award
- Young Leader/ Volunteer Award
- Lifetime Contribution to Sport Award



Firpark Ski Centre

In April 2015 the ski centre joined the Sports Development team. It is a dry ski slope 120 metres in length serviced by a Poma Tow with nylon brush matting called Dendix sited adjacent to the Tillicoultry Primary School . The ski slope is primarily a learning facility and is resourced by a Senior Ski Instructor, Ski Technicians and a team of BASI (British Association of Ski Instructors) qualified sessional ski and snowboard instructors. The ski centre operates 49 weeks of the year attracting at least 60% of customers from outwith Clackmannanshire.

The ski centre provides ski and snowboard instruction to; schools, all age groups, community groups, evening and weekend lets, Learn to Ski programme, holiday ski schools, private lessons, race training and ski events. There is a very clear skills learning pathway but it is particularly strong in its trainee instructor programme.

Most of the trainees gain national instructor qualifications (BASI) and develop as instructors at Firpark, Scottish snow resorts, French resorts and venues in Canada, China and Japan. Three delegates from Iceland visited Firpark Ski to learn about this instructor programme.

645 attended the holiday ski schools

32 ski instructor trainees

357 Private lessons

125 Tubing parties

500-600 Participants per week



Welcome to Firpark Ski Centre

Ski and Snowboard instruction by
qualified and friendly staff

Tel: 01259 751772 Email: firpark@clacks.gov.uk



www.clacksweb.org.uk  Clackmannanshire Council





TEAM GB



TOKYO 2020



TOKYO 2020
PARALYMPIC GAMES



TEAM GB Press Launch

Sport is GREAT' campaign launched to mark one year countdown to Tokyo 2020

- 'Sport is GREAT' campaign launched to mark one year countdown to Tokyo 2020
- £265 million invested into elite Olympic performance
- World Championship performances to date offer rich potential
- Country encouraged to get behind Team GB and to #BelieveInExtraordinary

With one year to go until the Tokyo 2020 Olympic Games, this week British athletes gathered to launch a new campaign to inspire the nation to get behind Team GB and showcase the best of British sport around the world.

The Government is using its most successful ever international campaign, the GREAT Britain & Northern Ireland Campaign, to promote British sport internationally. New posters and promotional materials featuring the Team GB athletes will be seen by millions of potential visitors, business people and decision-makers overseas.

The 'Sport is GREAT' campaign will be a powerful demonstration of the UK's capacity to inspire millions of people around the globe through sport. And as we look ahead to Tokyo 2020, the signs are that Team GB could be in for another exceptional Games with more World Championships medals won in more sports so far in the Tokyo cycle than at the equivalent point four years ago.

More than £265 million of National Lottery and UK Government funding is being invested in British Olympic hopefuls, 21% of whom come from Scotland, Wales and Northern Ireland, a testament to the extraordinary unifying power of Team GB.

Sir Hugh Robertson, Chairman of the British Olympic Association, commented: "At both London 2012 and Rio 2016 I saw first-hand the inspirational impact that Britain's athletes had on the country. Olympic sport is something at which we are genuinely world class and Team GB want to use Tokyo 2020 to bring the country together and make it proud of its athletes once again."

Dame Katherine Grainger, Britain's most decorated female Olympian and Chair of UK Sport, said: "With just one year to go to Tokyo 2020, I am excited by the potential of Team GB to inspire and unite the nation through their incredible performances. The GREAT Campaign celebrates the best of the UK, and British athletes will proudly represent us and fly the flag at Tokyo 2020."

Tokyo 2020 Olympic Sports

					
3x3 Basketball	Archery	Artistic Gymnastics	Artistic Swimming	Athletics	Badminton
					
Baseball/Softball Baseball	Baseball/Softball Softball	Basketball	Beach Volleyball	Boxing	Canoe Slalom
					
Canoe Sprint	Cycling BMX Freestyle	Cycling BMX Racing	Cycling Mountain Bike	Cycling Road	Cycling Track
					
Diving	Equestrian Dressage	Equestrian Eventing	Equestrian Jumping	Fencing	Football
					
Golf	Handball	Hockey	Judo	Karate Kata	Karate Kumite
					
Marathon Swimming	Modern Pentathlon	Rhythmic Gymnastics	Rowing	Rugby	Sailing
					
Shooting	Skateboarding	Sport Climbing	Surfing	Swimming	Table Tennis
					
Taekwondo	Tennis	Trampoline Gymnastics	Triathlon	Volleyball	Water Polo
		 TOKYO 2020 			
Weightlifting	Wrestling				

TEAM GB- Press Release

One Year To Go: ParalympicsGB Tokyo 2020 Launches Impossible to Ignore

ParalympicsGB has launched a new campaign to make disabled people Impossible to Ignore to mark one year to go to the start of the Tokyo 2020 Paralympic Games.

The initiative has been developed after recent research showed Paralympic athletes are key to challenging perceptions of disability in the UK.

With a year to go to the Tokyo 2020 Paralympic Games, preparations are ramping up to take the best prepared team to make the nation proud once again by recreating the incredible success of Rio 2016 where the team won 147 medals.

While many qualification events are still to take place, an estimated 250 athletes are tipped to compete for ParalympicsGB in Tokyo including competitors in the new sports of Taekwondo and Badminton.

Research from ComRes suggests that the success of these athletes may have a direct impact on breaking down barriers, shifting perceptions and increasing opportunities for all disabled people.

84% of UK adults say the achievements of ParalympicsGB athletes have a positive impact on society overall

74% of UK adults perceive ParalympicsGB to be an inspirational sports team – more than any of the other teams listed

82% of disabled UK adults believe the Paralympic Games provides positive media coverage of disabled people

Minister for Disabled People Justin Tomlinson said: “Our Paralympic heroes should be proud of all they have done to put disabled people’s achievements in the spotlight.

“We must not underestimate the power of sport as a tool for driving greater social inclusion, and this research reinforces what we have long known – that the Paralympics change attitudes towards disability for the better.

“With a fifth of the UK’s population reporting a disability, the ParalympicsGB team play a crucial role in breaking down barriers for disabled people in every area of their lives.”

Tokyo 2020 Paralympic Sports



Archery



Athletics



Badminton



Boccia



Canoe



Cycling Road



Cycling Track



Equestrian



Football 5-a-side



Goalball



Judo



Powerlifting



Rowing



Shooting



Sitting Volleyball



Swimming



Table Tennis



Taekwondo



Triathlon



Wheelchair Basketball



Wheelchair Fencing



Wheelchair Rugby



Wheelchair Tennis



Report to: People Committee

Date of Meeting: 3 October 2019

Subject: Financial Performance 2019/20- June Outturn

Report by: Chief Finance Officer

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, 2019/20. This is based on forecast information as at June 2019.

2.0 Recommendations

- 2.1. The Committee is asked to note, challenge and comment as appropriate on:
- the forecast General Fund revenue overspend relating to the People Division for the year of £0.464m, and
 - progress on delivering planned savings in the year.

3.0 Background

- 3.1. The following portfolios are within the remit of the People Division

Table 1

PEOPLE
CARE & PROTECTION
EDUCATION & LEARNING
SUPPORT & WELL-BEING

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

4.0 General Fund Revenue

- 4.1 Overall the Division's net service expenditure is forecasting an overspend of £0.464m for the year ended 31st March 2020.

4.2 Previous service descriptors have been used in the information below. As the Council transitions to the new structure these will be developed into People narratives as services are embedded.

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

Table 2: Summary of Service Budget Variances

	<i>Annual Budget</i>	<i>Forecast to March 2020</i>	<i>Variance Forecast to Budget</i>
	<i>2019/20</i>	<i>2020</i>	<i>to Budget</i>
	<i>£'000</i>	<i>£'000</i>	<i>£'000</i>
Strategy & Customer Services	1,221	1,251	30
Development & Environmental	474	422	(52)
Education Service	54,738	54,884	146
Social Services	12,920	13,258	338
Division Expenditure	69,352	69,816	464
			Overspend

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

Table 3: Division Variances

People	<i>Annual Budget 2019/20</i>	<i>Forecast to March 2019</i>	<i>Variance Forecast to Budget</i>	<i>Narrative</i>
	<i>£'000</i>	<i>£'000</i>	<i>£'000</i>	
Strategy & Customer Services	1,221	1,251	30	Overspend due to shortfall in leisure income.
Development & Environmental	474	422	(52)	Staffing underspend £(0.052)m due to vacancies in Economic Dev & Clacks works

People	Annual Budget 2019/20	Forecast to March 2019	Variance Forecast to Budget	Narrative
Education Service	54,738	54,884	146	<p>Early years - staffing overspend £0.056m, this relates to ABC Nursery</p> <p>ASN - overspends in learning assistants £0.107m due to unachieved saving, the service continue to review delivery to address the overspend, ASN teachers overspent by £0.059m due to demand on support required, escorts overspent by £0.045m due to additional demands on the service. Speech, Language and Occupational therapy overspend £0.043m due to contract inflation and demand, other small overspends £0.005m.</p> <p>Primary non devolved - underspend £(0.037)m on staffing and other small overspends £0.005m</p> <p>Secondary non devolved - underspend on supply teachers £(0.074)m offset by unachieved income of £0.056m due to timing, other small overspends £0.002m.</p> <p>PPP - underspend of £(0.027)m on agreed contractor deductions.</p> <p>Other areas - Other staffing underspends of £(0.048)m relating to Psychology services, Youth services & School crossings.</p>
Social Services	12,920	13,258	338	<p>Children's Care & Support - Overspends of £0.368m on payments due to increased numbers and investment in alternatives to residential care. There is a net underspend on staffing and premises costs of circa £(0.162)m.</p> <p>Criminal Justice is forecast to overspend by £0.037m, Service are working to review delivery in line with reduced funding provision.</p> <p>Management & Strategy – Overspend of £0.095m due to ongoing work in relation to legacy senior management restructuring within the Shared services model.</p>

People	Annual Budget 2019/20	Forecast to March 2019	Variance Forecast to Budget	Narrative
Division Movement	69,352	69,816	464	Overspend

5.0 2019/20 Savings Progress

5.1 The 2019/20 budget incorporated approved savings of £4.810m. Of this total £1.626m is attributable to the People Division.

5.2 Based on analysis to date, savings of £1.489m (91.6%) are forecast to be achieved, with up to a further £0.137m (8.5%) forecast at risk or unachievable in 2019/20.

5.3 Table 4 below sets out the position for each of the savings categories.

Table 4: Budgeted 2019/20 savings progress

Summary By Type	2019/20 £	Achieved/Likely to be achieved £	Amber £	Red £
Management Efficiencies	1,130,420	1,070,420	60,000	0
Policy	60,000	20,000	0	40,000
Prior Years	435,894	399,034	36,860	0
Total Division	1,626,314	1,489,454	96,860	40,000
		91.6%	6.0%	2.5%

5.4 Appendix A provides further detail of the savings that have been identified as either Amber or Red. Services supported by the accountancy team will work to achieve the approved savings or identify compensatory savings by the end of the financial year.

5.5 Within Corporate Services in the Performance & Partnership Division there is an unachievable Corporate saving of (£0.452m), £(0.363)m of this relates to a deferred saving for People Division restructure. As this is part of the overall Council restructure it is being held corporately.

6.0 Conclusions

- 6.1 The Division's net service expenditure is forecasting an overspend of £0.464m for the year.
- 6.2 Of the associated approved savings of £1.626m, £1.489m is forecast to be achieved and up to a further £0.137m being forecast as at risk or unachievable in 2019/20.

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 – Amber & Red Savings


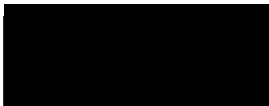
14.0 Background Papers

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	6214

Approved by

NAME	DESIGNATION	SIGNATURE
Lindsay Sim	Chief Finance Officer	
Fiona McOmish	Strategic Director People	

Detailed Schedule of Savings - People Division

Management Efficiencies

Service Reference	Division	Description of Saving	General ledger code	2019/20 £	Amber £	Red £	June outturn Accountancy comments
SSPD01	People	Investment in Internal Foster Care Service		60,000	60,000		Recruitment is in progress- position will be come clearer once first cohort have completed initial training and selection.
Total		Management Efficiencies		60,000	60,000	0	

0

Policy

Service Reference	Division	Description of Saving	General ledger code	2019/20 £	Amber £	Red £	June outturn Accountancy comments
LEIP01	People	Revised contract with Alloa Leisure Bowl	1061-1140-30101	60,000		40,000	As work has progressed on the detail of this saving, a saving of £20,000 has been identified as a more realistic proposition. At this stage, a compensatory saving of £40,000 has yet to be confirmed. Once this is complete, a further update will be reported.
Total		Policy		60,000	-	40,000	

Prior Years

Service Reference	Division	Description of Saving	General ledger code	2019/20 £	Amber £	Red £	June outturn Accountancy comments
EDUSR02	People	10% reduction in learning assistants		18,770	18,770		Service reviewing service delivery to meet reduction in budget
SCSR03	People	Re-provisioning of Community Access Points	Various	48,000	18,090		Service looking for compensatory savings to mitigate shortfall
Total		Prior Years		66,770	36,860	0	

Summary By Type			2019/20 £	Amber £	Red £
Management Efficiencies			60,000	60,000	0
Policy			60,000	-	40,000
Prior Years			66,770	36,860	0
Total Division			186,770	96,860	40,000

Report to: People's Committee

Date of Meeting: 3rd October 2019

Subject: Children's Services Improvement Plan

Report by: Chief Social Work Officer

1.0 Purpose

- 1.1. To update Committee on progress in relation to the Children's Services Improvement Plan.

2.0 Recommendations

- 2.1. It is recommended that the Committee notes and comments the information contained in this report.

3.0 Considerations

- 3.1. Children's Services began a transformational change strategy in 2016/17, led by the previous Head of Service and CSWO, approved by Council in 2016/17. Fundamental to this strategy was service redesign to improve service delivery and promote better outcomes for children and families within Clackmannanshire. A key driver was to ensure that service redesign not only improved services, but secured efficiencies and savings, promoting best value for the Council within a national and local context of major financial challenges and imperatives. This transformation remains essential to protect the sustainability of the service.
- 3.2. Transformation and innovation of service requires leadership and service stability. Moreover, it requires strong foundations. Linked to complex historical legacy issues, these factors have proved to be extremely challenging within Clackmannanshire Children's Services. However, despite such challenges there has been a relentless focus from the current leadership of high quality professional standards. Our approach is high support with high accountability. While many staff have embraced the need for improved professional standards, others have not. This is anticipated in any significant improvement journey.
- 3.3. Following concerns being raised last year around referrals; risk assessment; and risk management; significant focus has been paid to working with partners to improve pathways and ensure effective and collaborative working is in place. To reduce risks within the Council, the Chief Executive instigated

the creation of multi-agency groups across the service with focus on strong communication, resulting in effective and appropriate intervention. In turn, this has helped improve professional relationships.

- 3.4. It is within this challenging context, Clackmannanshire Children's Services have gone through considerable staffing changes during the past 3 years. Such changes have been at all levels - Social Worker, Team Leader and Service Manager and above. The Service has, and continues, to take steps to address these staffing issues as well as embed strong effective practice across all areas to realise our aspirations that Clackmannanshire children and their families, receive the best possible service.
- 3.5. This Improvement Plan thus derives and is rooted in the progressing transformational journey of the service.
- 3.6. The new Senior Manager/CSWO is now in post and is actively involved in driving the Improvement Plan.
- 3.7. Service Managers have been focussed on ensuring that policies and procedures are embedded with audit and scrutiny being carried out at all levels. There has also been a dual focus on staff development and professional ownership of practice standards.
- 3.8. The Improvement Plan continues to provide clear focus and direction for the service. This includes:
 - the risk register being scrutinised and reviewed by the Child Protection Committee
 - the recruitment of 12 social workers being successfully achieved with a healthy and varying skill mix
 - collaborative working being in place with work in relation to piloting the MASH well under way. This will further improve multi agency working.
 - transformational work being identified and presented to the Change Board with emphasis on cross-county partnerships.

4.0 Sustainability Implications

- 4.1. Creating stability within the service is a priority as this has been lacking for a number of years. The recent recruitment of Social Workers and Team Leaders was very successful with the focus now on addressing demand, achieving retention of a high performing workforce, and driving positive outcomes to achieve our aspirations of a high quality of service with the best possible outcomes for Clackmannanshire's citizens.

5.0 Resource Implications

- 5.1. *Financial Details*

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

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

5.4. The Service Improvement Plan shall be achieved within budget. However, there is also a fundamental focus on achieving improvements in a cost effective way, that for some areas of the Plan, could realise the potential for savings and efficiencies.

5.5. *Staffing*

6.0 Exempt Reports

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

7.0 Declarations

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

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

6.2. 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

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

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

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

8.0 Equalities Impact

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

9.0 Legality

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

10.0 Appendices

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

Appendix 1 - Children's Services Improvement Plan

11.0 Background Papers


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

Yes (please list the documents below) No

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Fiona Duncan	Chief Social Work Officer	01259 225184

Approved by

NAME	DESIGNATION	SIGNATURE
Fiona McOmish	Strategic Director (People)	

Draft Children's Service Improvement Plan 2019/20(v0.3 – Last updated 30th August 2019)

Theme	Action	Impact	Delivery timescale	Lead	Progress review		
					Q1	Q2	Comments
1. Strengthen management oversight, direction, vision and challenge.	1.1 Issue clear structure chart with clarity of roles, responsibilities and accountabilities and ensure these are understood by all staff.	Clear accountabilities and routes for escalation are in place; Ensure risk drives priorities and enables early intervention.	End Sept 2019	CSWO			Under review due to staff changes
	1.2 Ensure all staff have a series of supervision sessions (minimum 6 weekly) and key focus is on reflective, strength based practice.		End June 2019	Service Managers/ Team Leaders			CSWO will audit this by end of December 2019
	1.3 Ensure all development paperwork is in place to support the PRD requirement		December 2019	Service Manager/ Team Leaders			See above
	1.4 Set and communicate clear expectations regarding safe case load levels and review these quarterly.		End October 2019	Service Manager/ Team Leaders			To provide clarity on this for all workers within the service
	1.5 Review risk register for children's services and ensure action plans provide assurance to address each risk identified.		Quarterly meetings (of CPC)	CSWO/ Service Manager			Reviewed at CPC
2. Review internal staffing capacity (including for social workers, balance of fieldwork and corporate parenting, and strategy/ planning).	2.1 Review resource requirements in accordance with service redesign and the workforce plan (link to risk and priorities)	Ensure resource requirements assure safe delivery of services; Ensure statutory compliance.	December 2019	Strategic Director/CSWO/Service Manager			Work ongoing
	2.2 Re-evaluate resource requirements within Children's Services to ensure robust focus on strategy, performance, data, risk, policy, self evaluation and audit.		December 2019	Strategic Director/ CSWO/ Service Manager			Work ongoing
	2.3 Recruitment of 12 social workers to ensure safe delivery of services (2 phases)		End September 2019	CSWO/Service Manager			Recruitment successful
3. Learning and development - from complaints, quality assurance, auditing and performance data, including the analysis and distribution of the key lessons to stakeholders in and outside Children's Services.	3.1 External consultant engaged to facilitate learning sessions to embed strong approaches to social work practice.	Ensuring professional accountability is embedded in all work practice.	Six sessions commencing May. Complete within 12 months.	External consultant			Work is going well. Tls completed, now doing some work with SWers
	3.2 Peer support/ mentoring/ coaching		End of March 2020	CSWO/Service Manager			Work has started in relation to this but aim is to draw up a formal guide for Children's Services workers

	3.3 Work closely with ICR and SCR processes: <ul style="list-style-type: none"> • progress action plan • complete learning review 		Commenced May 2019 - ongoing	CSWO/Service Manager			Ongoing
	3.4 Establish 7 minute briefings		Commenced February 2019	CSWO			As and when required
4. Ensure referrals into initial response team (front door) are carefully screened and risk-assessed by social work and multi-agency partners.	4.1 Systems review of initial response team	Collaboration and early intervention will ensure best possible outcomes for children and families.	August 2019	Improving Outcomes Manager			Data to be scrutinised to assess progress
	4.2 Further collaboration and redesign through MASH		December 2019	Strategic Director/CSWO/Service Manager		Pilot considered to commence in late 2019	
	4.3 Conduct a review of intensive family support across council and Alliance		End of December 2019	CSWO/Service Manager		Progressing via transformation proposal/Change Board	
	4.4 Explore best practice across LAs in Scotland and England to help inform our model of practice in Clackmannanshire.		End December 2019	CSWO/Service Manager		Ongoing	
5. The quality of assessments and specific measurable and timely plans, reviewed and enhanced on a regular basis or when circumstances change.	5.1 Procurement of new social work IT System	The quality of case recording so that children's progress can be properly tracked.	Commenced (IT system date TBC)	Strategic Director/CSWO/Service Manager			Meetings with Stirling Council re joint procurement for IT system.