CLACKMANNANSHIRE COUNCIL

Report to: People Committee

Date of Meeting: 21 November 2019

Subject: People Business Plan 2019/20 – mid-year review

Report by: Strategic Director (People)

1.0   Purpose

1.1.   To update Committee on progress in relation to the mid-year People Business Plan report 2019/20.

2.0   Recommendations

2.1.   It is recommended that the Committee notes and comments on the information contained in the attached report.

3.0   Background

3.1   The People Business plan 2019/20 was approved by council on 22 August 2019. It sets out the key actions that will be delivered by the People Service in 2019/20 to ensure better outcomes for everyone in Clackmannanshire, and contribute to the delivery of strategic objectives as set out within the Council's Corporate Plan 2018-22 and the Local Outcomes Improvement Plan 2017-27.

3.2   Key priorities during 2019/20 include a focus on early intervention and prevention, early years expansion to incorporate the delivery of 1140 hours by 2020, embedding the principles of GIRFEC, and working in partnership with all our stakeholders to improve and deliver safe and meaningful outcomes for our people and their communities.

3.3   Current heightened levels of risk within People services means that we must continue to build upon our efforts to ensure the delivery of safe standards and practices. In addition, we are undertaking a programme of transformation, presenting opportunities for increased collaboration, integration, innovation and flexibility. Our approaches will allow the organisation to modernise and achieve required efficiencies to meet the significant financial challenge and future service demand, with a particular focus on workforce development, succession planning and stakeholder engagement.

3.3   For the first time, the business planning process brings together priority actions and required outcomes into one document for the People service. Our integrated approach to People Services means that early years, primary and secondary education sits alongside support, protection and care functions all encompassed within one Council service. This approach allows us to best respond to meeting the needs of children, young people and families and provides a sound basis for us to achieve our vision and aims.

4.0   **Considerations**

4.1   The People business plan is supported by functional plans which outline in more detail the specific actions, accountable officers, intended outcomes, and timescales to deliver outcomes.

4.2   Summarised at Appendix 1 is a highlight report relating to the overarching themes that apply to all People service actions, followed by progress against more specific Education and Children's Services actions.

5.0   **Sustainability Implications**

5.1   The People service is committed to driving the best possible outcomes to achieve our aspirations of a high quality service for Clackmannanshire's children and young people. Monitoring performance regularly against our plans is key to ensuring sustainability. The end of year report will be reported in April 2020.

5.0   **Resource Implications**

5.1   Financial Details

5.2   Financial implications are set out in the report as appropriate.   Yes ✓

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

5.4   Staffing

5.5   Delivery of outcomes against objectives set in the People Business Plan are delivered via staff across Education, Children's Services, Criminal justice and in partnership with our internal and external stakeholders.

6.0   **Exempt Reports**

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

7.0   **Declarations**

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

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

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

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

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

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

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

8.0   Equalities Impact

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

9.0   Legality

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

10.0   Appendices

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

Appendix 1 - People Business Plan 2019-2020 – mid year review

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 McOmish	Strategic Director (People)	01259 422406

Approved by

NAME	DESIGNATION	SIGNATURE
Fiona McOmish	Strategic Director (People)	█████████████████

Appendix 1

People Business Plan 2019-2020, mid-year review

The People Business plan 2019-2020 was approved by Council on 24 August 2019. This highlight report relates to the overarching themes that apply to all People service actions, together with progress against more specific Education and Children's Services actions.

The current pace of change for the People service at local and national level driven by Scottish Government remains rapid, ongoing, and significant.

We are committed to seeking opportunities as we respond to national policy developments set by the Scottish Government including Getting It Right for Every Child (GIRFEC), Curriculum for Excellence, the implementation of the Children and Young People (Scotland) Act 2014, Community Justice Scotland Act 2016, and Developing the Young Workforce. As a Scottish Attainment Challenge authority, we also remain committed to raising attainment for all and closing equality gaps.

This plan is guided by, and aligned with, Clackmannanshire Council's Children and Young People's plan 2017-20 and Clackmannanshire Community Justice Plan 2018-23.

Overarching People Priorities and Key Highlights

1. Design and implement new Organisational Structure for the People Service
   - The people portfolio put forward transitional proposals which were approved in June 2019. Work has been progressing at a pace to deliver an effective and efficient end-state organisational structure in People services, in accordance with the requirements agreed by Council in March 2018. Proposals will progress through council by the end of 2019.

2. Develop strategies to enable earlier, more effective intervention for children and families particularly where parental drug and alcohol misuse and neglect are key factors.
   - Efforts to refresh and review the Children and Young People Strategic Partnership Group has been ongoing in the first half of the year. Terms of reference and attendees have been reshaped in accordance with the planning process for the development of a Children's Services Plan beyond 2020.
   - Progress has been made to develop strategies for earlier collaborative intervention by working closely with internal and external partners. Strategic Partnership s have been established with Police Scotland and SFRS to integrate activities around specific LOIP and business plan priorities.

3. Develop proposals to transform how People services delivers more effective family support services

- Progress has been made to devise proposals and business cases for transformation projects across the People portfolio (including Family Support Services Review , and the development of a Multi-agency Safeguarding Hub).
- The design and development of intensive and flexible family support services to meet assessed need in line with relevant standards and legislation, ensuring best possible use of assets, partnerships and resources is on track in accordance with timescales set.

4. Research, develop and implement programme to provide focused and integrated mental health services.
   - Transformation initiation proposal submitted and business case in development, setting out plans to transform the provision of integrated mental health services, including the teaching and promotion of mental health resilience skills in schools. Progress is on track.

5. Improving attendance at work, staff engagement and staff wellbeing
   - Long term sickness review meetings took place across the portfolio in May 2019. Follow up review meetings are scheduled for November 2019.
   - Staff survey actions are embedded in directorate meeting agendas and bipartite in accordance with actions set out in the Strategic Workforce plan.
   - Staff wellbeing initiatives are being promoted throughout the portfolio including the Education Step-challenge in May 2019.

Education: Priorities and key highlights

1. In the period from April 2019-October 2020, the Education Service has continued with an extensive plan of improvement activity, to progress its 2020 vision to bring the Service to the equivalent levels of its comparators and/or national levels of performance, in particular achieve the following priorities as set out in the National Improvement Framework:
   - Improve attainment in literacy and numeracy
   - Close the poverty related attainment gap
   - Improve health and well being
   - Improve employability skills and increase positive, sustained destinations.

2. Progress in improving attainment and closing the poverty related attainment gap continues, supported by funding from the Scottish Attainment Challenge (SAC) (a separate progress and performance update on the SAC is provided in the Report also being presented to People Committee on 21 November) .   As identified in recent data collected of teacher professional judgements of children's progress in Curriculum for Excellence Levels in Literacy and Numeracy at P1(Early Level) , P4 (First Level) , P7 (Second Level) and S3 (Third Level) , there is an improving overall trend in literacy and numeracy with specifically continued improvement at Early Level. The Attainment Gap has narrowed at First Level, and is now smaller than the national average.   There has also been continued improvement overall in Senior Phase (S4-S6) Results, specifically with an improvements in the overall pass rate at S4 and an improvement in Advanced Highers.

3. Recent data collected on young people's positive destinations for 2019-20 shows a continued upward trend for all secondary schools, with levels now above last year's national average.

4. Opportunities for young people to develop Employability Skills have been further enhanced this year with the investment in the new Foundation Apprenticeship Programmes being run in partnership with Forth Valley College. 30 young people from Clackmannanshire schools have started studying for an FA in 2019. A new Employability Skills Course, in partnership with Scottish Fire and Rescue Service, was provided for young people who are at risk of disengaging in education. This took place in October and was very successful. The Education CLD Team have been supporting college programmes which include volunteering and work experience elements

5. In addition, there has been a continued significant increase in the uptake of wider achievement awards such as Duke of Edinburgh with all three secondary schools showing increases of uptake and progression to silver and gold being significant for the first time.

6. As part of both the Service Digital Learning and Additional Support for Learning Strategies, new Flexible Learning Individual Pathways (FLIP) programmes are being offered to young people who are facing significant barriers to engaging in learning. 20 young people are already working on programmes which offer alternative opportunities outwith mainstream school such as Outdoor Learning, Digital Learning, Volunteering, Health and Wellbeing and Employability skills development. These programmes will be evaluated at the end of this year.

7. Good progress is being made with the implementation of the Clackmannanshire roll out of the Early Learning and Childcare Expansion Plan which will see provision of 1140 hours a year of early learning and childcare for three and four year olds, and eligible two year olds.   Training and development is underway to ensure that ELC educators are trained to a high standard, particularly in literacy, numeracy and tracking and monitoring children's progress.   Partnership working with external providers, including childminders is ensuring that provision can be effectively met in Clackmannanshire.   Plans for communication with parents are underway.

8. Partnerships with parents across the education service are being enhanced and further supported.   A mobilisation team met to look at improving Reporting to Parents. This will report at the end of the school year.   The Parent Council Chairs Forum is being supported to understand and input to strategic developments across the Education Service and Council more generally, including as part of the Budget Consultation process.   A second successful Additional Support Needs Fayre was held for parents in October at Lornshill Academy, leading to improved partnership working with parents and families.   The Columba 1400 programme, working with families who are more likely to feel isolated and disengaged from school and their communities is now demonstrating significant impact with families reporting that they now feel more involved in their child's learning and in their communities. Some are re-engaging with learning, employment, volunteering, and supporting other families.

9. A Plan is being developed, in partnership with the Clackmannanshire Youth Council, to ensure that the standards for participation and engagement, developed by the young people

themselves last year, are implemented and applied.   The Youth Council have been working to strengthen and expand their voice and represent the full range of young people across the Authority.   They are currently working on priority activity areas which include Environment and Poverty.

10. Given the continued challenges of resourcing and recruitment of teaching staff in particular, a specific Education Workforce Development Plan is being developed. This will address the increased risk of being unable to recruit and retain senor leaders within schools.

11. A new STEM Development Officer, funded by the Wood Foundation, took up post in the Service in August 2019 and is now working to develop a STEM Plan in partnership with Forth Valley College and Education Scotland. This plan will aim to ensure that we build skills and capacity of educators and young people, and ensure alignment with opportunities that become available as a result of the City Deal, and more broadly as part of Developing the Young Workforce.   In addition, a new Digital Literacies Development Officer has taken up post , externally funded through the Scottish Attainment Challenge. This post will support the implementation of the Service Digital Learning Strategy with a specific focus on raising attainment and closing the gap.

12. The Educational Psychology Service (EPS) continues to support all educators in using approaches to support mental health and wellbeing and improve resilience (Clackmannanshire approach is now widely recognised as Readiness for Learning, R4L) .   Online learning, coaching and range of Professional Learning sessions have been provided.   By November 2019, all educators in Clackmannanshire will have had access to training in Readiness for Learning, ensuring that there is a universal offer in place in all classrooms. Targeted schools and pupils are benefitting from enhanced support with the Service providing intensive therapeutic services where significant trauma is identified as a barrier.   The EPS has been recognised nationally and internationally for this ground-breaking work, putting Clackmannanshire at the forefront of developments in trauma informed practice.   The approach is leading to positive changes in practice across schools and particular classrooms with related improvements in attainment identified.

Social Services and Criminal Justice: Priorities and key highlights

1. Review internal staffing capacity, progress and implement structure to ensure the safe delivery of services.

   - The past year has seen significant changes within the Children's Services workforce at all levels. However, during the past year, we developed strong links with Stirling University and created a student base where we pledged to offer high quality placements. This already has had a positive response in relation to our recruitment campaigns this year where we not only have been able to attract high numbers of applicants, but the quality of applicant has been significantly improved.

   - Within the teams themselves, we have attempted to get the correct mix of staff with qualities and experience that complement one another. Further, we have focussed on training and embedding it into practice. Whilst this has been time consuming, it has been necessary and one which we should now start to see the benefits of.

- Our stability is fundamentally linked to children and young peoples' stability. As such, we have to continue to build our learning culture, commit to safe, manageable caseloads, ensure quality supervision, and have good communication and engagement.

2. Improve quality of assessments, our use of data and the quality/sharing of case records to ensure better services and outcomes are delivered.

   - A project board (both within Clackmannanshire Council, and also a joint board with Stirling Council) has been established to develop and progress proposals to replace our social work IT system.

   - Efforts have also commenced to embed consistent approaches to case recording, case load levels and quality assurance in accordance with the Children's Services Improvement Plan.

   - A full systems review of the Front Door of our Service was undertaken in the past year. This team deals with all new referrals, including all Child Protection Referrals. We have tested new models and made changes to improve governance, service delivery and outcomes. This has been an iterative process as we seek to find the best model that meets the needs of vulnerable children and families.

   - This work is ongoing as we strive for continuous improvement and a relentless focus on protection and wellbeing outcomes. We are determined that our Front Door of the service is strong ensuring all children get the right help at the right time by the right people, as enshrined in Getting it Right for Every Child (GIRFEC).

3. Strengthen internal approaches to learning, development and improvement.

   - We have actively engaged with the Centre of Excellence Looked After Children in Scotland (CELCIS), and are working to build and improve our permanence planning practice through the Permanence and Care Excellence programme (PACE).

   - We also have invested in creating a Permanence and Parenting Capacity Team (PPCT) to have a relentless focus on tackling drift – to ensure that each child's journey within our system has no delays.

   - To reiterate our commitment to improving permanence work within the service, we have connected and commissioned experts in this field. One of them – Sally Wassell – has developed a programme of high quality bespoke training for the team. We have also connected with a legal expert who has vast experience in this field and she has delivered training about the legal, evidential and court process in respect of permanency planning.

4. Develop healthy relationships, maximise employment opportunities, and address substance misuse through Community Justice interventions.

Healthy personal relationships will encourage and build resilience and sustain positive change. Examples of strong partnership working beginning to emerge across Children's Services more broadly include:

i)   Safe and Together – a Forth Valley Partnership with Falkirk and Stirling, the first phase of the Safe and Together Model was rolled out in 2019. This strength based approach in addressing domestic abuse has a clear focus on partnership with the non-abusing parent whilst holding the perpetrator to account. Staff in both Children's Services and Criminal Justice attended joint training and work is currently ongoing in relation to improving working practice.

ii) Family Group Decision Making: we invested in more staff undertaking this training with the aim of creating a small team focussed on delivering this approach to empower families to find their own solutions to ensure the care, protection and wellbeing of children and young people within the family unit.

iii) Functional Family Therapy: we have continued to invest in this restorative model to safely work with vulnerable young people and their parents/carers who are at risk of family breakdown and potentially being on the 'cusp' of care.

iv) Early Help and Intensive Family Support: Our Alloa Family Centre has a team of Family Support Workers who provide the full spectrum of community based support from early help to intensive family support. All of this is done alongside our third sector and universal partners. During the past year, further investment has enabled us to expand family support services with joint commissioning of Barnardo's and Action for Children to provide out of hours support, seven days a week to some of our most vulnerable families. This has enabled us to provide not only a flexible service, but one a provision that ensures families get the right help at the right time.
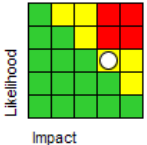
In addition, we have invested in Who Cares ? Scotland, Independent Advocacy and Participation, and additionally, in 2019, increased this investment to promote this service to the fuller looked after population, including those children and young people at home and in kinship care. Our Participation Group – Oor Clacks Voices – are actively involved in assisting us moving forward.

People Services

Business Plan 19/20

April 2019 – September 2019 Progress Report

Key to symbols used in this report

PIs		ACTIONS		RISKS		
Short Trend Compares this period performance with last period		**Expected Outcome** Lead assessment		**Score** Likelihood x Impact (1 - 5)	**Status**	
⬆	Performance has improved	✅	Already complete		🔴	Rating 16 and above
➖	Performance has remained the same	✔	Meet target/complete within target dates		⚠	Rating 10 to 15
⬇	Performance has declined	⚠	Will complete, but outwith target		✅	Rating 9 and below
❓	No comparison available - May be new indicator or data not yet available	❌	Fail to complete	The likelihood of a risk occurring, and the impact if it does occur are each scored on a scale of 1 to 5, with 1 being the least likely or the least significant impact. Detailed guidance on scoring is provided in the Risk Management Policy and guidance. **Current risk score** takes into account internal controls already in place. **Target risk score** shows the level at which the risk will stop being "treated" and then be "tolerated".		

* Pentana is currently being updated to reflect overarching People priorities and additional Children Services and Criminal Justice priorities. These will be reflected in the End of Year Report. The narrative above sets out the most up-to-date position.

	Priority 1: Improvement in attainment, particularly in literacy and numeracy
Priority 1: Improvement in attainment etc.	- Support children to be ready for learning - Increase opportunities for teachers to collaborate and increase their professional capacity - Empower and support school leaders - Increase innovative and nurturing approaches to improve behaviour, attendance and achievement

Code	Action	Owner	Due	Progress	Status	Latest Note
EDU FIN 19 01	A Workforce Plan is developed to ensure that resources are managed and deployed to minimise risk to the Education Service	Improving Outcomes Manager - Finance	30-Jun-2020	40%	▶	Following the pupil and staff census, updated staffing and roll projections are being undertaken for future years
EDU BGE 19 02	The Clackmannanshire Way - an empowered, connected and self improving model of education delivery is developed to achieve excellence and equity for all children and young people	Improving Outcomes Manager - Broad General Education	30-Jun-2020	25%	▶	The Clackmannanshire Way is currently being co-created with stakeholders and partners and aims to set out agreed entitlements for all learners across Clackmannanshire. Phase one consultation has taken place and sought the views of a sample of children, staff, parents and centre teams. A draft vision has been created and shared with Heads of Establishments and wider audience through our NIF launch. As part of the Empowerment Agenda, educational establishments have formed collaborative groups based on our Big Goals of 'Children First' and 'Learning and Teaching is consistently Excellent'. These groups will complete task briefs detailing how improvements will be made and impact measured. Plans are to be completed by Dec 2019 for implementation from Jan 2020.
EDU BGE 19 09	The Numeracy Plan is further developed and implemented in close liaison with RIC numeracy officers to enhance Clackmannanshire CLPL and direct school support (covering BGE and Senior Phase). A targeted approach to 2nd Level attainment in Numeracy is implemented	Improving Outcomes Manager - Broad General Education	30-Jun-2020	25%	▶	All primary schools and support services staff have undertaken two CLPL sessions to date. Session one examined *structure of number* and *addition and subtraction* strategies, while session two focused on *multiplication and division*. Feedback suggested that to maximise the benefits from these sessions, delivering level specific workshops and practical engagement using resources,

Code	Action	Owner	Due	Progress	Status	Latest Note
						would achieve this. First and Second Level planning resources have been created for the majority of the aspects of numeracy, with the aim to be completed for all remaining aspects of mathematics by November. These documents have been shared with all staff, with positive feedback received as to their effectiveness of how to embed key strategies into the classroom. SNSA data from P4 and P7 cohorts from this school session will be analysed, interpreted and used to formulate targeted intervention from November.
EDU BGE 19 11	CLPL (Career-long Professional Learning) is delivered on Assessment and Moderation to all practitioners in line with Assessment and Moderation Strategy	IO Officer	30-Jun-2020	25%		We want to achieve a consistent understanding of the standard in the CfE through high quality moderation activities. As a Local Authority this year we are focusing on Numeracy. Local Authority moderation will take place on Thursday 29th November (PM) and Monday 17th February (PM). Venues are booked, QAMSOs (Quality Assurance Managers) have been involved and Headteachers have been informed. Headteachers have sent in the list of participants. The Numeracy Leads have had an introductory session to guided moderation and have two additional planned moderation sessions for 2019/20. Our next steps will be informed from the feedback from these Local Authority moderation events and the Numeracy Leads moderation sessions.
EDU BGE 19 14	Regional Improvement Collaborative provides effective and appropriate CLPL which compliments our own Clackmannanshire programme	Improving Outcomes Manager - Broad General Education	30-Jun-2020	25%		An Education officer from Clackmannanshire is a member of the FV&WL RIC (Forth Valley and West Lothian Regional Improvement Collaborative) strategic group. Numeracy and Maths CLPL at RIC level directly aligns with and enhances CLPL at our local level. Officers from Education Scotland, matched to our RIC have also provided an offer to support our schools at RIC, Local and establishment level. So far this has included consultation support to our improving outcomes team numeracy and maths PT. Identified Clackmannanshire establishments are currently benefiting from the work of the RIC Numeracy Academy.
EDU BGE 19 31	A strategy is developed for identifying, tracking and monitoring of ELC progression from pre-school through to end of Early Level	Improving Outcomes Manager - ELC	30-Jun-2020	25%		Lynda McDonald (Improving Outcomes Manager) is now in post and has begun work on this based on existing tracking and monitoring processes.
EDU BGE	The S1 - S3 Curriculum is further reviewed in	Improving	30-Jun-	50%		All 3 Secondary Schools, along with CSSS, have been working with Mark

Code	Action	Owner	Due	Progress	Status	Latest Note
19 42	all secondary schools to ensure a broader range of pathways available	Outcomes Manager - Senior Phase	2020			Priestley and Valerie Drew to develop critical enquiry tools to support them to reviewing aspects of their BGE curriculum. Moving in to the 2nd year of the programme, the schools are now extending the skills and engagement across their schools with more teachers and school leaders becoming involved. This is leading to increased choice and pathways, and improved use of Digital Learning. Sessions will take place in November 2019 and May 2020. A Steering Group has been established to guide the process this year.
EDU BGE 19 43	Early Learning and Childcare Reviews are carried out, including funded providers, to ensure quality provision	Improving Outcomes Manager - ELC	30-Jun-2020	25%	▶	This is a RIC action across the 4 authorities. The main aim is that by the end of 2020, 100% of children will experience good or very good quality ELC in all establishments. The Early Years RIC sub group met on 3rd October. All RIC officers are gathering previous inspection reports and as a group is scheduled to meet to analyse these.
EDU BGE 19 44	An Exit Strategy for the Scottish Attainment Challenge is developed, reflecting research from University of Strathclyde and internal evaluation	Improving Outcomes Manager - Broad General Education	30-Jun-2020	25%	▶	In June 2019 there was a review of the model of support and an evaluation of the sustainability of targeted interventions for all establishments. A new integrated approach, "The Clackmannanshire Way" an empowered, connected and self improving model to improving Literacy/Numeracy/Health and Wellbeing is currently being developed with all stakeholders to ensure that appropriate advice and targeted support focuses on how these, together, can provide sustainable approaches to improve learning and teaching at classroom level in order to continue to raise attainment and close the poverty related attainment gap. The Year 5 SAC Programme Plan outlines this coordinated approach and ensures that the work stream components and activities that are taking place within establishments are synchronised in terms of targeted need and optimal timing.
EDU ELC 19 10	Additional graduates and nursery teachers will continue to develop literacy and numeracy in their establishments	Establishment Manager	30-Jun-2020	40%	▶	A meeting was set up for the Equity and Excellence Leads (Additional Graduates) and Peripatetic Nursery Teachers to discuss Curriculum Development within Literacy and Numeracy. Two groups of six have been formed with a mix of Equity and Excellence Leads and Peripatetic Nursery Teachers. Literacy focus - Reading competencies with links to Equitable Literacy.

Code	Action	Owner	Due	Progress	Status	Latest Note
						Numeracy focus - Foundation of Number Sense (FoNS). There will be a mobilization group formed for each group and they will create a Action Plan for the development work to be carried out. Contact has been made with Julie Wild (Improvement Advisor) to provide training on Improvement Science Methodology.
EDU ELC 19 24	All early learning and childcare establishments are effectively using e-learning journals to track and monitor children's learning		30-Jun-2020	33%	▶	To date, we have carried out a review as to the package subscription of e-learning journals. All of our establishments are using e-learning journals. A mobilization group will be set up to create an Action Plan for academic year 2019-2020. A meeting will also be set up with the hub Heads to discuss Quality Assurance of the e-learning journals within each establishment.
EDU ELC 19 25	Training around Early Level Numeracy Trajectories is developed		30-Jun-2020	25%	▶	There has been a need identified for training to be provided for all educators. So far this work is in planning with the first step to establish a mobilization group. A date has now been fixed for this and a review of work from last session has been carried out with Lynne McBain.
EDU FIN 19 06	Absence Management procedures in schools are rigorously implemented and monitored	Improving Outcomes Business Manager	30-Jun-2020	33%	▶	Head of establishment have been reminded both in writing and at heads meetings of the importance of keeping all HR data up to date. Absence Management reports continue to be discussed at Bi Partite and LNCT meetings. HR have also provided training for school staff on the Councils absence management policy.
EDU SPH 19 12	The wider programme of CLPL opportunities for education staff in R4L is integrated with other SAC interventions	Senior Psychologist	30-Jun-2020	25%	▶	The Educational Psychology Service continue to engage with the wider Scottish Attainment Challenge intervention teams to streamline the Career Long Professional Learning being offered to schools, and continue to encourage the use of alternative training models such as e-learning (see separate Pentana action relating to e-learning). The R4L Lead EP is working with other members of the SAC team to tailor support to target schools that is bespoke to their particular needs, and that combines all the essential elements of each intervention without being overwhelming for educators to implement.
EDU SPH 19 13	R4L Level Two and Three e-learning modules are developed and R4L podcast series continues to support educators to	Senior Psychologist	30-Jun-2020	25%	▶	An R4L Level One refresher module was released for schools to use on INSET days at the start of the session which was well received and allowed leadership teams to make sure all educators were up to date in their

Code	Action	Owner	Due	Progress	Status	Latest Note
	develop their practice in relation to wider SAC effective learning approaches					knowledge and aware of the vision of R4L. Level Two modules are in the process of being written and should be launched by January 2020. Level Three modules will follow at a later date. The number of educators accessing the Level One modules continues to increase, and feedback about the impact these materials are having on classroom practice continues to be positive. The R4L podcast was launched in mid-2019 and a second season was launched in September 2019. The number of people listening to the podcast is not as high as desired - this may be down to some technical issues surrounding the dissemination of information regarding access to the podcast platform. A very successful practice sharing event was held in the Town Hall on Wednesday 2nd October 2019 which a number of educators from across Clackmannanshire presented at, demonstrating the depth of knowledge and experience that is developing across the authority. Participants at the event included staff from both Scottish and English local authorities, Scottish Government, Education Scotland, and the independent and voluntary sectors . The feedback was unanimously positive. For example, "fantastic presentations delivered by passionate, inspiring and motivating speakers" was the feedback from one delegate.
EDU SPH 19 38	FLIP (Flexible Learning, Individual Pathways) programmes are developed and promoted to address barriers to learning	Improving Outcomes Manager - Senior Phase	30-Jun-2020	25%	▶	20 young people were signed up to the FLIP programme through our Senior Wider Achievement Programme (SWAP). At the end of the 18/19 academic year, 8 were in their senior phase at school and have progressed to the ACE programme at college for S4.
EDU SPH 19 40	Community Learning and Development digital resources for learners in school and the wider community are developed and implemented	Improving Outcomes Manager - Senior Phase	30-Jun-2020	25%	▶	CLD are working with CSSS and Co-Lab to develop resources for the digital academy, aiming to test with staff before a core group of young people test the site.
EDU SPH 19 41	A Digital Learning Strategy is developed and implemented to increase the offer of flexible and individualised online pathways for children and young people	Improving Outcomes Manager - Senior Phase	30-Jun-2020	25%	▶	Last year progress was made finalising our Clacks Digital Strategy and tying it in with the aims of Scottish Government. This has now been finalised and will pave the way forward for all future work. Pockets of expertise were noted within our schools last year and Digital Leads were appointed in all primary schools at the end of last session with the intention of sharing good practice

Code	Action	Owner	Due	Progress	Status	Latest Note
						and accessing specialised CLPL. The impact of work done last session was mainly based around raising the profile of digital literacy. Moving forward with this priority there are strategic meetings taking place with Secondary Headteachers and continued CLPL / cluster meetings are organised for all Digital Leads. We are in the process of procuring Tablet Academy for another year to embed the plans for FLIP and FLIP Plus. All CLD staff and those offering individualised online work for pupils will be Google Classroom trained by the end of this session. Next session we will be concentrating on training more staff across the authority - along with a significant group of pupils from Alloa Academy - who will help us move their school forward in its quest to be paper free. Education Scotland will continue to support us and will be offering digital training input, both to the Digital Leads as well as the other Leads within their respective specialisms.
EDU SPH 19 49	All establishments are supported to use data tools to effectively identify and target pupils with the appropriate intervention, particularly to address the poverty related attainment gap.	Improving Outcomes Manager - Senior Phase	30-Jun-2020	33%	▶	The revised authority pupil tracker is currently being rolled out to all primary schools who have requested to use it with the updated version containing a dashboard displaying current and previous CfE Achievements levels to assist with more effective monitoring of pupils progress. SNSA data has been analysed by the RIC Data Coach for Clackmannanshire and she is currently assisting schools to be able to analyse their own attainment data. A recent presentation to Headteachers included the development of Data Improvement Plans for all schools and this is being supported through CLPL sessions supported by the Data Coach. The Data Analyst has held a number of data surgeries in term 1 with head teachers and has supported three collegiate sessions with primary school teachers on the use of data and the authority tracker.

	Priority 2: Closing the attainment gap between the most and least disadvantaged children
Priority 2: Closing the attainment gap	- Ensure barriers to learning are identified and addressed - Help families and children who most need it - Increase partnership working and support for most vulnerable/at risk children - Improve planning and interventions for those with specific additional support needs

Code	Action	Owner	Due	Progress	Status	Latest Note
EDU ELC 19 15	The plan for increase to 1140 hours by 2020 will be communicated robustly with staff and parents / carers	Improving Outcomes Manager – ELC	30-Jun-2020	25%	▶	The Early Learning and Childcare pages are now live on Parent Club (www.parentclub.scot/elc). This includes advice on everything from funding to 'questions to ask' when choosing a setting, as well as some videos of ELC users, with more videos to be added as we film a wider variety of case studies. (Full videos are available on the Youtube Channel). The Parent Club pages direct families to local authorities for more details of the local offer. A new post of partnership officer has been appointed for 2 days a week. The partnership officer has been tasked with reviewing the application process ensuring the funded providers are consulted.
EDU SPH 19 05	Practice in Restraint and Seclusion across all schools is reviewed	Improving Outcomes Manager - Senior Phase	30-Jun-2020	25%	▶	This is ongoing and focuses on auditing schools where we are receiving a high volume of incident reports. This includes ensuring best practice in reducing such incidents by improving staff training, interventions and debriefing exercises. There are no time out rooms currently in use in Clackmannanshire outwith specialist provisions. CSSS recently presented good practice from Clackmannanshire in this field to colleagues across Scotland at a recent Education Scotland event.
EDU SPH 19 08	Poverty Plan / Strategy for all schools is in place which reflects outcomes of Poverty Summit	Improving Outcomes Manager - ELC	30-Jun-2020	33%	▶	On Friday 11th October 2019 a Young Person's Pop-Up event, was held at Alva Academy as part of Education's Week of Action (7th-11th October 2019). The event will draw on the Pilot Project undertaken in May 2019 using the Cost of the School day Toolkit with pupils and practitioners showcasing the partnership working and highlighting good practice, actions and forward planning. Four pupils from each of our establishments will be present to

Code	Action	Owner	Due	Progress	Status	Latest Note
						engage in discussions and ask questions to invited guests.

The aim is for participants the share in the learning journey and to understand how limitations can impact people's lives and relate this to the limitations of poverty.

Our Clax Youth 100 will facilitate an activity to support schools in identifying and addressing financial barriers to participation and learning for families, children and young people. A board of key strategic managers will be invited to discuss the good practice and make "pledges" to be taken forward across their own setting. |
| EDU BGE 19 16 | Food, Families and Futures is rolled out at Sunnyside Primary School to provide after-school and holiday family engagement clubs, with support from partners and outside agencies to close the poverty related attainment gap and tackle holiday hunger | Improving Outcomes Manager - ELC | 30-Jun-2020 | 33% | ▶ | Working closely with their parent council on issues such as reducing the cost of the school day, Sunnyside Primary School recognised they had no strategy to assist with out of school hunger/food poverty. In partnership with Children in Scotland, a programme was developed around the Food, Families, Futures initiative.

Feedback from parents highlights the enjoyment experienced in partaking in healthy eating & food preparation activities (especially at supper club). They feel having the activities in the school is beneficial to the local community with parents reporting they are developing new relationships with members of the community. Workshops are also assisting parents to access local services such as Citizens Advice and develop their skills for life, learning and work. Feedback from children highlights their enjoyment in preparing their own food and cooking. New friendships are being developed through partaking in a variety of active learning games.

A proposal is currently being put together with Children in Scotland to build on |

Code	Action	Owner	Due	Progress	Status	Latest Note
						this success, continuing the provision in Sunnyside Primary School and rolling the programme out as a model to tackle Food and family Insecurity in a further 2 schools in Clackmannanshire.
EDU SPH 19 17	In partnership with Columba 1400, schools' and learners' Family Learning programmes are implemented that will identify and address the needs of parents / carers, children and young people	Team Leader (Community Learning & Development)	30-Jun-2020	33%	►	Columba 1400 Leadership Academy The first family programme was run in partnership with Education CLD, our school support service and one or our secondary schools (Alloa Academy). Five parents have now completed the programme and as a result have developed a morning drop in cafe for other parents/carers. The impact of this café is already leading to improved links with wider community organisations and in developing networks across the area. A second programme ran later in 2018/19 and included a further 4 new parents.
EDU SPH 19 18	Plans are in place to support Syrian Refugee Families and children when funding ceases, and a plan for newly arrived families is in place	Head Teacher	30-Jun-2020	25%	►	There are currently 24 Syrian refugee families residing in Clackmannashire through the vulnerable person's re-settlement programme. All of these families are potentially very vulnerable due to communication barriers, social isolation and experience of trauma and loss. The Education Refugee Team continue to support these families with the aim '***to improve learning & wellbeing outcomes 100% for all Syrian refugee families re-settled into Clackmannanshire by June 2020.'*** On-going improvement methodology supports the design, implementation and evaluation of the Education Refugee Team who have set out to - • Increase employability/volunteering skills. • Increase adult engagement with community ESOL and further education. • School attendance and attainment will improve. • Engagement in school education with increase. • Wellbeing will improve. • PTSD scores will reduce. Between August 2018 – September 2019 the Team implemented a range of supports at different levels including sensory-led wellbeing support for children and young people, English language support for both adult learners and school aged children, mother & baby groups, employability support, an intensive therapeutic service, targeted youth work programmes and continued

Code	Action	Owner	Due	Progress	Status	Latest Note
						professional development opportunities for education staff supporting refugee pupils. The impact has been transformational and the Team is on track to achieve it's aim by June 2020. • 98% of adult learners engaged in ESOL programmes and are achieving their learning targets. • 49% of adult learners attending Forth Valley College. • 89% of secondary pupils & 37% of primary pupils are receiving weekly wellbeing support, and 100% of these pupils are showing improvements on wellbeing evaluations. • 60% of primary aged school pupils have shown improvements on the EAL profile of competence. • 67% of all secondary school pupils have shown improvements on the EAL profile of competence. • Anecdotal feedback from adult learners & school aged pupils highlights the success of the Education Refugee Team. • 20% of adults are now in part time/full time employment or volunteering Looking forward; a new EAL strategy has been drafted and will now be circulated to all educational establishments. An online micro learning tool is being developed which will be accessible to all education staff. Trauma screeners, and service user evaluations are being translated into Arabic. The Team will explore co-creation of employability and post-school pathways with ClacksWorks and third sector partners. Finally, planning has begun to integrate learning and practice into the Additional Support Needs Strategy and Action Plan and Scottish Attainment Challenge Exit Strategy.
EDU SPH 19 23	Reporting to parents is reviewed to ensure that parents are given information on their child's progress which allows them to support learning at home.	IO Officer	30-Jun-2020	33%	▶	A Mobilisation Team meeting has already taken place to discuss the issues and flesh out the desired outcomes of this review. The issues are - - Data shows that parents are not wholly satisfied with the amount, frequency and content of reports given to them by their child's school - this varies from school to school. - Working Time Agreements (WTAs) for staff to prepare and deliver reporting to parents also varies from school to school and consistency in the way this protected time is allocated varies.

Code	Action	Owner	Due	Progress	Status	Latest Note
						A proforma has been developed and will be sent to all schools to ask them to state the current arrangements in there school - written reports, electronic access to information and what type of formal and informal feedback parents are recieving on their child's progress. Analysis of the information and further discussion will take place to shape recommendations arising from this review.
EDU SPH 19 26	The ASN Strategy is implemented to achieve Excellence and Equity for all	Improving Outcomes Manager - Senior Phase	30-Jun-2020	50%	▶	As a result of recent government guidance and a literature review of national and international research, a draft ASL Strategy: Equity and Inclusion has been developed and presented to the People's Committee and agreed 3rd October.
EDU SPH 19 36	Updated Autism / ASD Strategy is developed with Children's Services and Adult Services	Improving Outcomes Manager - Senior Phase	30-Jun-2020	25%	▶	A mobilisation team is currently under development to take a collaborative approach to developing an education plan, with key responsibilities in involving children and young people with ASD and parents/carers as well as other partners. A date has now been set for this.
EDU SPH 19 37	Speech and Language Therapy is reviewed across Forth Valley	Improving Outcomes Manager - Senior Phase	30-Jun-2020	33%	▶	The Forth Valley Speech and Language Therapy Service are currently undertaking a review of service delivery in collaboration with Education Service within Clackmannanshire, Stirling and Falkirk. This process is currently ongoing and is involving consultation with pupils, parents/carers, teaching staff and other partners to support the transformational change for support to children and young people with SLT needs.
EDU SPH 19 39	A range of assessments, interventions and strategies are developed to minimise 'Concrete Concept Gaps' within children's development which impact on their ability to engage in effective learning approaches	Senior Psychologist	30-Jun-2020	25%	▶	Following on from the work completed with RIC colleagues on the impact attachment has on numeracy development, the EPS have been carrying out further research to establish the other Concept Gaps we might wish to focus on. This research has highlighted that there is a lack of evidence in this area, so further developments are likely to be innovative within the field. The next step is for a few small pilot projects to be established that explore how we can use the existing evidence to test our predictions that providing specific regulatory activities which target these gaps will impact on learners' progress.
EDU BGE 19 45	Actions from Staged Intervention reviews are taken forward to ensure Equality and Inclusion	Improving Outcomes Manager - Senior Phase	30-Jun-2020	33%	▶	Staged intervention reviews have taken place in all primary schools, with areas of strength and development need identified. An over arching report has been compiled, which indicates common themes across schools and actions have been taken forward to address these
EDU SPH 19 46	ASN Reviews are carried out in all secondary schools and action plans developed	Improving Outcomes Manager - Senior Phase	30-Jun-2020	33%	▶	All three secondary school ASN reviews have been completed with associated feedback reports shared with school senior management and ASN Improving Outcomes team in Kilncraigs. Analysis of the reports and identification of commonalities is currently underway to assist in further informing the improvement action plans schools have produced.

Code	Action	Owner	Due	Progress	Status	Latest Note
EDU SPH 19 51	A Business Case for Transformation Project to improve collaborative approaches for effective family support services is developed	Chief Education Officer	30-Jun-2020	0%	▶	This is being reviewed as a transformation project and will be reflected in the overall Transformation programme.
EDU SPH 19 55	The Equitable Literacy programme is further developed and is led by Headteachers in partnership with Professor Sue Ellis and the Improving Outcomes Literacy Principal Teachers. Equitable Literacy is further developed in reading to support transition from P1 to S1	Improving Outcomes Manager - Broad General Education	30-Jun-2020	33%	▶	Equitable Literacy Reviews, completed between Jan-June 2019 across our primary schools and associated nursery classes, highlighted commitment to the approach and identified key areas for further development. PT Literacy team, are developing the Fundamentals within Equitable Literacy to ensure a consistent high quality experience for learners. This work has been shared with all HT and positively received. PT Literacy team will work collaboratively with Literacy Leads from all establishments Aug-June 19/20, over 6 planned sessions. CLPL is in place for all staff new to P1 and all staff new to the authority. Headteachers will work in partnership with Sue Ellis across session 19/20 using identified HT meeting time for this purpose; Sue will also provide 'clinic' opportunities across the session to support individual establishments.

Priority 3: Improvement in health and wellbeing	**Priority 3: Improvement in children's and young people's health and wellbeing** - Provide access to wellbeing support and advice in schools for those at risk and who most need it - Provide easy access to sport and leisure activities, addressing any barriers to participation related to poverty or family circumstances - Promote sexual health - Minimise the misuse of drugs, alcohol & tobacco

Code	Action	Owner	Due	Progress	Status	Latest Note
EDU FIN 19 03	Schools / parents are adapting their travel plans to minimise costs, improve health and wellbeing and environmental targets	Chief Education Officer	30-Jun-2020	25%	▶	A school travel coordinator who will assist schools with school travel planning has been appointed and is working with schools
EDU SPH 19 04	The quality of Child Protection systems in educational establishments are reviewed and evaluated by planning and implementing a timetable of quality assurance visits	Improving Outcomes Manager - Senior Phase	30-Jun-2020	25%	▶	The quality of Child Protection systems is being reviewed on an ongoing basis - so far 4 primary schools have been visited and the rest of the establishments will be visited throughout this session.
EDU FIN 19 07	Deliver (PEPASS) PE, Physical Activity and School Sport across all Clackmannanshire establishments focussing on; Leadership,	Sports Development Manager	30-Jun-2020	50%	▶	Schools & Education Implementation Plan is in place aligning with the priorities and actions within the Sport & Active Living Strategic Framework with a focus

Code	Action	Owner	Due	Progress	Status	Latest Note
	links from primary to secondary school, and sports competitions including pupils with Additional Support Needs					on developing key areas outlined in the action.

New part-time Women & Girls Officer in place to support and develop female engagement in sport and physical activity funded by sportscotland.

Introduction of new online booking system for schools competitions which captures engagement for pupils with Additional Support Needs.

Increased the level and numbers of opportunities for people with Additional Support Needs through the introduction of classes such as Adaptive Skiing, Tubing and an Adaptive Inclusive Movement class for adults in the community.

71% of extra curricular activities in primary schools were offered free of charge during Term 1 2019/20 as opposed to 59% in 2018/19 leading to more targeted work with non participants, women & girls, ASN and the refugee community.

Focus on supporting secondary pupils into additional leadership training and qualifications through a new recruitment and information campaign to be launched in late 2019, early 2020. |
| EDU SPH 19 33 | MCR Pathways are introduced in all Secondary Schools for care experiences and vulnerable young people | Improving Outcomes Manager - Senior Phase | 30-Jun-2020 | 25% | ▶ | Clackmannanshire Council has joined forces with MCR Pathways - the Scottish school-based mentoring programme which helps disadvantaged young people, in or on the edges of the care system, to fulfil their potential.

Introduce MCR Pathways Project into 3 secondary schools and Clack Secondary Schools Support Service.

Iain McRichie & Sandy Wood have attended Alliance, Elected Members & Extended Senior Leadership meeting to present the Project. |

Code	Action	Owner	Due	Progress	Status	Latest Note
						1 Schools Co-ordinator currently recruited another 2 and 1 Schools Manager to be recruited,
						Headteacher Induction Session set up 24 October
						All Staff Information Session set up 30 October
						Local community, partners information session 6 November
						Support staff to become volunteer mentors with MCR. Mentors meet their young person weekly to listen and provide encouragement.
						Clackmannanshire Council Chief Executive has committed to supporting the MCR Programme.
EDU SPH 19 47	The Health and Wellbeing Strategy is implemented across ELC and schools with priority actions identified during HWB audit	Improving Outcomes Manager - Senior Phase	30-Jun-2020	25%	▶	In September 2019 all establishments undertook a self evaluation of their Personal, Social and Health Education Curriculum with a focus on the 5 key priority areas of the Health and Well-being Strategy.Support from the Improving Outcomes Team and focussed sessions with establishment Health and Well-being Leads are underway to inform individual action planning for this academic session so that there is clear evidence of impact against these priorities and alignment with the core SAC and NIF drivers.
EDU SPH 19 48	The LGBTi Charter, Gold Standard, is achieved across the Education Service	Improving Outcomes Manager - Senior Phase	30-Jun-2020	25%	▶	Lornshill and Alva Academies have signed up to the LGBTi charter, now exploring options for service to sign up to the charter.
EDU SPH 19 52	A Business Case for Transformation Project to improve Mental Health for Children and Families is developed	Improving Outcomes Manager - Senior Phase	30-Jun-2020	25%	▶	Ongoing research into good practice elsewhere and continued discussion with a range of partners in order to inform the development of the Business Case for the Transformation Project. The Principal Educational Psychologist has met with colleagues in Health across Forth Valley.
EDU SPH 19 53	A pilot of the MASH Project is carried out to consider how services for children and families can be improved as a result of partnership working	Improving Outcomes Manager - Senior Phase	30-Jun-2020	25%	▶	Pilot has not yet begun, however planning has commenced with a view to pilot starting early 2020.
EDU SPH 19 54	A Transformation Project is carried out on the approach to reshaping services on Alcohol and Drugs for children and young people	Improving Outcomes Manager - Senior Phase	30-Jun-2020	0%	▶	Following a presentation to the Alcohol and Drugs Partnership in September 2019, a number of statutory and third sector partners have expressed an interest in supporting a Transformation Project on the reshaping of services on alcohol and drugs and review of core work streams across this action.

Code	Action	Owner	Due	Progress	Status	Latest Note
						Discussions are underway to establish a Mobilisation Group across Clackmannanshire to improve partnership working and outcomes for our most vulnerable children, young people and families. This is being reviewed as a transformation project due to limited capacity and changes within the service.

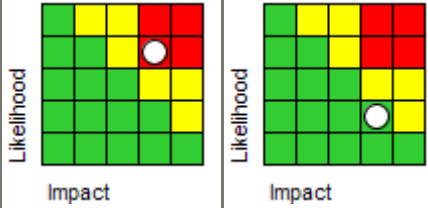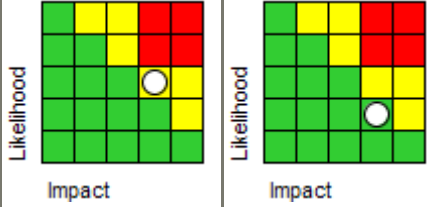| Priority 4: Improvement in employability skills etc.	Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people - Increase numbers in employment, education or training - Improve partnership working with employers, families and communities - Reduce youth offending behaviour - Increase young people's participation, voice and influence

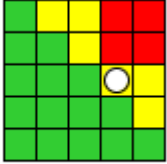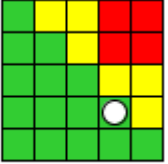| Code	Action	Owner	Due	Progress	Status	Latest Note
EDU BGE 19 34	1 + 2 Languages are available in line with Scottish Government policy	IO Officer	30-Jun-2020	25%	▶	Last year 1+2 Leads were appointed in each of the primary schools. The authority also investigated Powerlanguage as an online tool to help us implement L2 and L3 in Primary schools. Primaries largely agreed to study L2 French and L3 Spanish. Now these agreements have been made this will allow for schools to progress. Impact was based mainly around raising the profile of language education allowing for us to build on this moving forward. Plans to build momentum with his strategy are underway. Primary staff attended Powerlanguage Conference to raise awareness of the resource - and we will continue to encourage schools to buy into this. Initial visits to targeted primaries to ascertain progress and way forward is planned. All 1+2 leads have been contacted and the first meetings arranged. 4 meetings will be arranged over the course of the academic year with training / sharing of good practice incorporating secondary specialists. 3 primary staff have now been funded to undertake courses through OU to increase language proficiency. A new website has begun allowing for sharing of good practice / resources within the authority and QR codes in native French / Spanish are being compiled and will be available for all schools signage. The ongoing work will culminate in a 1+2 Clacks Policy.
EDU SPH 19 19	Develop the Parent Council Chairs Forum to play a more effective role is strategic		30-Jun-2020	33%	▶	Parent Council Chairs have agreed that they would like to be more effectively involved in development and planning at an earlier stage. A thematic

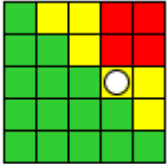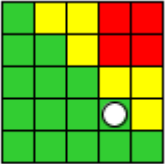| Code	Action	Owner	Due	Progress	Status	Latest Note
	development of the Education Service					approach has been agreed for meetings with the first meeting in September focusing on the Learning Estate Strategy. The Budget will be the theme for the next meeting. In addition, Secondary PC Chairs have set up a process to meet with the SMT and Secondary Heads to start looking at the Secondary Curriculum.
EDU SPH 19 20	The Children and Youth Engagement Plan is developed, building on the CYP Standards for Participation and Engagement	Team Leader (Community Learning & Development)	30-Jun-2020	0%	▶	CLD staff are working with members of the Youth Council to develop the Clacks 100 framework and develop an engagement plan that will take into account opportunities for engagement for all young people.
EDU SPH 19 21	The 2018-21 Community Learning and Development Plan is implemented	Improving Outcomes Manager - Senior Phase	30-Jun-2020	25%	▶	The CLD Plan is now into its first year and partners have reviewed the structure for accountability for the plan due to the recent changes in the Alliance structure. Updates will be presented to the People Committee with an annual report to both this Committee and the Alliance - the first annual report is due after September. A stakeholder engagement event was held in June to gain feedback from partners and reporting papers are currently being completed by partners to feed into the report
EDU SPH 19 22	Schools and Early learning settings are supported and challenged to implement improvement actions from the Learning Together National Action Plan for Parental Involvement and Engagement		30-Jun-2020	33%	▶	In June 2019 the Education Service carried out a survey of parents' views to evaluate Parental Involvement and Engagement (PIE) using a set of questions developed by the Scottish Government. These questions provide evaluative evidence on progress against Clackmannanshire's own PIE Strategy as well as the national Learning Together action plan. Some of the survey results are very positive – school staff are approachable, schools offer opportunities for parents to get involved, particularly in primary school, and there is a high level of awareness about the Parent Council, again particularly in primary schools. The survey results also clearly show some areas for improvement – increase parent voice and their role in policy making, increase awareness of what children are learning in school, provide support for parents to increase learning at home and offer more opportunities and increase awareness of family learning. With input from SAC and PEF funded programmes, schools are now extending family learning programmes and working in partnership with the Education CLD Team. In June Clackmannanshire hosted a Creative Conversation event for practitioners facilitated by Education Scotland with 49 participants from across education and the third sector attending. The event explored the understanding of family learning, family engagement and home learning, from this the aim is to host Family Learning Network Cafes with the first being

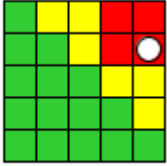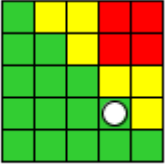| Code	Action	Owner	Due	Progress	Status	Latest Note
						planned for September 2019 – all with a view to increasing the offer of, awareness of and uptake of family learning by parents. Plans for early in session 2019/20 include further visits by centre staff to schools, particularly secondary schools, to support them with planning and implementing improvement activities. By the end of September - discussion had already take place with 6 establishments and action plans are underway. A new Parent Volunteering strategy has been developed with the support of CTSi – the local third sector interface. Clackmannanshire now has a Head Teacher PIE Champion who will work locally and nationally with centre staff to ensure best practice is practicable and highlighted to schools and ensure schools have access to tools and methodologies which have worked in other LAs to bring about further improvement.
EDU SPH 19 27	The Foundation Apprenticeship programme is supported to improve employability skills of young people	Improving Outcomes Manager - Senior Phase	30-Jun-2020	25%	▶	30 Young People from Clackmannanshire Schools have started a Foundation Apprenticeship in partnership with Forth Valley College in September 2019. These are on a mixture of one year and two year courses, some delivered in schools, and some at Forth Valley Campus.
EDU SPH 19 28	The transition period for Activity Agreements through 'No one Left Behind' employability framework is managed	Team Leader (Community Learning & Development)	30-Jun-2020	0%	▶	CLD team is working with Clacks Works to implement new systems for reporting on the desired outcomes with minimum disruption for the learners.
EDU SPH 19 29	The Developing the Young Workforce and 'No one Left Behind' Plans are developed to improve employability skills	Improving Outcomes Manager - Senior Phase	30-Jun-2020	25%	▶	We have started work supporting ClacksWorks with the transition plan for 'No One Left Behind'. We have aligned all our employability programmes for Activity Agreements with ClacksWorks. We have increased our employability key workers in the Education CLD team to 2 x full time within the funding.
EDU SPH 19 30	A programme for senior phase experience of work and volunteer opportunities is developed across the Community Learning and Development sector	Team Leader (Community Learning & Development)	30-Jun-2020	0%	▶	CLD are supporting schools with S4 college programmes which will include volunteering and work experience programmes. 6 young people have completed their induction on the Clacks Youth Voice, a supported post-school volunteer programme, so all now have a voluntary placement in the community.
EDU SPH 19 32	A long term STEM Plan is developed to meet the needs of the City Deal and improve employability in Clackmannanshire	Improving Outcomes Manager - Senior Phase	30-Jun-2020	25%	▶	The appointment of a STEM Development Officer, funded by the Wood Foundations, took place in August 2019. In partnership with Education Scotland, and Forth valley College, A self-evaluation is underway to identify needs and actions for STEM going forward.
EDU SPH 19 35	Strategic Partnerships with SFRS, Police Scotland and other Alliance Partners are developed to improve partnership working	Improving Outcomes Manager -	30-Jun-2020	25%	▶	A Strategic Partnership with SFRS has now been established, supported by the Clackmannanshire Alliance, on 6 September. The first joint SFRS/Education Skills Course will run during Poverty Week 7-11 October.

Code	Action	Owner	Due	Progress	Status	Latest Note
	and outcomes for children, young people and families	Senior Phase				

People Risk Register

Risk	COU CRR 011 Harm to Child(ren)		Approach	Treat	Status	🛑	Managed By	Strategic Director - People	Current Score	12	Target Score	8

Description	A lack of capacity or stability in key roles reduces the Council's ability to fulfil statutory requirements and intervene to prevent the serious harm of a child/children.
Potential Effect	Effects of injury or death on individual, family, friends & staff members, reputational & legal implications, with associated costs, as well as impact of reputational damage & negative publicity on morale, workforce development and sustainability.
Latest Note	Children's Social Work services have embarked on a significant improvement journey, as outlined in the Corporate Parenting Strategy and related plans. A substantial level of service review has been undertaken across a wide range of areas, particularly focussing on workforce development. While these activities will reduce this risk in the future, the score reflects the scale of the issues and the gaps in capacity currently being managed.

Related Actions	Develop and Implement a new Corporate Parenting Strategy for 2018/2021	Internal Controls	Child Protection Committee
	Social Services Business Plan 2017-22		
	Children's Services Plan 2017-2020		

Risk	COU CRR 048 Increasing Attainment Gap		Approach	Treat	Status	⚠️	Managed By	Chief Education Officer	Current Score	12	Target Score	8

Description	The Council fails to reduce the educational attainment gap between pupils from more and less deprived areas due to financial pressures, workforce issues, or wider economic, demographic and poverty-related issues.
Potential Effect	Reputational damage, implications for audit/inspection findings and funding, and continued poor results in relation to school leaver destinations, participation and young people reaching their potential, with longer-term impacts in relation to social mobility, poverty, life chances and the economic growth of the area.
Latest Note	The Scottish Attainment Challenge (SAC) continues to be closely monitored, evaluated and adapted to ensure interventions are contributing to reducing the poverty related attainment gap. The Improving Outcomes Team and Attainment Advisor are Supporting schools to ensure that their Pupil Equity Funds plans are aligned to the SAC plans and are designed to narrow the attainment gap.

Related Actions	Scottish Attainment Challenge Action Plan 2018/19	Internal Controls	Education Senior Management Team
	Education Business Plan 2018-19		Scottish Attainment Challenge
	Deliver actions linked to the Attainment Challenge and ensure that barriers to learning are identified early and addressed		

Risk	**EDU SRR 001 Impact of Budgetary/Financial Pressures**	Approach	Tolerate	Status	⚠	Managed By	Improving Outcomes Business Manager	Current Score	12	Target Score	8
Description	Clackmannanshire Council's block grant from central government has reduced every year since 2010/11 and will continue to do so for the foreseeable future.										
Potential Effect	This will continue to impact on resources and the ability of Services to meet service demands.										
Latest Note											

Related Actions							Internal Controls	Audit Committee

Risk	**EDU SRR 002 Partnership Working**	Approach	Tolerate	Status	⚠	Managed By	Improving Outcomes Manager - Senior Phase	Current Score	12	Target Score	8
Description	With the expansion of entitlement to Early Years provision to 1140 hours, partners' capacity to deliver may be stretched.										
Potential Effect	This has the potential to adversely impact on their ability to provide and deliver effective services in partnership with Education.										
Latest Note											

Related Actions	An Early Learning and Childcare Academy is set up to deliver SVQ Programme for Assessors	Internal Controls	Early Years Partnership
	Impact of Early Learning and Childcare providers delivering extra hours is evaluated		
	Early Learning and Childcare 1140 hours expansion plan is developed		

Risk	**EDU SRR 003 Leadership Recruitment & Retention**	Approach	Tolerate	Status	🛑	Managed By	Improving Outcomes Manager - Broad General Education	Current Score	20	Target Score	8
Description	The Service may struggle to recruit and retain senior leaders within schools due to the national shortage of people willing to undertake such roles										
Potential Effect	Lack of leaders in promoted posts, and pressure on other staff members										
Latest Note											

Related Actions	Leadership and CLPL Programmes are implemented, supporting probationers, teacher, early Learning and Childcare staff, Principal Teachers, Depute Head Teachers, Head Teachers and Classroom Assistants	Internal Controls	
	Mentoring and support mechanisms are set up for existing and new Head Teachers and SMTs		
	Leadership of Learning is delivered in partnership with University of Stirling (SAC) & SCEL		
	Improve the co-ordination of work experience placements for children and young people		