People Committee

Thursday 21 November 2019 at 9.30 am

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

Date	Time

People Committee

The remit of the People Committee is:

(1)   To determine policies for the promotion of care and protection, education and learning, community support and health and well-being

(2)   To set standards for service delivery in the abovementioned areas

(3)   To secure best value in the provision of these services

(4)   To monitor performance in the delivery of services including consideration of:

- quarterly service performance reports
- inspection or other similar reports
- financial performance

(5)   To keep under review the impact of the Committee's policies on Clackmannanshire

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

☐   one member nominated by the Church of Scotland
☐   one member nominated by the Catholic Church
☐   one member nominated by a further denominational body or church (taking account of the comparative strength of all the churches and denominational bodies having duly constituted charges or other regularly appointed places of worship)
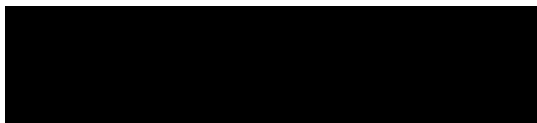
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13 November 2019

A MEETING of the PEOPLE COMMITTEE will be held within the Council Chambers, Kilncraigs, Greenside Street, Alloa, FK10 1EB, on THURSDAY 21 NOVEMBER 2019 at 9.30 am.

FIONA MCOMISH
Strategic Director (People)

B U S I N E S S

Contact Resources and Governance, Clackmannanshire Council, Kilncraigs, Greenside Street, Alloa FK10 1EB
(Tel 01259 452004/452006) (email Committees@clacks.gov.uk) (www.clacksweb.org.uk)

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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.

April 2019

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

MINUTES OF MEETING of the PEOPLE COMMITTEE held within the Council Chamber, Kilncraigs, Greenside Street, ALLOA, FK10 1EB, on THURSDAY 3 OCTOBER 2019 at 9.30 AM

PRESENT

Councillor Graham Lindsay (Convenor)
Councillor Jane McTaggart (Vice Convenor)
Councillor Donald Balsillie
Councillor Martha Benny
Councillor Kenneth Earle (S)
Councillor Darren Lee
Councillor Helen Lewis
Councillor Kathleen Martin

Pastor David Fraser, Religious Representative (Appointed Member)
Father Michael Freyne, Religious Representative (Appointed Member)

IN ATTENDANCE

Fiona McOmish, Strategic Director (People)
Anne Pearson, Chief Education Officer
Fiona Duncan, Chief Social Work Officer
Lorraine Sanda, Improving Outcomes Manager
Marjorie Macfarlane, Sports Development Manager
Lindsay Sim, Senior Manager, Finance and Revenues
Elizabeth Hutcheon, Team Leader, Management Accountancy
Lindsay Thomson, Senior Manager, Legal and Democracy (Clerk to the Committee)
Gillian White, Committee Services

PC(19)44   APOLOGIES

Apologies were received from Rev Sang Y Cha, Religious Representative (Appointed Member) and Councillor George Matchett QPM. Councillor Kenneth Earle acted as substitute for Councillor Matchett.

PC(19)45   DECLARATIONS OF INTEREST

None.

PC(19)46   CONFIRM MINUTES OF MEETING HELD ON 16 MAY 2019

The minutes of the Meeting of the People Committee held on 16 May 2019 were submitted for approval.

Decision

The minutes of the Meeting of the People Committee held on 16 May 2019 were agreed as a correct record and signed by the Convenor.

PC(19)47   ADDITIONAL SUPPORT FOR LEARNING STRATEGY: EQUITY AND INCLUSION

The report, submitted by the Improving Outcomes Manager, set 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.

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 contents of the Strategy (Appendix 1) and the associated action plan 2019-2021 (Appendix 2).

PC(19)48   EDUCATION SERVICE DIGITAL LEARNING STRATEGY AND IMPLEMENTATION PLAN

The report, submitted by the Improving Outcomes Manager, presented 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 focussing on transformation in our schools and early learning establishments.

Motion

That the Committee agrees the recommendation in the report.

Moved by Councillor Donald Balsillie. Seconded by Councillor Jane McTaggart.

Decision

Having challenged and commented on the report, the Committee agreed to approve the Strategy set out in Appendix 1.

Action
Improving Outcomes Manager

PC(19)49   FORTH VALLEY WEST LOTHIAN (FVWL) IMPROVEMENT COLLABORATIVE PROGRESS REPORT

The report, submitted by the Chief Education Officer for the RIC Lead Officer Dr E Cook, Assistant Chief Executive West Lothian, provided an update on the work of the FVWL Regional Improvement Collaborative (RIC).

Motion

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

Moved by Councillor Graham Lindsay. Seconded by Councillor Helen Lewis.

Decision

Having challenged and commented on the report, the Committee agreed to note the contents of the report and that progress reports will be presented to the People Committee twice per year.

Action
Chief Education Officer

PC(19)50   CLACKMANNANSHIRE SPORT AND ACTIVE LIVING FRAMEWORK 2018 TO 2028 UPDATE

The report, submitted by the Sports Development Manager, provided the People Committee with an update on progress with the Sport and Active Living Framework (SALF) 2018 to 2028.

Motion

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

Moved by Councillor Donald Balsillie. Seconded by Councillor Kenneth Earle.

Decision

Having challenged and commented on the report, the Committee agreed to note the progress made since the framework was adopted at the People Committee meeting on 17 January 2019.

PC(19)51   FINANCIAL PERFORMANCE 2019/20 – JUNE OUTTURN

The report, submitted by the Chief Finance Officer, provided 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 was based on forecast information as at June 2019.

Motion

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

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

Decision

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

1. The forecast General Fund revenue overspend relating to the People Division for the year of £0.464m; and

2. Progress on delivering planned savings in the year.

PC(19)52   CHILDREN'S SERVICES IMPROVEMENT PLAN

The report, submitted by the Chief Social Work Officer, updated Committee on progress in relation to the Children's Services Improvement Plan.

Motion

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

Moved by Councillor Jane McTaggart. Seconded by Councillor Kathleen Martin.

Decision

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

Ends 11:07 hours

CLACKMANNANSHIRE COUNCIL

Report to: People Committee

Date of Meeting: 21 November 2019

Subject: Financial Performance 2019/20- August Outturn

Report by: Chief Finance Officer

1.0   Purpose

1.1.   This paper provides an update on the financial performance for the People Directorate of the Council in respect of revenue spend for the current financial year, 2019/20. This is based on forecast information as at August 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 Directorate for the year of £1.159m, and

- delivery of planned savings in the year forecasted to achieve 86.0%

3.0   Background

3.1.   The following portfolios are within the remit of the People Directorate

Table 1

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

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

4.0   General Fund Revenue

4.1   Overall the Directorate's net service expenditure is forecasting an overspend of £1.159m for the year ended 31st March 2020.

4.2   **Appendix 1** provides an overview of the financial outturn position within each Service Expenditure area.

4.3   **Appendix 2** sets out the main variances and movement since last reported.

Within the narrative historic service areas are mentioned that do not reflect the current structure. Accountancy are supporting the service to realign budgets to reflect the current management structure and to make reporting more meaningful. A full review of spend is being undertaken to ensure correct coding and therefore correct reporting going forward.

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 Directorate.

5.2   Based on analysis to date, savings of £1.398m (86.0%) are forecast to be achieved, with up to a further £0.228m (14.0%) forecast at risk or unachievable in 2019/20. This is a net movement of £0.091m.

5.3   Savings movements totalling £0.091m;

SSME01 - Residential schools previously reported as achieved £0.170m now unachieved.

SSPD01 - Invest in internal foster care previously reported as amber, now achieved £(0.060)m

EDUSR02 - Reduction in Learning Assistants previously reported as amber, now achieved £(0.019)m

5.4   **Appendix 3** provides details of budgeted 2019/20 savings progress and shows 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 Directorate there is an unachievable Corporate saving of (£0.452m), £(0.363)m of this relates to a deferred saving for People Directorate restructure. As this is part of the overall Council restructure it is being held corporately.

6.0   Conclusions

6.1   The Directorate's net service expenditure is forecasting an overspend of £1.159m for the year.

6.2   Of the associated approved savings of £1.626m, £1.398m is forecast to be achieved and up to a further £0.228m 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 ☑

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

8.4   *Staffing*

9.0   Exempt Reports

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

10.0   Declarations

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

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

Clackmannanshire will be attractive to businesses & people and
ensure fair opportunities for all   ☐
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   Appendix 1- Financial outturn position at August 2019

Appendix 2- Variance's and movement at August 2019

Appendix 3- 2019/20 Savings progress at August 2019

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	██████████

People Directorate
Financial Outturn as at 31st August 2019   **Appendix 1**

	Annual Budget 2019/20 £'000	Forecast to March 2020 £'000	Variance Forecast to Budget £'000
Strategy & Customer Services	1,178	1,317	139
Executive Team	124	124	0
Development & Environmental	488	427	(61)
Education Service	55,957	55,906	(51)
Social Services	13,668	14,800	1,132
Directorate Expenditure	**71,414**	**72,573**	**1,159**
			Overspend

Place	Annual Budget 2019/20	Forecast to March 2020	Variance Forecast to Budget at August	Variance Forecast to Budget at June	Variance movement June to August	Narrative
	£'000	£'000	£'000	£'000	£'000	
Strategy & Customer Services	1,178	1,317	139	30	109	Strategy and Customer services,(libraries & CAPS, leisure management, civic halls, Community centres & PPP schools community use) is forecast to overspend by £0.139m which is a movement of £0.109m. Within this area **Customer Services** are forecast to overspend by £0.098m this relates to historic unachievable income where a saving was applied but not realised in full, this is a budget demand pressure for 2020/21. **Leisure services** is forecast to overspend by £0.040m relating to Wasp leisure contract saving not achievable. The movement of £0.109m relates to £0.040m for the Alloa Leisure Bowl contract saving and unachieved income £0.069m .
Executive Team	124	124	0	0	0	No movement or variance
Development & Environmental	488	427	(61)	(52)	(9)	Staffing underspend £(0.061)m which is a movement of £(0.009)m due to vacancies within Clacks works and Economic Development.
Education	55,957	55,906	(51)	146	(197)	At August devolved schools are forecast to be on budget as any underspends are carried forward. **Early years** are forecast to overspend by £0.015m which is a favourable movement of £(0.041)m. The overspend is due to unachievable income for out of school care and the movement relates to early years workers now funded from Early years expansion funding. **ASN (Additional support needs)** is forecast to overspend by £0.161m which is a favourable movement of £(0.098)m. The overspend relates to £0.053m for travel escorts due to increased demand, £0.096m in additional teaching staff for ASD (Autism Spectrum Disorder) and other small overspends of £0.012m. The movement relates to £(0.107)m in learning assistants due to realignment of devolved school budgets and service action on recruitment to ensure the 19/20 saving is achieved, increased teaching costs within ASD £0.036m, additional escorts £0.008m and increase in accessibilty equipment £0.010m. **Primary non devolved** is forecast to underspend by £(0.086)m which is a favourable movement of £(0.054)m. The underspend relates to £(0.052) on teachers supply costs, £(0.037)m on school clothing grants and a small overspend on probationers of £0.003m. The movement of £(0.054)m relates to school clothing grants £(0.037)m previously forecast on budget and staff vacancies within RCCT (Reducing class contact time), PE Team (Physical education team) and Probationers of £(0.017)m. **Secondary non devolved** is forecast to underspend by £(0.035)m which is a favourable movement of £(0.015)m. The underspend relates to £(0.074)m on teachers supply, £(0.014)m on school clothing grants and small variances of £(0.003)m, offset by underachieved income £0.056m. **PPP** is forecast to underspend by £(0.027)m this is due to reduced agreed deductions with the contract provider. **Business management** is forecast to underspend by £(0.003)m a movement of £0.039m. The underspend relates to £(0.035)m staffing offset by overspends within training £0.010, income shortfall £0.007m and £0.015m small variances. The movement relates to income shortfall £0.007m, training overspend £0.010m, small variances £0.020m. Other areas are forecast to underspend by £(0.075)m a movement of £0.027m. The underspend relates to mainly staffing within Psychology £(0.051)m, School crossing patrol £(0.014)m and Youth and adult services £(0.010)m. The movement of £(0.027)m relates to vacancy management due to staff turnover

					Childcare & Support are forecast to overspend by £0.389m which is a movement of £0.184m. Main areas of overspend are Third party payments £0.442m mainly within Day Care £0.241m and Continuing Care (Step Up/Step Down where there are five places against a budget to support four) £0.201m. Transfer payments overspend £0.183m relating to Fostering & kinship £0.148m, where the number of payments being made has increased by 4 (+4.5%) since the start of the year and £0.035m in SDS (Self directed support) . There is a shortfall in income from other LA's within the Disability team of £0.023m and an overspend on transport costs £0.018m. These are offset by underspends in employee costs £(0.154)m mainly due to vacancies within the childrens unit and supplies and services £(0.122)m mainly within external foster care. **Criminal Justice** are forecast to overspend by £0.087m which is a movement of £0.050m, overspends in third party payments of £0.082m and other small overspend variances of £0.005m. The movement of £0.050m relates to additional spend on third party payments not previously forecast. Management and Service Strategy are forecast to overspend by £0.063m which is a movement of £(0.032)m. The overspend is the result of forecast expenditure on payments to voluntary orgainsations exceeding the budget by £0.044m and a shortfall in income of £0.051m, which relates to the loss of income for shared services. These are partially offset by underspends in staffing £(0.027)m and small variances of £(0.005)m. The movement of £(0.0.32)m relates to employee costs £(0.041)m and £0.009m following an updated forecast in relation to payment to voluntary organisations. **Residential Schools** has seen a significant increase in the forecast and is now forecasting an overspend of £0.592m, compared to a balanced position in June. There are currently 15 children in residential care which is an additional 5 placements since last reported, in addition to this the overspend also relates to the extension of 2 placements originally forecast to end in June. This budget heading is extremely dynamic and the forecast makes no
Social Services	13,668	14,800	1,132	338	794 provision for any new placements that may occur between September and March.
Directorate Movement	**71,414**	**72,573**	**1,159**	**462**	**697**

Management Efficiencies

Service Reference	Directorate	Description of Saving	2019/20 £	Achieved/Likely to be achieved £	Amber £	Red £	August outturn Accountancy comments -
SSME01	People	Residential Schools- budget realignment in line with forecast demand	170,000			170,000	Previously reported as achieved but now 5 additional placements ,make achievement less likely. This is reflected in the forecast
SSPD01	People	Investment in Internal Foster Care Service	60,000	60,000			Now achieved as three placements have moved internally from external foster care and external provider
EDME01	People	Reduction in Secondary school supply budget	250,000	250,000			
EDME03	People	Primary school class configuration	256,250	256,250			
EDME02	People	Management time reduction (Snr) Early Years	19,170	19,170			
EDME04	People	PPP Rebate **Cash Saving**	75,000	75,000			
EDME05	People	DSM **Cash Saving**	300,000	300,000			
Total		**Management Efficiencies**	**1,130,420**	**960,420**	**-**	**170,000**	

0

Policy

Service Reference	Directorate	Description of Saving	2019/20 £	Achieved/Likely to be achieved £	Amber £	Red £	August outturn Accountancy comments -
LEIP01	People	Revised contract with Alloa Leisure Bowl	60,000	20,000		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**	**20,000**	**-**	**40,000**	

0

Prior Years

Service Reference	Directorate	Description of Saving	2019/20 £	Achieved/Likely to be achieved £	Amber £	Red £	August outturn Accountancy comments
EDUP02	People	Peripatetic Early Years Teachers model	60,000	60,000			
EDUP03	People	Revised Primary school class configurations	141,810	141,810			
EDUP07	People	Sports development	32,751	32,751			
EDUSR02	People	10% reduction in learning assistants	18,770	18,770			Service have realigned vacant posts and achieved saving
SCSSR16	People	Stop - Life Skills Coach - CHL	13,500	13,500			
SSR03	People	Redesign within Management/Strategy - deletion of 2 posts	34,876	34,876			
SCSR03	People	Re-provisioning of Community Access Points	48,000	29,910	18,090		Service looking for compensatory savings to mitigate shortfall
SCSR05	People	Community Asset Transfer for Cochrane Hall Alva, Dollar Civic Centre and tullibody Civic Centre	86,187	86,187			
Total		**Prior Years**	**435,894**	**417,804**	**18,090**	**0**	

0

Summary By Type			2019/20 £	Achieved/Likely to be achieved £	Amber £	Red £
Management Efficiencies			1,130,420	960,420	-	170,000
Policy			60,000	20,000	-	40,000
Prior Years			435,894	417,804	18,090	0
Total Directorate			**1,626,314**	**1,398,224**	**18,090**	**210,000**
				86.0%	1.1%	12.9%

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) <u>Safe and Together</u> – 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) <u>Family Group Decision Making</u>: 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) <u>Functional Family Therapy</u>: 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) <u>Early Help and Intensive Family Support</u>: 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.
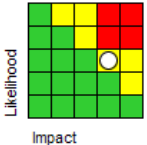
In addition, we have invested in Who Cares ? Scotland, Independent Advocacy and Participation, and additionally, in 2019, increased this investment to promote this service to the fuller looked after population, including those children and young people at home and in kinship care. Our Participation Group – 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.

<table>
<tr><td rowspan="2">Priority 2: Closing the attainment gap</td><td>Priority 2: Closing the attainment gap between the most and least disadvantaged children</td></tr>
<tr><td>- 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</td></tr>
</table>

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
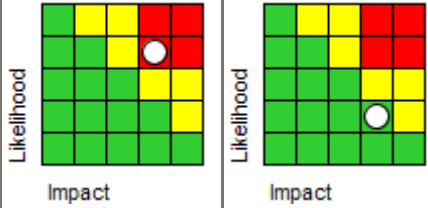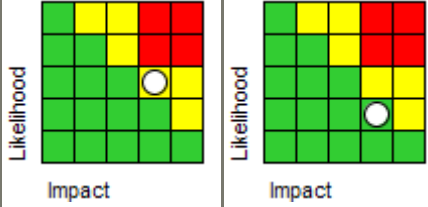
Code	Action	Owner	Due	Progress	Status	Latest Note
EDU BGE 19 34	1 + 2 Languages are available in line with Scottish Government policy	IO Officer	30-Jun-2020	25%	▶	Last year 1+2 Leads were appointed in each of the primary schools. The authority also investigated Powerlanguage as an online tool to help 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
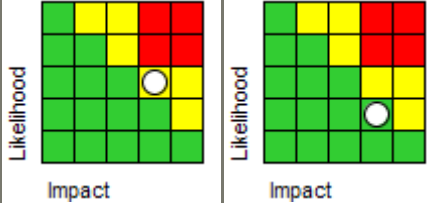
Code	Action	Owner	Due	Progress	Status	Latest Note
	development of the Education Service					approach has been agreed for meetings with the first meeting in September focusing on the Learning Estate Strategy. The Budget will be the theme for the next meeting. In addition, Secondary PC Chairs have set 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 |
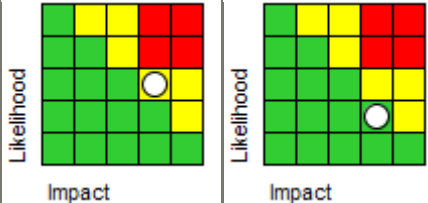
Code	Action	Owner	Due	Progress	Status	Latest Note
						planned for September 2019 – all with a view to increasing the offer of, awareness of and uptake of family learning by parents.
						Plans for early in session 2019/20 include further visits by centre staff to schools, particularly secondary schools, 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.
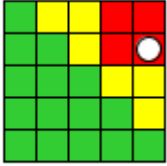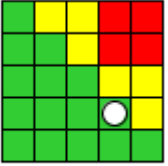
Code	Action	Owner	Due	Progress	Status	Latest Note
	and outcomes for children, young people and families	Senior Phase				

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		

CLACKMANNANSHIRE COUNCIL

Report to: People Committee

Date of Meeting: 21 November 2019

Subject: Children's Services Plan 2017-2020: Annual report 2018/19

Report by: Strategic Director (People)

1.0   Purpose

1.1.   To update Committee on progress in relation to the annual report 2018/19 relating to Clackmannanshire Children's Services Plan 2017-2020.

2.0   Recommendations

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

3.0   Background

3.1.   The Children's Services Plan 2017-2020 sets out the vision and priorities for Children's services across Clackmannanshire community planning partnership area and the activities we have been undertaking to achieve these.

3.2.   There are four core priorities that are delivered in accordance with the Getting it Right for Every Child (GIRFEC) national framework and are based on the key principles of prevention and early intervention. The priorities are to ensure that children and young people:

- Are safe from harm

- Have the best possible start in life

- Grow up healthy, confident and resilient

- Have skills for life, work and learning

4.0   Considerations

4.1   The annual report (attached at Appendix 1) provides a year-two update (April 2018 - March 2019) from across the partnership and builds on progress outlined in the annual report 2017/18 across each of these priority areas, identifying key strengths, highlights, challenges, and areas for further improvement.

4.2   Members across the partnership have contributed to this report, including staff across Education, Children's Services, Criminal Justice, NHS Forth Valley, Police Scotland, SFRS, Clackmannanshire Council Partnership and Performance portfolio, Child Protection Committee, and third sector partners.

5.0   Sustainability Implications

5.1   The people portfolio is committed to driving positive outcomes to achieve our aspirations of a high quality of service with the best possible outcomes for Clackmannanshire's children and young people. Planning has commenced with the Children and Young People Strategic Partnership Group to create a Children's Services Plan beyond 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   Staff across the Children and Young People Strategic Partnership Group have contributed to this report.

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 - Children's Services Plan 2017-2020: Annual Report 2018/19

11.0 Background Papers

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

Author(s)

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Approved by

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

Clackmannanshire Children's Services Plan

2017-2020

Annual Report
April 2018 to March 2019

Clackmannanshire Alliance

Children's Services Plan 2017-2020

Annual Report 2018/19

Introduction

This report provides an update on the work undertaken between April 2018 and March 2019 associated with Clackmannanshire's Children's Services Plan 2017- 2020. The plan sets out the vision and priorities for Children's Services across Clackmannanshire Community Planning Partnership area and the activities we would undertake to achieve these.

Our Vision

Clackmannanshire Council's vision is outlined in the Corporate Plan 2018-22: We will be a valued, responsive, creative organisation, through collaboration, inclusive growth and innovation, to improve the quality of life for every person in Clackmannanshire.

What does this mean for the Children's Services plan?

- We want Clackmannanshire to be a great place for children and young people to grow up.
- We aim to do this by ensuring that they have the best possible opportunities and life chances.
- We want every child to experience a safe and happy childhood.
- We want to them to develop positive wellbeing and to access high quality learning and development opportunities, so that they can move forward confidently into adulthood.

Our core priorities in our Children's Services Plan for children and young people living in Clackmannanshire are to ensure that they:
- Are safe from harm
- Have the best possible start in life
- Grow up healthy, confident and resilient
- Have skills for life, work and learning

These are delivered within the Getting it Right for Every Child (GIRFEC) national framework and are based on the key principals of prevention and early intervention. We base our work with children on a rights based approach with a commitment to addressing inequalities and a commitment to actively involving and listening to children, young people and their families.

Our priorities are underpinned by the following principles:
- A focus on prevention and early intervention
- A rights based approach
- A commitment to addressing inequalities
- And a commitment to actively involving and listening to children, young people and their families

This report provides a year-two update from across the partnership on the progress across each of these priority areas identifying highlights, key strengths, challenges, and areas for further improvement. See final appendix for a list of abbreviations used in this report.
This report is based on progress made on Clackmannanshire's Children's Services Plan 2017- 2020
https://www.clacks.gov.uk/site/documents/childrenservices/childrensservicesplan/

This report is also closely related to Clackmannanshire's Local Outcome Improvement Plan 2017-2027 https://www.clacks.gov.uk/community/loip

Further information on the Community Planning Partnership – the Clackmannanshire Alliance - and our work with partners: https://www.clacks.gov.uk/community/planning

CHILDREN'S SERVICES CONTEXT AND IMPACT

Education

Latest unpublished CfE data (2018/19) *(Teacher Professional Judgement Data)* indicates continued improvement in the achievement of Early Level Literacy and Numeracy with the achievement rates being higher than the national average for 2018. At First Level there has been a slight fall in Literacy and Numeracy compared to the previous year where there was a significant improvement leading to the percentage rate being on par with the national average. At Second Level there is improvement in Numeracy but a fall in Reading and Writing which remains below national average. Across Third Level and above there is continued improvement in all our secondary schools.

Across the authority, there remains a clear poverty related attainment gap with children living in the most deprived areas not achieving as well as the overall population; included in this analysis is children entitled to Free School Meals who are achieving between 10 and 20 percentage points lower than the other children. This is particularly reflected in the most recent (unpublished) TPJ data.

SQA results for 2018/19 reports an overall improvement in the pass rate within the S4 cohort which is the first senior cohort to benefit from Scottish Attainment Challenge (SAC) funding; reflecting the wider achievement of results from National 2s to Highers which the authority is encouraging. Attainment across the S6 cohort reports improvement in particular in the percentage of pupils achieving Advanced Highers which was higher than the Scottish average. Included within the results is the attainment of our Looked After Children (LAC) with 89% achieving at least one or more qualification at SCQF Level 4 in 2018/19.

In partnership with Forth Valley College, more young people achieved Foundation Apprenticeships and other SCQF level 5 and 6 qualifications in 2018/19 which are not currently available through the school curriculum. This opportunity to study other qualifications through FVC is leading to improvement in the young person's overall attainment as well as providing them with a broader range of skills and experience which is helping to secure more positive destinations.

In 2017/18, 93% of our school leavers were in a positive initial destination, an improvement compared to the previous year (87%). About a third of our school leavers entered employment which is higher than the Scottish average reflecting the local economy. Across the authority there was an improvement in the uptake of Modern Apprenticeships. Clackmannanshire also has one of the highest numbers of school leavers entering Activity Agreements compared to other local authorities across Scotland. The destination rate for LAC school leavers is the same as the overall rate in 2018/19 (93%) which is a significant improvement on the previous year, with more than half entering Further Education.

There was little change to the average attendance across both our primary and secondary schools in Clackmannanshire in 2018/19 with 92.8% attendance reported at the end of the year. The average attendance for pupils from our most deprived areas was 90.8%, again little change to the previous year. Attendance of LAC was 92.4%, slightly lower than the overall attendance with little difference in gender however LAC Away attendance was much higher at 95%.

The fall in exclusions continued in 2018/19 with 8 pupils excluded. No causal trend was identified although all pupils excluded had an Additional Support Need in common, namely 'Social, Emotional, and Behavioural Difficulties'.

PROGRESS ON ACTIONS AND OUTCOMES:

Core Priority 1: All children and young people are safe from harm

Anti-Bullying Interventions

1. A Clackmannanshire Anti-Bullying Strategy has been developed in collaboration with Respectme, Scotland's Anti-Bullying charity. The strategy, which includes a definition of what bullying behaviour is, contains guidance to schools to support children who are displaying bullying behaviour and children who are subject to bullying behaviour, as well as procedures for recording, intervention and involving parents.

2. The strategy was developed in consultation with parents, pupils, staff and other stakeholders. During session 2018-19 educational establishments worked with the draft strategy to test whether it worked in practice. The finalised strategy was launched in August 2019. During session 2019-20, establishments will be required to refresh or create their own establishment anti-bullying policies in line with the Clackmannanshire-wide strategy. The Head Teacher or Manager must now keep records of any reporting of bullying behaviour including details of any associated correspondence or communication, actions taken and outcomes – this should be recorded on the SEEMiS Bullying and Equalities Module and monitored regularly. This new Strategy will allow bullying to be monitored more effectively across schools.

Online Safety

3. The E-safety partnership work continues to be delivered by community and school based police officers from Police Scotland. Inputs are provided to school pupils dependant on age group and current community issues. These inputs have covered issues on anti-bullying, No Knives Better Lives, local crimes and internet based issues. All three secondary schools are covered as well as Clackmannanshire Secondary School Support Service, Forth Valley College, as well as pupils in P7 transitions. This has been approximately 3,000 individuals.

4. In addition support is provided to parents and carers using coffee mornings and parent evenings to reach around 200 parents/carers. Some inputs are also delivered on issues as they occur by community officers to parents and carers around internet safety and social media. Training is ongoing to support community officers to become 'Web Constables' where they are conversant with current issues and trends.

5. In Clackmannanshire inputs are also being delivered on Internet Safety by Respectme and the NSPCC who, along with O2, form the "Keep Your Child Safe Online" partnership and are currently working in Primary Schools.

Protection

6. A full systems review of the Front Door of Children's Services 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.

7. 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).

Permanence

8. We recognise that for a small group of babies, infants and children, it is not safe for them to remain with their parents, carers or extended family given exposure to trauma and significant harm with no capacity or evidence of growth and change. Due to this, 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).

9. 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.

10. To reiterate our commitment to improving permanence work within Children's services, 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.

11. We are committed to this improvement journey to ensure that we achieve our aspirations of stability and security for every child.

<u>Core Priority 2: All children have the best possible start in life</u>

Language is Fun Together

12. Language is Fun Together (LIFT) was introduced in August 2017 to close the vocabulary gap for children entering P1. It is led by NHS Forth Valley Speech and Language therapists. A study of three year olds attending 7 ELCC settings across Clackmannanshire found that 66% of them had speech, language & communication needs (SLCN) arising from a number of factors, including deprivation. This appears to be higher than the national data suggests.

13. Clackmannanshire Council funds specialist Speech and Language Therapists to carry out universal and targeted work within our most deprived schools and ELCC settings. In LIFT settings, families develop knowledge and skills to improve the quality of their everyday interactions with their child with positive effects on spoken language development, improved attainment and life outcomes.

14. During 2018/19 staffs were trained in several interventions. A 'Nursery Narrative' group was run in collaboration with Early Years Officers and a Speech and Language Therapist with targeted groups of children with the aim being to develop children's spoken language skills. A 'Teaching Children to Listen' intervention improved children's active listening; (all children aged 3 & 4 received this intervention within their key group). Parental sessions were also included in the interventions.

15. Engagement with families is the main focus for year two of the LIFT Nurseries. In year one, all parents and carers were supported with information and resources to encourage their role as primary communicative 'teachers' for their children. Following formal training on the communication environment, staff in each setting will continue to work alongside the therapist to audit the communication environment. All nurseries will be expected to achieve the Bronze level 'excellent visual environment' award in 2019/20.

Family Support

16. The Family Learning in Clackmannanshire (FLIC) Framework was implemented during 2018/19. Effective partnership working with schools and third sector organisations has resulted in the development of family learning programmes which include a range of local initiatives. In total, 29 families have engaged which includes 41 children, from across our educational establishment (school support service, 6 primary schools, one secondary school, one nursery and 'Sauchie Active 8). More than 40% of parents/carers participated in the 'Columba Leadership programmes' with two of the programmes aimed at both parents and families providing support in the transition from primary to secondary school. More than 40% of parents have gained at least one qualification with half gaining more than one (first aid, elementary food hygiene and cooking skills). A fifth of the parents have opened a community café one day per week which is currently attracting a number of local residents and agencies providing weekly services. Families are also participating in outdoor learning programmes, family cooking groups and in family activity groups. Together with their children, they are also working towards a number of recognised awards including the John Muir award, a Hi5 award and Dynamic Youth Awards. Many are volunteering in the local community.

17. Over the reporting period Education Scotland facilitated an event, 'Creative Conversation' which included attendance by some of our third sector organisations. The aim of the event was to be able to explore our understanding of family learning, family engagement and home learning. As a result of the success of this event, there are plans to host Family Learning Network Cafes with the first one planned for September 2019.

Parenting Programmes

18. PEEP programmes have been running successfully in every nursery. PoPP is a targeted programme and parents are referred through a screening process. Next step for PEEP is to apply for accreditation to allow parents to get City and Guilds qualifications followed by a guaranteed College interview at the end of the course. Learning Together Programme (PEEP) and Psychology of Positive Parenting Programme (PoPP) training is delivered for educators from Early Years. Data on referral pathways will be collected on the PoPP database along with total numbers to allow analysis of where referrals are coming from and % increase from previous years. PEEP is a universal programme which has been running successfully in every nursery.

19. Sauchie nursery completed a test of change for their PEEP group. They predicted that 75% of their families would attend a session. Overall 79% families attended. 14% shared reasons why they could not attend but were really keen to engage and 7% choose not to participate. Feedback from one parent stated " I will focus more on what is being said and try to get both boys to listen to me and each other".

20. PoPP has has 23 referrals since January and its impact will be reviewed. A new programme may be introduced called Thrive to increase life skills for parents.

Parents of children with Additional Support Needs

21. In October 2019, Clackmannanshire held its second ASN Fayre where parents and partners were able to access information and supports from a full range of sources.   A summary leaflet of the ASL Strategy was provided and parents will be involved in evaluating and monitoring the progress of the Strategy.

22. The Service has improved information sharing for parents who have raised a complaint under the rights of the child with Additional Support Needs by including their right to appeal on our Internal Resource Group decision letters. The authority also continues to have a contract with RESOLVE to provide mediation if required.

Syrian Refugee Integration

23. There was an increase in the number of adult learners who engaged in the Syrian ESOL programmes in 2018/19 (all offered 8 hours each week per individual learner). Programmes developed were in-line with SQA ESOL Introduction and Beginners Literacies 1 & 2; SQA National Level ESOL 2, 3 + 4.

24. By delivering programmes aimed at our Syrian families success has already been reported that individuals are progressing to college, gaining employment, volunteering and attending further training. A number of our learners are accessing Forth Valley College studying for accredited National awards in ESOL with many studying for different SCQF Levels. An increased number of learners are currently studying at college. A further number are engaged in additional community programmes, aimed at supporting their integration more effectively. More learners are also now volunteering in the community in 2018/19 compared to the previous year with a further number being successful in gaining employment. New businesses managed by members of Syrian families are effectively contributing to the local community. There was a significant increase in the number of Syrian people successfully passing their driving test in 2018/19 with a further few having passed their theory part of the test.

25. As a result members of the Syrian Community are reporting increased confidence within the wider community with families being more confident in engaging with schools and supporting their child's learning.

Prevention

Developing and strengthening the family first restorative approach in working with children and families has been at the heart of our work. Key to this is ensuring that all social workers operate within a strong set of values that recognise the strengths within families, and that they take a proportionate approach to risk whilst ensuring the safety and wellbeing of the child and young person. This approach continues to develop and strengthen within team practice. Further, the services we are commissioning and models we are implementing demonstrate this commitment. Examples include:

26. 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.

27. Family Group Decision Making: we invested in more staff 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.

28. 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.

29. 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.

Scottish Attainment Challenge

30. The Clackmannanshire Scottish Attainment Challenge Programme continues to implement a range of authority and school based programmes aimed at closing the poverty related attainment gap.   Many schools have decided to use their additional funding to address the health and wellbeing of children and young people, including nurture approaches and spaces, partnership arrangements with Speech and Language Therapy and Occupational Health, recruiting support workers to work with their children and families, training staff in nurturing principles. Qualitative evidence indicates an improvement in the health and wellbeing of our pupils and a link to the fall in exclusion incidents.   Attendance has also remained consistent with improvement reported across a number of schools prior to the significant outbreak of Norovirus towards the end of 2018/19. At the end of the first year of (PEF) funding there are indications that some of the targeted interventions are beginning to have an impact on closing the poverty-related attainment gap.

Food, Families, Futures

31. By working closely with their parent council on issues such as reducing the cost of the school day, uniform consultation and a reduction in additional fundraising costs, Sunnyside Primary School recognised they had no strategy to assist with out of school hunger/food poverty. As a result of partners working with Children in Scotland, a programme was developed around the Food, Families, Futures initiative.

32. Initially, a steering group was created comprising of members of our learning community, third sector and local business. Following this first steering group meeting, two parent consultation events were held and our Pupil Council was consulted detailing possible activities for all.

33. Feedback developed an outline plan detailing learning activities for both parents and partners, involving more community partners. As a result parent and pupil activities have been delivered around the following areas: Healthy eating and food preparation; ICT skills; literacy & numeracy games; basic CPR; sport & team games; financial literacy, and drama. [Partners who have assisted in delivering and supporting these activities include Stirling University, The Gate Charity, Active Clacks, NHS Forth Valley, Scottish Fire & Rescue, Citizens' Advice, SMS Garage and DYW Alloa Academy].

34. Feedback from parents include more experiencing more enjoyment 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. A number of parents have been working closely with community chefs from NHS Forth Valley and as a result are on track to achieving their REHIS elementary cooking skills qualification.

35. Feedback from children reports they enjoy preparing their own food and cooking. New friendships are being developed through partaking in a variety of active learning games. The school roll shows our families come from a wide variety of backgrounds ranging from SIMD 1-8 and including EAL families. During 2018/19 the overall attendance rate for the school was maintained at between 94 & 95%.

36. In order to sustain activity and enable the clubs to become more financially viable it is hoped that further funding can be secured from community partners including Tesco Bags for Life and Asda Community Grants. Further developments also include involving our families in community

projects such as the Gartmorn Dam Development Trust. Supporting workshops to focus on adult literacy, numeracy and ICT are being considered into 2019/20 to widen employability opportunities with our families including improving links with Forth Valley College.

Youth Voice

37. Children's rights, experiences, 'voice' and participation is one of our main goals. Further, we believe that respecting rights and participation are embedded within restorative practice and approaches. Consequently, there is an expectation that everyone in Clackmannanshire who works directly with children ensure they build strong trusting relationships and focus using all their skills in communicating with children.

38. We have invested in Who Cares ? Scotland, Independent Advocacy and Participation, and additionally, in 2019, increased this investment to promote this service to the broader 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.

39. A three yearly survey carried out with secondary school pupils was completed in 2018 with a 48% response rate.

40. Over the reporting period (2018/19) our young people developed the 'Standards for Children and Young Peoples Engagement and Participation' which was duly endorsed and adopted by Clackmannanshire Council. During the same period a focus group of young people developed the first Youth Assembly - **the Power House** - with 54 young people attending.

41. A number of key actions was agreed to be taken forward by young people and our partners over the next reporting period:

    · Mental Health Awareness Campaign
    · Improve lunches at school
    · Clacks Youth Voice including Volunteer Ambassadors in each School
    · Junior Award for Active Citizenship
    · Life skills programmes for everyone
    · Develop community based activities including sports and outdoor activities.

42. Our Youth Council participated in Clackmannanshire Council's Budget Consultation, engaging with other young people in focus groups and promoting youth involvement through an online survey. The Youth Council developed and launched their Manifesto and are currently developing the 'Clax 100 Youth Voices' which was launched within local schools and community during the summer term.

43. The election for members of the **Scottish Youth Parliament** took place in March with two members successfully elected with a total of 1,380 votes cast. Following on from the developments in 2018/19 it is anticipated that we will see an increase in young people's voice in our schools and wider community, with young people reporting their voices are being listened to and opinions acted upon.

Young Carers

44. There is now an established Young Carers group in each of the three secondary schools in Clackmannanshire as well as a Young Carers champion in each. The Groups provide peer support and are also supported by a Wellbeing Worker who organises meditation and other activities for the young people.   The schools are also now supported by a Young Carers Lead partnership worker from the Carers Trust, a new initiative with Education Scotland. Currently the

Young Carers Lead worker is supporting and engaging with 26 young carers in primary schools and 64 young carers in secondary schools.

Looked After Children Destinations

45. As previously detailed, the percentage of LAC entering an initial positive destination in 2017/18 (latest published data) is the same as the overall authority rate at 93%. This is a significant improvement on the previous year where it was only 67% and is higher than both its Virtual Comparator and the National average for that year. More than half (58%) entered Further Education and a higher percentage than the previous year entered Higher Education which highlights the emphasis being placed on ensuring our LAC enter a positive destination upon leaving school.

Additional Support Needs

46. A new Strategy for Additional Support for Learning: Inclusion and Equity, and an associated implementation plan has been developed and agreed in October 2019.   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. A three year implementation plan is now being taken forward. This will improve planning and interventions.

47. An ASL (Additional Support for Learning) Community of Practitioners has been established to provide the opportunity to share knowledge, expertise and good practice, ensuring all practitioners are informed. This network has improved information sharing as well as providing a forum for sharing information from national agencies. Survey Monkey provided a platform to measure staff opinions and preferences on how to improve the meetings with feedback indicating monthly meetings for next year.   Areas identified for professional development included Legislation, Social and Emotional Behavioural Needs and Autism.   Training has also been provided in partnership with Allied Health Professionals to increase confidence of staff in schools and nurseries in handling more sever and complex needs.   MAPA (Management of Actual or Potential Aggression) training has also been updated to Pivotal MAPA in November 2018 to ensure that staff have appropriate levels of training in this area.

48. An audit of Staged Intervention took place across all primary schools in 2019. The findings from the Audit and associated improvement actions and training will be taken forward throughout the school year 2019/2020.

49. During 2018/19 all three secondary schools have been engaged in ASN Reviews, which includes an audit of their current Staged Intervention process. As a result, two of the schools have already received bespoke training for Pupil Support Staff. In addition, all 'Support for Learning' Teachers have received Staged Intervention / Child's Action Plan training.

Readiness for Learning (R4L)

50. The Readiness for Learning (R4L) approach, implemented by the Educational Psychology Service, has continued to become embedded across Clackmannanshire educational establishments as a multi-level way of closing the poverty-related attainment gap by supporting mental health and wellbeing and improving resilience. By November 2019, all schools will have had training in the core element of the Neurosequential Model in Education (NME). Pupils in the targeted R4L classrooms have continued to show positive progress, with a greater percentage of pupils in this class achieving the appropriate level within Curriculum for Excellence.

51. As of March 2019, there are eleven cases open to the Intensive Therapeutic Service. The average decrease in post-traumatic symptoms for pupils accessing this service in 2018/19 was 63%.

52. Toolkits: The ability of schools to implement the approach following R4L training has been enhanced through the introduction of organisational readiness and classroom self-evaluation toolkits which support schools to identify gaps in their knowledge, action plans and procedures. This information has allowed more targeted action planning to take place within a coach-consult model, and the number of schools unable to take forward positive actions after the training has reduced.

53. Over session 2019/20 schools will continue to be supported in developing learning spaces that take account of the theories in R4L through ongoing coaching and mentoring with school staff. The remaining schools are scheduled to be trained in NME in November 2019. E-learning modules for R4L Level Two have been made available to educators in October 2019.

Career Pathways: Employability Skills and Destinations

54. The Year of the Young People increased the voice of the young people across the authority. As a result of the success of Lornshill Academy's Parliament, the other secondary schools introduced a parliament in session 2018/19. Young people report they are growing in confidence, developing skills and experience which will place them in a better position to secure a more positive destination. Extra support to young carers is being provided through our Young Carers Champions, a strategy developed in partnership with Education and Social Work.

55. An increasing number of our young people are completing accredited national awards for volunteering such as SALTIRE, John Muir, Dynamic Youth and Duke of Edinburgh. Clackmannanshire has become the first local authority to have all our secondary schools directly licensed to work in partnership with the Duke of Edinburgh's Award.   This has led to a significant increase in uptake of Duke of Edinburgh across all three secondary schools, and improved progression to Silver and Gold Awards.

56. All three secondary schools are taking forward 'Developing the Young Workforce' (DYW) and working with the DyW Regional Group to improve employability skills and positive destinations for young people. The (initial) positive destination figure for Clackmannanshire's 2017/18 leaver cohort was 93.0%; an increase of compared to the previous year and the highest percentage increase across Scotland.   Recent uplift of data from schools indicates that there has been a further significant increase in positive destinations for 2018/2019. For the very 1st time, all 5 pupils leaving the EASN special provision unit at Alloa Academy in the summer of 2019, are going off to a positive destination.

Children's Services Plan 2018/19

(see end for list of abbreviations)

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A. Safe	Core Priority: All children and young people are safe from harm

Code	Indicator	Lead	2016/17	2017/18	2018/19	Target	Status	Latest Note
CHC CPR A1a	Total Child Protection Referrals	Social Services	237	156	148			These figures must be set within a context of overall referrals into the Front Door Duty Team. Total referrals have increased but there has been considerable work done in our Front Door with our Multi-Agency Partners in the **screening** of referrals. We have recalibrated the operational system **being clear of those referrals that are not Child Protection** (meeting the threshold of significant harm) and those referrals that share concerns about a child's **welfare**, but **do not** meet the threshold for Child Protection. This operational change is now resulting in a more measured Front Door system that does not bring too many children into a Child Protection process disproportionately. The system now ensures that resources are better targeted. These figures are **evidence** of the considerable work in this area. We believe this work also fits with our restorative practice, which identifies risk and need but also recognises **family strengths and solutions**. Proportionate response, balanced assessments, while building strong relationships with families, critically, produces better outcomes, while ensuring careful use of critical resources within a broader context of complex rising demand.
-	Reported bullying incidents per 1,000 pupils in Primary/Secondary Schools	Education	Not available					Data on this indicator is not currently available in this format

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
CHC CSP A1a	Implement 2017-2018 Strategic Plan for Child Protection Committee including programme multidisciplinary programme of training	Social Services	100%	✓	31-Mar-2020	✓	The CPC invested in a Public Protection Learning & Development post. Significant work is now underway across the partnership to implement and embed a Public Protection Learning & Development Framework.
CHC CSP A2a	Implement a range of evidence based interventions in schools to provide support to vulnerable families and young people, from early intervention to intensive support where required	Education	100%	✓	31-Mar-2020	✓	A Clackmannanshire Anti-Bullying Strategy has been developed in collaboration with Respectme, Scotland's Anti-Bullying charity. The strategy, which includes a definition of what bullying behaviour is, contains guidance to schools to support children who are displaying bullying behaviour and children who are subject to bullying behaviour, as well as procedures for recording, intervention and involving parents. The strategy was developed in consultation with parents, pupils, staff and other stakeholders. During session 2018-19 educational establishments worked with the draft strategy to test whether it worked in practice. The finalised strategy was launched in August 2019. During session 2019-20, establishments will be required to refresh or create their own establishment anti-bullying policies in line with the Clackmannanshire-wide strategy.
CHC CSP A3a	Central E-Safety Partnership promotes online safety for children, young people and their parents and carers	E-Safety Partnership	33%	✓	31-Mar-2020	▶	Much of the direct work of the E-safety partnership is delivered by community and school based police officers from Police Scotland. Inputs are provided to school pupil's dependant on age group and current community issues. These inputs have covered issues on anti-bullying, No Knives Better Lives, local crimes and internet based issues. All 3 secondary schools are covered as well as Clackmannanshire secondary school support service, Forth Valley College, pupils in P7 transitions. This has been approximately 3,000 individuals. In addition support is provided to parents and carers using coffee mornings and parent evenings to reach around 200 parents/carers. Some inputs are also delivered on issues as they occur by community officers to parents and carers around internet safety and social media. Training is ongoing to support community officers to become 'Web Constables' where they are conversant with current issues and trends. In Clackmannanshire inputs are also being delivered on Internet Safety by Respect me and the NSPCC who along with O2 form the "Keep Your Child Safe Online"

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							partnership and are currently working in Primary Schools.
CHC CSP A4a	Ensure that there is early and effective support in place to identify children and families affected by substance misuse and to minimise the harm caused by this. This will include revised assessment and referral pathways	Alcohol & Drugs Partnership	50%	✔	31-Mar-2020	▶	**Impact of Parental Substance Use Assessment Tool (IPSU)** – a multi-agency group has reviewed and refined the assessment tool. The group met recently and have agreed a deadline of the end of June 2018 for final changes to the tool and for a guidance note to be developed. The purpose of this tool is to enable practitioners from both adult and children's services to comprehensively assess the impact that alcohol and / or drugs has on an individual's parenting capacity. Clackmannanshire Council have agreed that they will use the tool within Social Work Services. **Referral Pathways** – the referral pathway for under 5s has been revised with a revised implementation date of the 1st June 2018. This will support direct referral to adult substance services from Health Visitors, Family Nurse Partnership and the Pre Birth Planning Service. This will support both early identification of harm and early intervention. An additional referral pathway for vulnerable adults from the Police directly to Substance Use services has been developed. In addition to the Arrest Referral Scheme, there is now a process by which the Police can directly refer to Signpost if they have contact with a vulnerable person but they do not arrest them. With the individual's consent, the person's details can be shared with the service that will then assertively outreach to offer support. Adequately supporting adults obviously reduces risk to children and families.

B. Healthy	**Core Priority:** All children and young people grow up healthy, confident and resilient

Code	Indicator	Lead	2016/17	2017/18	2018/19	Target	Status	Latest Note
SCH PSU	Pupil Survey - 'I enjoy my life'	Education		79%				

Code	Indicator	Lead	2016/17	2017/18	2018/19	Target	Status	Latest Note
002								
SAP NHS 03b	Teenage pregnancies under 18 years of age (3 year average rate per 1,000 females aged 15-17)	FV NHS	20.2					Though it has improved for 3 years running, Clackmannanshire's rate is higher than most of western Europe, and the Scottish rate (20.4 in 2016). Also varies within Scotland, with deprivation a closely linked factor.
CHC NHS 03a	Still births (rate per 1,000 births, calendar year)	FV NHS	9.8					Work has been undertaken to support mothers to recognise and act on any change to their baby's fetal movement patterns. This change can be an indicator of fetal wellbeing. (Scottish average 3.8)
CHC NHS 03b	Infant mortalities (rate per 1,000 live births) (calendar year)	FV NHS	2.0					We piloted the national 'Baby Box' initiative to reduce cot deaths by preventing overheating. Improvement believed to be linked to all babies born after Aug 2017 receiving a free baby box. (Scottish rate: 3.3).
ELY DVM 01a	Children meeting expected developmental milestones at 27-30 month health review	FV NHS	60.8%	78.6%				Note from Improvement Service: It should be noted that the introduction of a new domain in the 27-30 Month Review has led to an increase in the number of incomplete returns. This has resulted in the 2016/17 data not being directly comparable to previous years data. Information published by NHS Information Services Division – date not known.
ELY DVM 02a	Children reaching expected developmental milestones when starting primary school	FV NHS						Currently no universally recorded and consistent tool measuring children's well-being when starting primary school is being used. However, a number of workstreams, local and national are underway to establish the most appropriate means of measuring child's developmental milestones.
-	Number of smoke free pledges	FV NHS	Not available					Data on this indicator is not currently available in this format
-	Children and young people reporting feelings of wellbeing in national surveys	FV NHS	Not available					Data on this indicator is not currently available in this format
-	Obese children in P1 and S1	FV NHS	Not available					Data on this indicator is not currently available in this format
-	Children breastfed at the time of their 6-8 week review	FV NHS	Not available					Data on this indicator is not currently available in this format
-	Caseload for qualified health visitors	FV NHS	Not available					Data on this indicator is not currently available in this format

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
CHC CSP B1a	Evaluate the Family Nurse Partnership pilot, which currently provides targeted support to address health inequalities in the context of teenage pregnancy	FV NHS	50%	✓	31-Mar-2020	▶	The pilot of the Family Nurse Partnership has completed, and following evaluation the programme has been made permanent and expanded. This is to ensure that all referrals can be supported. The programme also works alongside the Clackmannanshire Young Parents Project to support young women within the context of teenage pregnancy.
CHC CSP B1b	Targeted support to improve the percentage accessing antenatal care at an early stage to ensure that women experience positive pregnancies	FV NHS	50%	✓	31-Mar-2020	▶	From the previous report in 17/18, for Forth Valley, a higher percentage of women are accessing antenatal care at early stages of pregnancy than the National target. The target is set at 85% by 12th week of pregnancy and Forth Valley is achieving 91.6% by 12th week of pregnancy.
CHC CSP B2b	Extend preventative approaches including third sector partners and community organisations	Clackmannanshire Third Sector Interface	50%	✓	31-Mar-2020	▶	The Third Sector has continued to play its part in the children's services design and delivery and is currently working with community planning partners on ensuring the voices of young people are listened to and help shape future review of services. This redesign includes the appointment of new full time worker from Who Cares now supporting looked after children, through their own new support group, Orr Voice. Other key work has been carried out by Action for Children, working collaboratively with Education and NHS Forth Valley to design the C-Café, a whole-family approach to improving attainment and healthy relationships. Homestart, with new funding from BBC Children in Need and the Big Lottery has appointed additional family workers and is training more volunteers to support local families in crisis, alongside Social Work. Volunteering Matters has now received significant three year funding to widen its remit to provide a befriending service for up to 30 young people a year. Play Alloa continues to extend its services and activities to a wider number of ageing young people as well as offering support, along with Forth Valley Welcomes, to a larger number of Syrian refugee families, based in Clackmannanshire. The Third Sector is also working towards supporting young people with disabilities finding opportunities for meaningful work, as an alternative to day care. These include new social enterprises like Makers' Gallery, now being run by Scottish Autism and Rebound Therapy who use trampolining as means of improving health and wellbeing, as well as community centres like Hawkhill Community Centre, in Alloa who provide everything from breakfast clubs, homework clubs, residential holidays and daily youth groups.
CHC CSP B2c	Progress actions under the NHS Forth Valley Tobacco Action Plan to reduce children and young people's exposure to second hand smoke in a range of settings. This includes targeted campaigns to increase smoke free environments.	FV NHS	50%	✓	31-Mar-2020	▶	NHS FV Tobacco Action Plan took place throughout 2018. Not a Favour Campaign delivered through trading standards looks at proxy sales of tobacco and protecting children and young people from exposure to tobacco. 'Jenny and the Bear' delivered through the wider Play Mentor programme as multi generational approach to tobacco prevention. 'Jenny and the Bear' is a storytelling intervention aimed at positively influencing behaviour change in parents of nursery children in Clackmannanshire and thus protecting children and young people from exposure to second hand smoking or smoking in the home or car.

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
CHC CSP B3b	Extend opportunities to focus on promoting positive relationships and informed decisions to promote positive sexual health	FV NHS	50%	✔	31-Mar-2020	▶	Work with Health Promotion and Education Officer to promote new national resource for RSHP to Clacks schools. Alloa Academy and feeder primaries participating as pilot site for new RSHP resource. Audit of current RSHP provision in primary sector completed by education and actions from this being agreed. Jane Rough heading multi agency group to develop action plan to address issues affecting young people in Clacks in preventing unplanned teenage pregnancy and supporting young parents (in line with outcomes from PPYP strategy).
CHC CSP B4a	Continue to support implementation of UNICEF's Baby Friendly approach across communities, to secure and sustain an improvement in the rates of breastfeeding	FV NHS	50%	✔	31-Mar-2020	▶	Achieved BFI re-accreditation of maternity Services and working towards neonatal BFI accreditation .Community HV services were accredited in December 2017 and due for BFI UNICEF reaccreditation in December 2019. Currently the HV service is on track with their action plan which includes roll out of 'National Breastfeeding Welcome Scheme' (currently under development) to businesses, local authority services and wider community services. In addition there will be a rollout of National Breastfeeding Welcome Nursery Scheme (currently under development) in order to achieve implementation ongoing support and commitment from partners will be required.
CHC CSP B4b	Deliver the workforce plan to recruit and train additional health visitors in line with Scottish Government recommendations	FV NHS	100%	✔	31-Mar-2020	▶	Workforce plan and health visitors in place throughout 2019.
CHC CSP B4c	Develop a workforce plan for school nursing in line with the nine national priorities	FV NHS	100%	✔	31-Mar-2020	▶	A workforce plan was developed in relation to School Nursing with 5 post graduate students School Nurses for Forth Valley qualified in January 2019.

C. Achieving		Core Priority: All children and young people grow up with skills for life, work and learning				

Code	Indicator	Lead	2016/17	2017/18	2018/19	Target	Status	Latest Note
SCH ATT B1a	4th year pupils gaining 5+ awards at level 5 or above	Education	52%					Improvement in early Level Literacy & Numeracy, above Scottish Average for 2017. At 1st & 2nd Level, improvement in Literacy & Numeracy, similar to SA. In 3rd Level or above, improvement in both Literacy & Numeracy however remains below SA.
SCH ATT	5th year pupils gaining 5+ awards at level 6 or above	Education	22%					

Code	Indicator	Lead	2016/17	2017/18	2018/19	Target	Status	Latest Note
B1b								
SCH ATT C1a	Average tariff score in SIMD quintile 1 (most deprived)	Education	491	484		618		Most recent SQA data indicates the attainment gap for pupils from our most deprived area compared to pupils from our least deprived area is falling especially with the cohort of pupils in S5 & S6.
SCH ATT C1b	Average tariff score in SIMD quintile 2 (2nd most deprived)	Education	778	702		750		
SCH ATT C1c	Average tariff score in SIMD quintile 3 (middle)	Education	781	802		896		
SCH ATT C1d	Average tariff score in SIMD quintile 4 (2nd least deprived)	Education	884	1,042		1,016		
SCH ATT C1e	Average tariff score in SIMD quintile 5 (least deprived)	Education	1,008	1,110		1,221		
SCH ATT C2a	Overall average tariff score - all pupils	Education	744	746		891		
SCH ATD A1b	School attendance - Looked After Children	Education	94.0%			91.0%		Attendance of LAC pupils is closely monitored. This rate is ranked the 3rd best out of the 32 Scottish local authorities.
SCH ATD B1a	Primary Attendance - All Pupils	Education	94.6%	94.2%				National data is not currently available. This data is from SEEMiS. As part of their on-going engagement with schools the service will be reviewing strategies which are effective in ensuring improvements in attendance.
SCH ATD B2a	Secondary Attendance - All Pupils	Education	90.3%	90.7%				

Code	Indicator	Lead	2016/17	2017/18	2018/19	Target	Status	Latest Note
SCH EXC C1a	Rate of exclusions per 1,000 pupils in Primary Schools	Education	19.0					
SCH EXC C1b	Rate of exclusions per 1,000 pupils in Secondary Schools	Education	47.3					
SCH EXC C1d	School exclusions - Looked After Children (per 1,000 Looked After Children)	Education	46.9			80.0		School exclusions are falling due to a different approach being encouraged within the school environment with exclusions only being considered as a last resort. Rates for Looked after Children are substantially better than overall, with this result ranked 4th best in Scotland.
YTH LVR 01b	School leavers entering positive destinations	Education	86.9%	93.0%		93.7%		16/17 Scottish average used as 17/18 target. Our rankings have declined for 4 years running in this indicator, now worst in Scotland, however, the Participation Rate indicator is now considered a more suitable measure.
YTH LVR 02a	Participation Rate – 16-19 year olds participating in employment, education or training	Education	89.7%	89.3%				Though there was a slight decline overall, there was a higher percentage of participation in Employment (25.6%) compared to previous year (24.7%). 16/17 Scottish average used as 17/18 target.
-	Families of children with ASN who feel confident child's needs being addressed	Education	Not available					Data on this indicator is not currently available in this format
-	Young carers in receipt of support	Social Services	Not available					Data on this indicator is not currently available in this format
-	Children with average expressive vocabulary for age by start P1	Education	Not available					Data on this indicator is not currently available in this format

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
CHC CSP C1a	Delivery of the actions linked to the Attainment Challenge: Ensure barriers to learning are identified early and addressed	Education	66%	✓	31-Mar-2020	▶	**Pupil Equity Fund** Schools in Clackmannanshire were allocated £1.528 million in Pupil Equity Funding in 2017/18. Schools worked together in clusters to consider the most effective use of this additional money to close the poverty-related attainment gap. Schools then

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							devised plans, taking local context and need into account.
							Evidence from a variety of sources indicated a need for the majority of schools to provide additionality around the health and wellbeing of children and young people.
							Primary schools have continued to further develop their work in nurture, using the additional funding to create nurturing spaces, work with colleagues from SALT and Occupational Health, recruit support workers to work with their children and families as well as continuing to train staff in nurturing principles. Evidence is showing an increase in the health and wellbeing of pupils involved and this has contributed to a decrease in exclusions and increase in attendance.
							At the end of the first year of funding, signs are positive that the majority of targeted interventions are beginning to have a positive impact on closing the poverty-related attainment gap. Work continues to ensure additionality is targeted and focused to ensure maximum impact for children and young people.
CHC CSP C1b	Improve planning and interventions for children with specific additional support needs	Education	100%	✔	31-Mar-2020	✅	**ASL (Additional Support for Learning) Community of Practitioners** The establishment of termly ASL network meetings provides the opportunity to share knowledge, expertise and good practice, ensuring all practitioners are informed. This network has improved the previous lack of information sharing as well as providing a forum for sharing information from ADES and ASLO. During 2018/19, Specialist SLT (Support for Learning Teachers) and relevant Principal Teachers (PT) were invited to three network meetings with more than half attending the very first meeting. The ASN meetings are designed to policy updates and share a greater understanding of other services supporting ASN. By taking place in different school settings attendees are able to see how other learning environments are meeting the needs of children and young people. Due to an improvement in local knowledge, a lower number of calls are now being received at the centre.

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							Survey Monkey provided a platform to measure staff opinions and preferences on how to improve the meetings with feedback indicating monthly meetings for next year. Areas identified for professional development included Legislation, SEBN and PDA.
							By establishing an effective ASN network across the authority, areas identified for improving attainment and health & wellbeing are now receiving more enhanced support.
							Inclusive Practice Training (ASN)
							Previously, training had been provided by all ASN services on a "needs - led" basis. Training is now provided in a more planned approach by the three identified leads of ASN:
							• Complex Learning Difficulties
							• Autism
							• Social, Emotional and Behavioural Needs
							During 2018/19, mainstream colleagues accessed a CLPL on Complex Needs. Their feedback is currently being evaluated. Allied Health professional colleagues have already commented on the increase in confidence among staff in our schools and nurseries.
							SEBN staff had their MAPA (Management of Actual or Potential Aggression) training updated to Pivotal MAPA in November 2018. Given the relevance to educators the training was offered over the 4 in-service days in 2018/19. Over the reporting period,

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							84 members of education staff were trained in Pivotal MAPA.
							As a result of the progress made in training staff, ASN in mainstream settings is becoming less confusing for colleagues. This training has allowed ASN staff to upskill, building their confidence and understanding of the whole education team whilst connecting staff together.
							Over the next year, ASN training will be highlighted in the ongoing development of an authority wide training programme.
							"Building the capacity of staff" is a key aspect of our draft Equity and Inclusion Strategy
							Parental Engagement and Support
							In October 2018, Clackmannanshire held its first ASN Fayre where attendees were able to access information from our own ASN provisions, meet multi-disciplinary and third sector representatives with the aim to improve support for our ASN families across the authority. Over 40 people attended this event. Due to the success of the initial event, further events are planned for 2019/20 with the next one planned for October 2019.
							The authority has improved information sharing for parents who have raised a complaint under the rights of the child with Additional Support Needs by including their right to appeal on our Internal Resource Group decision letters. The authority also continues to have a contract with RESOLVE to provide mediation if required.
							Staged Intervention

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							In February 2018 our Staged Intervention Guidance was reviewed and updated across the authority including the production of an information leaflet for parents. A Staged Intervention e-module is also now available on 'Clacks Academy' and is part of mandatory training for all staff.
							An audit of Staged Intervention is in progress across all primary schools. It is anticipated that the findings will support learners are being appropriately placed on the appropriate Staged Intervention and are receiving the relevant support. Updated guidance on the recording of ASN needs on SEEMiS was also completed and this will be shared across all schools at the beginning of the new school year 2019/20.
							During 2018/19 all three secondary schools have been engaged in ASN Reviews, which includes an audit of their current Staged Intervention process. As a result, two of the schools have already received bespoke training for Pupil Support Staff. In addition, all 'Support for Learning' Teachers have received Staged Intervention / Child's Action Plan training.
							There is currently a programme of training being developed for all primary staff as part of their collegiate activity for 2019/20.
							Additional Support Needs Strategy – Equity and Inclusion
							As reported elsewhere in this report, the ASN guidance for the authority was outdated and needed reviewed. The new strategy is a collaborative action plan which outlines work to be carried out immediately and strategically from 2018 to 2021. It provides a more targeted support to ensure equity and excellence across ASN in Clackmannanshire.
							The new ASN strategy was presented to our Elected Members (People Committee) in

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							September 2019.
CHC CSP C1c	Carers' Strategy in place which includes actions in respect of young carers	Social Services	100%	✔	31-Mar-2020	✅	See D1b for update
CHC CSP C2a	Increase supports in schools to ensure that children are ready for learning	Education	75%	✔	31-Mar-2020	▶	**Readiness for Learning (R4L)** Over the past year, the Readiness for Learning (R4L) approach has become more embedded across the authority as a multi-level way of closing the poverty-related attainment gap by supporting mental health and wellbeing and improving resilience. The majority of schools have now been trained in the core element of the Neurosequential Model in Education (NME). There are currently more than 100 staff who have completed R4L Level One e-learning modules, with a larger number still in progress. Evaluative feedback suggests the majority of staff who received the training have been able to make positive changes to their practice. Further R4L classrooms were established across the authority in 2018/19 in order to continue the implementation of the approach at the universal level. Pupils in the R4L pilot class in session 2017/18 have continued to show positive progress, with a greater percentage of pupils in this class achieving the appropriate level within Curriculum for Excellence. As of March 2019, there are eleven cases open to the Intensive Therapeutic Service. The average decrease in post-traumatic symptoms for pupils accessing this service in 2018/19 was 63%.

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							Toolkits: The ability of schools to implement the approach following R4L training has been enhanced through the introduction of organisational readiness and classroom self-evaluation toolkits which support schools to identify gaps in their knowledge, action plans and procedures. This information has allowed more targeted action planning to take place within a coach-consult model, and the number of schools unable to take forward positive actions after the training has reduced.
							Over session 2019/20 schools will continue to be supported in developing learning spaces that take account of the theories in R4L through ongoing coaching and mentoring with school staff. The remaining schools are scheduled to be trained in NME in November 2019. E-learning modules for R4L Level Two will be made available to educators by October 2019.
							Professional Collaboration
							A number of opportunities to share the evaluation of the R4L approach have taken place in 2018/19. These include presenting virtually at the International Symposium of the Child Trauma Academy in Banff, Canada; presenting to national events such as the Scottish Learning Festival & the Association of Principal Educational Psychologists (ASPEP) conference on Nurturing Approaches.
							Written material has also been shared through a peer-reviewed article in the Division of Educational and Child Psychology journal, and the Times Educational Supplement (Scotland) magazine. The R4L Lead EP has been appointed as an Education Fellow of the Child Trauma Academy in recognition of the innovative use of the Neurosequential Model within Clackmannanshire.
							In addition, a number of individuals and organisations have approached our Educational Psychologist Team from across Europe for advice and support as they begin developing a trauma-informed approach to learning. These activities have enabled us to engage in collaborative professional dialogue with a range of services which has helped to further develop the approach delivered across

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							Clackmannanshire.
CHC CSP C3a	Implement targeted programmes e.g. Language is Fun Together (LIFT) programme is delivered to early learning and childcare settings	Education	75%	✔	31-Mar-2020	▶	Language Is Fun Together (LIFT)

Language is Fun Together (LIFT) was introduced in August 2017 to close the vocabulary gap for children entering P1. It is led by NHS Forth Valley Speech and Language therapists.

A recent study of three year olds attending 7 ELCC settings across Clackmannanshire found that 66% of them had speech, language & communication needs (SLCN) arising from a number of factors, including deprivation. This appears to be higher than the national data suggests.

Clackmannanshire Council funds specialist Speech and Language Therapists to carry out universal and targeted work within our most deprived schools and ELCC settings. In LIFT settings, families develop knowledge and skills to improve the quality of their everyday interactions with their child with positive effects on spoken language development, improved attainment and life outcomes.

During 2018/19 staff were trained in several interventions. A 'Nursery Narrative' group was run in collaboration with Early Years Officers and a Speech and Language Therapist with targeted groups of children with the aim being to develop children's spoken language skills. A 'Teaching Children to Listen' intervention improved children's active listening; (all children aged 3 & 4 received this intervention within their key group). Parental sessions were also included in the interventions.

Engagement with families is the main focus for year two of the LIFT Nurseries. In year one, all parents and carers were supported with information and resources to encourage their role as primary communicative 'teachers' for their children. Following formal training on the communication environment, staff in each setting will continue to work alongside the therapist to audit the communication environment. All nurseries will be expected to achieve the Bronze level 'excellent visual environment' award in |

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							2019/20.
CHC CSP C4a	A career pathway model from Primary to post School is implemented	Education	75%	✔	31-Mar-2020	▶	The draft Framework was produced in December and has been out for consultation with key stakeholders - deadline end March 2018. Once the Framework is finalised it will be rolled out to all schools and Early Years establishments. The impact of this will be that all educators in Clackmannanshire will have a shared understanding of the importance and relevance of skills development at all ages and stages. All secondary schools have reviewed their Senior Phase pathways with a Quality Improvement Manager looking at subject choices, alternative arrangements for learning provision, Consortia and digital. This review has informed the ASN and Digital Learning Strategies. The impact of this work should be evident in this year's attainment and achievement figures.
CHC CSP C4b	An alternative pathway/destinations approach is implemented	Education	75%	✔	31-Mar-2020	▶	Employability Skills and Destinations The Year of the Young People increased the voice of the young people across the authority. As a result of the success of Lornshill Academy's Parliament, the other secondary schools introduced a parliament in session 2018/19. Young people report they are growing in confidence, developing skills and experience which will place them in a better position to secure a more positive destination. Extra support to young carers is being provided through our Young Carers Champions, a strategy developed in partnership with Education and Social Work. An increasing number of our young people are completing accredited national awards for volunteering such as SALTIRE, John Muir, Dynamic Youth and Duke of Edinburgh. Clackmannanshire has become the first local authority to have all our secondary schools directly licensed to work in partnership with the Duke of Edinburgh's Award. All three secondary schools are taking forward 'Developing the Young Workforce' (DYW) and working with the DyW Regional Group to improve employability skills and positive destinations for young people. The (initial) positive destination figure for Clackmannanshire's 2017/18 leaver cohort is 93.0%; an increase of compared to the previous year and the highest percentage increase across Scotland. More than a

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							quarter of our school leavers in 2018/19 were from our most deprived areas with the percentage of them entering an initial positive destination increasing in 2017/18. More than three quarters of our LAC school leavers entered an initial positive destination in 2017/18, lower than the overall figure. For the very 1st time, all 5 pupils leaving the EASN special provision unit at Alloa Academy in the summer of 2019, are going off to a positive destination. This is down to the hard work of staff and the pupils themselves. The aim is to maintain this level next session.
CHC CSP C4c	A range of senior phase qualifications/achievement awards is offered	Education	75%	✔	31-Mar-2020	▶	Senior Phase Pathways During 2018/19, all secondary schools reviewed their Senior Phase Pathways alongside a Quality Improvement Manager. Included in the review was a specific look at current (& future) subject choices, integrating alternative arrangements for learning provision, considering a Consortia approach and the use of digital technology. This review informed both the ASN and Digital Learning Strategies for 2019/20. It is anticipated that through the flexibility of this new approach there is an opportunity for senior level attainment to improve. With the development of more flexible pathways there should be an increase in the percentage of school leavers with an initial positive destination more appropriate to their learning. The success and range of learner journeys and pathways was celebrated at an event with Forth Valley College, Alloa Academy and the Deputy First Minister on 6 August 2019.
CHC CSP C4d	Develop partnership with employers/Developing the Young Workforce	Education	75%	✔	31-Mar-2020	▶	Partners' Communication Strategy Education continues to work with partners to plan and deliver services to our schools, staff, children, young people, parents and families. During 2018/19 a 'Mobilisation Team' met to outline the types of partnership working teams and individuals are

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							currently engaged in as an initial step in the project to develop a strategy. From this a Task Brief was drafted outlining the goals of the intended project and an early draft of a Partnership Strategy has been written. This Strategy will be further developed over the next year in collaboration with our teams and partners.
							A recently completed Partnership Directory now makes it easier to contact partners to invite them to relevant events as well as sending them copies of newsletters to keep them up to date. During 2019/20 focus will be placed on developing a Partnership Forum Group where it is anticipated there will be opportunities for more effective engagement in information sharing as well as working collaboratively with partners.
CHC CSP C4e	Implement Corporate Parenting Strategy and further develop approaches to supporting looked after young people into work placements and training	Social Services	75%	✔	31-Mar-2020	▶	Employability Programmes Traditionally, Clackmannanshire has had a higher rate of school leavers on Activity Agreements (AA) than the rest of Scotland. Therefore, in 2018/19, the authority focused on ensuring that the appropriate school leavers were being referred on to Activity Agreements through enhanced discussions between Community Learning & Development and the secondary schools. Of the number of young people referred in 2017/18, only two referrals were not appropriate, which is a significant improvement on previous years. More than 80% of the young people were offered an AA with more than three quarters registering in 2018/19. Across the authority, including the young people already on an AA, 73% progressed with the programme (44 young people). Over 90% (33) participants started a minimum of one award/accreditation. Of the young people who completed an AA in 2018/19: half gained employment; with the remaining either entering further education or training. Given the increase uptake of AA across the authority, the skills and experience the young people are gaining is improving their positive destination which is ultimately contributing to the overall improvement in the positive destination rate across the

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							authority. SWAP (School Wider Achievement Programme) The primary school programme, 'Primary External Education Provision' (PEEP) was developed over the reporting period. During 2018/19, Primary 6 pupils in Park Primary School engaged in music and cooking programmes with 27 pupils participating in a Dynamic Youth Award. A number of primary 5 pupils engaging in dance and drama are also being accredited through the Hi5 award. For 2019/20, the SWAP programme has been integrated into the Flexible Learning, Individual Pathways (FLIP) which currently has 22 pupils participating. A number of pupils are successfully maintaining a reduced school time table with one to one support, although there are some who are not, despite receiving key worker support. Over the next year it is anticipated that an individual learning programme will be developed for each pupil (regardless of whether they are sustaining an individual timetable), including the possibility of the FLIP Digital Academy. Through the academy, the level of attainment achieved by pupils who would normally not achieve any qualifications is expected to improve; including their participation in wider accreditation programmes/awards.

D. Nurtured		**Core Priority:** All children and young people grow up healthy, confident and resilient

Code	Indicator	Lead	2016/17	2017/18	2018/19	Target	Status	Latest Note
-	Parents engaging in validated parenting programmes	Education		Not available				Data on this indicator is not currently available in this format

Code	Indicator	Lead	2016/17	2017/18	2018/19	Target	Status	Latest Note
-	Young carers identified	Social Services			Not available			Data on this indicator is not currently available in this format
-	Family learning/support opportunities offered	Education			Not available			Data on this indicator is not currently available in this format
-	New foster carers and support carers recruited	Social Services			Not available			Data on this indicator is not currently available in this format

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
CHC CSP D1a	Provide support to families who most need it through partnership working and targeted interventions and opportunities for family learning	Education	50%	✓	31-Mar-2020	▶	Adult and Family Learning in Clackmannanshire The Family Learning in Clackmannanshire (FLIC) Framework was implemented during 2018/19. Effective partnership working with schools and third sector organisations has resulted in the development of family learning programmes which include a range of local initiatives. In total, *29 families* have engaged which includes 41 children, from across our educational establishment (school support service, 6 primary schools, one secondary school, one nursery and 'Sauchie Active 8). More than 40% of parents/carers participated in the 'Columba Leadership programmes' with two of the programmes aimed at both parents and families providing support in the transition from primary to secondary school. More than 40% of parents have gained at least one qualification with half gaining more than one (first aid, elementary food hygiene and cooking skills). A fifth of the parents have opened a community café one day per week which is currently attracting a number of local residents and agencies providing weekly services. Families are also participating in outdoor learning programmes, family cooking groups and in family activity groups. Together with their children, they are also working towards a number of recognised awards including the John Muir award, a Hi5 award and Dynamic Youth Awards. Many are volunteering in the local community. Creative Conversation

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							Over the reporting period Education Scotland facilitated an event, 'Creative Conversation' which included attendance by some of our third sector organisations. The aim of the event was to be able to explore our understanding of family learning, family engagement and home learning. As a result of the success of this event, there are plans to host Family Learning Network Cafes with the first one planned for September 2019.
CHC CSP D1b	Increase identification of young carers	Social Services	100%	✔	31-Mar-2020	✅	Young Carers Service was fully operationalised in September 2019 building on the work already noted. The Service sits directly in with the Children & Education Services as part of the People Directorate.
CHC CSP D2a	Targeted parenting programmes	Education	100%	✔	31-Mar-2020	✅	PEEP programmes have been running successfully in every nursery. PoPP is a targeted programme and parents are referred through a screening process. Next step for PEEP is to apply for accreditation to allow parents to get City and Guilds qualifications followed by a guaranteed College interview at the end of the course. Learning Together Programme (PEEP) and Psychology of Positive Parenting Programme (PoPP) training is delivered for educators from Early Years. Data on referral pathways will be collected on the PoPP database along with total numbers to allow analysis of where referrals are coming from and % increase from previous years. PEEP is a universal programme which has been running successfully in every nursery. Sauchie nursery completed a test of change for their PEEP group. They predicted that 75% of their families would attend a session. Overall 79% families attended. 14% shared reasons why they could not attend but were really keen to engage and 7% choose not to participate. Feedback from one parent stated " I will focus more on what is being said and try to get both boys to listen to me and each other" PoPP has has 23 referrals since January and its impact will be reviewed. A new

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							programme may be introduced called Thrive to increase life skills for parents.
CHC CSP D2b	New arrangements will be introduced to engage with parents of children with disabilities	Education	100%	✔	31-Mar-2020	✅	The ASN Manager engaged with ASN colleagues across Clackmannanshire mainstream and specialist settings from nursery, primary and secondary settings. The group drafted out where they felt the gaps in parental engagement were. Members of the group also met with parents from the same settings and opened up frank discussion about the gaps in advice and support for them and their families. Written feedback was very helpful and along similar lines as the feedback from practitioners and this has been transferred into an action plan. The plan has named colleagues who will be responsible for addressing/working towards addressing the actions. There is a clear plan ahead for improving our engagement but some actions will take longer than other more 'simple fixes'. Parents felt that this was a good start in making improvements together. All ASN pages on the Clackmannanshire Council website have been reviewed for clarity, ease of finding and to ensure they are up to date. Some additional pages have been added such as education in hospital and administration of medicines to fill some information gaps about the services we provide. Colleagues are very committed to working more closely as an ASN team and to ensuring that we improve our engagement with parents across ASN. The group has begun work on a Parent/Carer information day "ASN Fayre" where we will invite a wide variety of colleagues, partners, social work, Resolve, Enquire, Inclusive Solutions, Play Alloa, CALL Scotland and more. We will - • Set up an ASN Parents Support Group and host an ASN Information Day • Revamp ASN information on our website • Offer training from specialist ASN educators for colleagues in nursery, primary and secondary

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							• Provide mediation and advocacy support to parents • Revise our staged intervention guidance and develop e-learning for all colleagues • Improve transitions into, throughout and beyond education with our NHS and social work colleagues
CHC CSP D2c	Support food activities with local organisations and staff to address health and economic food issues, particularly those working with vulnerable individuals and families through provision of small grants and targeted training	Education	50%	✔	31-Mar-2020	▶	More than 40% of parents have gained at least one qualification with half gaining more than one (first aid, elementary food hygiene and cooking skills). A fifth of the parents have opened a community café one day per week which is currently attracting a number of local residents and agencies providing weekly services. Families are also participating in outdoor learning programmes, family cooking groups and in family activity groups.
CHC CSP D3a	Develop service models including a core and cluster approach to extend accommodation options and support young people leaving care to return to the local community	Social Services	10%	✔	31-Mar-2020	▶	Transformational model not yet established. Significant work to be scoped with a business case to be developed. Signifcant staff changes have impacted on the development and delivery of this project.
CHC CSP D3b	Recruit and retain local foster carers and supported carers	Social Services	75%	✔	31-Mar-2020	▶	This strategy remains a high priority. The service has taken an innovative approach to the recruitment of foster carers, which shall increase the pool of carers, thus, reducing the need to purchase high cost external foster carers.

E. Active		**Core Priority:** All children and young people grow up healthy, confident and resilient

Code	Indicator	Lead	2016/17	2017/18	2018/19	Target	Status	Latest Note
SPD EPE 01a	Engagement in Physical Education (minutes per week per secondary pupil)	Education		Not available				Data on this indicator is not currently available in this format
SPD EPE 01b	Engagement in Physical Education (minutes per week per primary pupil)	Education		Not available				Data on this indicator is not currently available in this format

Code	Indicator	Lead	2016/17	2017/18	2018/19	Target	Status	Latest Note
-	Looked after young people participating in activity and sports programmes	Education			Not available			Data on this indicator is not currently available in this format
-	Children who report that they are physically active	Education			Not available			Data on this indicator is not currently available in this format

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
CHC CSP E1a	Increase opportunities for looked after children and young people to access activities and sports programmes in their local communities	Education	100%	✓	31-Mar-2020	✓	This project aimed to build on the partnership with social services and encourage children who are looked after to take part in the summer programme offered by Sports Development. A pilot ran in 2017 with 60 children and the feedback was very good. The impact of this has been - a reduction to zero child referrals during the summer holidays, social workers and families were able to hold meetings and have discussions whilst the children were at camp, and families were given choices and children are now taking part in activities that they would never have previously considered. Families reported that they were less stressed knowing that their child was being well cared for at camp which meant they could focus on other family issues. Children have said - they enjoyed the opportunity to try something different, that they had a great time and made new friends and learned new skills that they previously did not have. Children enjoyed structured activities at camp and head teachers reported that they were more ready to go back to school after the summer break. Families were impressed with Sports Development Staff, how well organised the camp was and how well staff included all children and dealt with any difficulties that arose. In 2018 the plan is for 79 pupils to take part and maintain previous success.

	F. Respected, Responsible and Included	Core Priorities: All children and young people grow up healthy, confident and resilient; All children and young people will have skills for life, work and learning.				

Code	Indicator	Lead	2016/17	2017/18	2018/19	Target	Status	Latest Note
CHC LAC B3a	Looked After Children being cared for in the community	Social Services	89.7%	93.8%				Provisional data not yet published by Scottish Government. We consistently perform above the Scottish average in this indicator, with this 4.6% improvement likely to move us into the top quartile (final data available 31st March 2019). Efforts continue to be clearly focussed on ensuring that children remain in the community, whenever possible.
-	Use of independent advocacy services	Social Services	Not available					Data on this indicator is not currently available in this format
-	Referral rates to advocacy services	Social Services	Not available					Data on this indicator is not currently available in this format
-	Children & young people attending Child Protection meetings and LAAC reviews or completing "Having Your Say" forms	Social Services	Not available					Data on this indicator is not currently available in this format
-	Children reporting that they are treated fairly and with respect	Education	Not available					Data on this indicator is not currently available in this format
-	Young people referred to Criminal Justice Service	Social Services	Not available					Data on this indicator is not currently available in this format
-	Children & young people who report that they can exercise influence in school & community	Education	Not available					Data on this indicator is not currently available in this format

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
CHC CSP F1a	Implementation of the Clackmannanshire Corporate Parenting Strategy for looked after young people	Social Services	70%	✔	31-Mar-2020	▶	The Corporate Parenting Group have completed most of the key actions in the Coroporate Parenting Plan. Outstanding actions should be completed during 19/20.

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
CHC CSP F1b	Extend opportunities for looked after children and young people to meet with and influence decision-makers	Social Services	85%	✔	31-Mar-2020	▶	The service has increased participation and advocacy rights in respect of care experienced young people by commissioning an additional Who Cares ? Scotland Advocacy Worker. A second participation group for younger children has been established. Participaton and advocacy support has now increased across the care experienced population. Oor Clacks Voices attended the Scottish Parliament and met with the First Minister.
CHC CSP F1c	Work with looked after young people to put in place a Champions' Board	Social Services	40%	✔	31-Mar-2020	▶	Correction to previous note. The Champions Board was not established due to lack of funding. However, a Corporate Parenting Group (CP) is established and has representation from a broad range of Corporate Parents. The Leader of the Council remains the CP Champion. The elected member for the People Directorate now sits on the CP Board
CHC CSP F1d	Develop approaches to participation and engagement to put children and young people at the heart of decision-making	Education	50%	✔	31-Mar-2020	▶	Clackmannanshire Youth Voice

 A three yearly survey carried out with secondary school pupils was completed in 2018 with a 48% response rate.

Over the reporting period (2018/19) our young people developed the 'Standards for Children and Young Peoples Engagement and Participation' which was duly endorsed and adopted by Clackmannanshire Council.

During the same period a focus group of young people developed the first Youth |

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							Assembly - **the Power House** - with 54 young people attending.
							A number of key actions was agreed to be taken forward by young people and our partners over the next reporting period:
							• Mental Health Awareness Campaign
							• Improve lunches at school
							• Clacks Youth Voice including Volunteer Ambassadors in each School
							• Junior Award for Active Citizenship
							• Life skills programmes for everyone
							• Develop community based activities including sports and outdoor activities.
							Our Youth Council participated in Clackmannanshire Council's Budget Consultation, engaging with other young people in focus groups and promoting youth involvement through an online survey. The Youth Council developed and launched their Manifesto and are currently developing the 'Clax 100 Youth Voices' which was launched within local schools and community during the summer term.
							The election for members of the Scottish Youth Parliament took place in March with two members successfully elected with a total of 1380 votes cast. Following on from the developments in 2018/19 it is anticipated that we will see an increase in young people's voice in our schools and wider community, with young people reporting their voices are being listened to and opinions acted upon.
CHC CSP	Revise and update the process for transition between services for children and young people with complex needs and disabilities involving	Education	10%	✔	31-Mar-2020	▶	Work in progress to ensure smoother transitions between services for children and young people.

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
F1e	children, young people and their families						
CHC CSP F2a	Increase availability of independent advocacy for children and young people who most need it	Social Services	100%	✓	31-Mar-2020	✓	Additional part time post added to increase Advocacy support.
CHC CSP F2b	Increase involvement and engagement of children and young people in formal meetings	Education	75%	✓	31-Mar-2020	▶	**Youth Council** Youth Council members have established regular meetings with the Education Senior management Team which has enabled them to raise and share issues within education and the wider community. One young person said, "Being a part of the Youth Council opened up many new opportunities that I never had. I became a member of the Youth Bank, Youth Café, Party Bank and Time Bank."
CHC CSP F3a	Youth Network Voice is expanded to include a wider range of partners	Education	75%	✓	31-Mar-2020	▶	The Clackmannanshire Youth Council launched their Manifesto 2018 - 21 in October 2018 at their Annual General Meeting, with new members being voted onto the Youth Council to take this forward. The Power House youth assembly event was held in November 18 with 54 young people participating and setting priority actions for 2019. A focus group of 4 young people worked with staff from Education CLD, and supported by staff from Action for Children and CTSi to develop the Clackmannanshire Standards for Children and Young Peoples Engagement and Participation. Following these 3 milestones the Youth Council members will be supporting Education CLD and the CLD Partnership to implement and develop the Clacks Youth 100.
CHC CSP F3b	Syrian refugee integration and resettlement programme is fully implemented	Education	100%	✓	31-Mar-2020	✓	Syrian Refugee Integration Programme There was an increase in the number of adult learners who engaged in the Syrian ESOL programmes in 2018/19 (all offered 8 hours each week per individual learner). Programmes developed were in-line with SQA ESOL Introduction and Beginners Literacies 1 & 2; SQA National Level ESOL 2, 3 + 4.

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							By delivering programmes aimed at our Syrian families success has already been reported of individuals progressing to college, gaining employment, volunteering and attending further training. A number of our learners are accessing Forth Valley College studying for accredited National awards in ESOL with many studying for different SCQF Levels. An increased number of learners are currently studying at college. A further number are engaged in additional community programmes, aimed at supporting their integration more effectively. More learners are also now volunteering in the community in 2018/19 compared to the previous year with a further number being successful in gaining employment. New businesses managed by members of Syrian families are effectively contributing to the local community. A significant increase of Syrian people successfully passed their driving test in 2018/19 with a further few having passed their theory part of the test. As a result members of the Syrian Community are reporting increased confidence within the wider community with families being more confident in engaging with schools and supporting their child's learning.
CHC CSP F3c	Strengthen support arrangements for accommodate children and young up to the age of 26	Social Services	50%	✔	31-Mar-2020	▶	There are a number of actions within the Corporate Parenting Plan that have been implemented, which have contributed to further progress in this area.
CHC CSP F4a	More young people and children who offend are offered structured programme work to support change and are supported within Children and Families Services	Social Services	100%	✔	31-Mar-2020	✔	The Youth Justice Team have continued to adopt the Whole System Approach including Early and Effective Intervention. A multi-agency group has strengthened support and outcomes for young people. An additional WSA Worker has also been recruited to ensure this work remains a high priority.
CHC CSP F5a	Increase the proportion of looked after children and young people living at home in their own communities versus those who are looked after and accommodated away from home Introduce a range of intensive support services across the age ranges, for example, Functional Family Therapy	Social Services	100%	✔	31-Mar-2020	✔	The service continues to maintain a strong focus on the rebalance of care strategy to ensure as many children and young people, safely, remain at home and in thier own community. There is a strong Family - 1st restorative approach to practice enabling the rebalance of care strategy to be a high priority.
CHC CSP F6a	Pilot University of Strathclyde parental and community project in the Alva Cluster	Education	100%	✔	31-Mar-2020	✔	Schools in the Hillfoots cluster had a set of specific issues around parental and community involvement which were identified in a series of interviews with each school carried out by the project lead from Strathclyde University. The schools identified issues such as - Communication, Volunteering and involving parents in

Code	Action	Lead	Progress	Expected Outcome	Due	Status	Latest Note
							Decision Making as well as Collaborating with the Community. Some 'interventions' were planned - mainly in the form of information sessions and focus groups to address these issues. Parent Council members said they were clearer about their role in Decision Making and how they can involve the Community more in the life of the school - "I didn't know I could invite people from the local community to be part of the Parent Council." Schools are now working with parents on improving communication to gauge the effectiveness of some communication methods - particularly Twitter and Class Dojo. A set of Volunteer Support materials has been developed in collaboration with a group of volunteers at Muckhart PS. Those are currently being tested by another Hillfoots school and will be offered to all Clackmannanshire schools in due course. "I wish I had had this [a role description] when I started volunteering." Next steps are to continue to work with Hillfoots Schools and plan how to share this work with all schools across Clackmannanshire once the pilot is over. An updated and revised parent volunteers in class policy, co-produced with CTSI and other stakeholders, has been issued to all Clackmannanshire establishments.

Abbreviations

ACI	Adult Child Interactions		PSE	Personal and Social Education
ADP	Alcohol & Drug Partnership		PSU	Pupil Survey
ASN	Additional Support Needs		PVG	Protecting Vulnerable Groups
ATD	Attendance		R4L	Readiness for Learning
ATT	Attainment		ROSC	Recovery Oriented System of Care
BBC	British Broadcasting Corporation		S(S)	Secondary (School)
BT	British Telecom		SA	Scottish Average
CALL	Communication, Access, Literacy and Learning		SAC	Scottish Attainment Challenge
CAMHS	Child and Adolescent Mental Health Services		SALT	Speech and Language Therapists
CHC	Child Care		SCH	Schools
CLD	Community Learning & Development		SCQF	Scottish Credit and Qualifications Framework
CLPL	Career-long Professional Learning		SEEMIS	Scottish Education Management Information System
CPR	Child Protection		SMT	Senior Management Team
CSP	Children's Services Plan		SPD	Sports Development
DHP	Deputy Head Teacher		SQA	Scottish Qualifications Authority
DYW	Developing the Young Workforce		UK	United Kingdom
EEI	Evaluation of Early and Effective Intervention		UNICEF	United Nations International Children's Emergency Fund
EPE	Engagement in Physical Education			
EPS	Educational Psychology Service			
ESOL	English for Speakers of Other Languages			
EXC	Exclusions			
FV	Forth Valley			
GIRFEC	Getting it Right for Every Child			
GOPR	Getting Our Priorities Right			
IPSU	Impact of Parental Substance Use			
LAC	Looked After Children			
LAAC	Looked After & Accommodated Children			
LiFT	Language is Fun Together			
LTP	Learning Together Programme			
LVR	Leaver			
NHS	National Health Service			
NME	Neurosequential Model in Education			
NSPCC	National Society for the Prevention of Cruelty to Children			
P(S)	Primary (School)			
PEEP	(Not abbreviation – reference to Peeple charity)			
PEF	Pupil Equity Fund			
PoPP	Psychology of Positive Parenting			

CLACKMANNANSHIRE COUNCIL

Report to People Committee

Date of Meeting: 21 November 2019

Subject: Scottish Attainment Challenge: End of Year Report September 2019

Report by: Improving Outcomes Manager

1.0   Purpose

1.1.   The purpose of this report is to share the Scottish Attainment Challenge 2018/2019 End of Year report which was submitted to Scottish Government in September 2019.

2.0   Recommendations

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

3.0   Background

3.1.   The Scottish Attainment Challenge was launched by the First Minister in February 2015. It is underpinned by The National Improvement Framework, Curriculum for Excellence and Getting it Right for Every Child. Scottish Government have recently confirmed that the funding will be extended to the end of the parliamentary session in March 2022

3.2.   Clackmannanshire is one of nine attainment challenge authorities and in session 18 - 19, 22 schools were supported by SAC funding.

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

- Improve literacy and numeracy attainment

- Improve health and wellbeing

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

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

    A.   overall progress towards raising attainment and closing the poverty related attainment gap

    B.   detailed progress on each individual work stream

    C.   progress for both the primary and secondary programmes

4.0   Considerations

4.1   A. Overall Progress

4.1.1   A range of measures are used to evidence progress within individual interventions as indicated in page 2 and 3 of the report (Appendix 1) The main measure of progress however is Teacher Professional Judgement (TPJ). Teachers use a variety of formative and summative assessment to confirm their professional judgements of children's progress. Local, regional and national moderation is taking place to ensure there is consistency in TPJ between classes, schools and Local Authorities.

CfE data (unpublished) from (2018/19) highlights continued improvement at Early level across both literacy and numeracy with achievement levels being higher than the Scottish average reported in 2017/18.

At First level, there is no improvement this year with achievement rates remaining similar to the previous year. However, the achievement gap among pupils living in our most and least deprived areas (SIMD Quintile 1 vs Quintile 5) narrowed at First level, with the gap in both literacy and numeracy being smaller than the Scottish average in 2017/18.

At Second level there are reported improvements in the achievement of numeracy levels but not in literacy, with the achievement rates remaining lower than the Scottish average for the previous year.

At Senior level, CfE data reports a slight fall in the achievement of 'Third Level or Above' in both literacy and numeracy across our S3 cohort in all three of our secondary schools.

Analysis at SIMD level (quintiles) for the achievement of Literacy as 'Third Level or Above' indicates that young people living within SIMD Q2,3 & 4 are achieving the same or higher than the stretch aims predicted by Scottish Government for 2019/20 but the gap between SIMD Q1 and 5 remains higher. The achievement of Numeracy remains lower than the National average.

4.1.2 **Health and Wellbeing**

The Readiness for Learning approach is becoming embedded into routine practice within Clackmannanshire for an increasing number of schools. Staff knowledge about trauma, stress and attachment is increasing and there is evidence of staff using this knowledge both face-to-face with pupils and in written reports. This knowledge is then translated into a deeper understanding of the behaviours pupils display in class, and is supporting school staff to design more effective, trauma-informed interventions

Attendance rates across the authority indicate that there was little change to the average attendance across both our primary and secondary schools in Clackmannanshire in 2018/19 at 92.8% with the average attendance for pupils from SIMD Q1 being 90.8%, again little change to the previous year.

The fall in exclusions continues with 212 in 2016/2017, 19 in 2017/2018 falling to 8 pupils in 2018/2019.

Support from the bespoke Holistic Wellbeing Service has seen 44 targeted young people moving from severe to normal range in emotional wellbeing as measured by the CORE Wellbeing Tool

4.2 B) Detailed progress update for each of the individual work streams

4.2.1 The following 'basket' of measures are being used to track and monitor long-term outcomes within each intervention.

- pre/post Teacher Professional Judgement
- Pre / post pupil surveys
- School Review data
- GIRFEC Wellbeing Web
- Pupil Feedback
- CORE Wellbeing tool
- Pupil Tacker
- Attainment data
- Attendance
- Exclusion
- Parental Engagement

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

4.3 C) Overall strategy to achieve improvement

4.3.1 The authority has embedded a tracking and monitoring tool, designed by the Improvement Analyst which focuses on individual cohorts and disadvantaged groups and individuals against a set of performance measures aligned to the National Improvement Framework and Attainment Challenge. The Improvement Analyst continues to provide bespoke support to establishments on data use and analysis through "Data Surgeries".

4.3.2 The Improving Outcomes Principal Teachers continue to provide school based input, working directly with academic partners and third sector partners and agencies in

order to further support class teachers to better support targeted children and young people and build capacity across learning and teaching.

4.3.3 A focussed Professional Learning Calendar is delivering high quality professional learning for all practitioners to ensure sustainability and continuous improvement in pedagogy and practice. The increased numbers of practitioners engaging in academic study is improving classroom practice.

5.0 The University of Strathclyde, supported by independent consultant and former Lead Author of the OECD Report in to Scottish Education in Scotland, David Istance, were commissioned to carry out research to help the Authority and all educational establishments understand the challenges faced in addressing the poverty related attainment gaps. The report, Understanding the Challenges, has now been received (October 2019) and will influence future planning. Stage 2 of the research will be implemented in the 2019/202 SAC Plan.

5.1 The Governance structure enables regular opportunities to keep partnerships, elected members and committees informed with detailed updates and case studies showcasing good practice. This allows members such as the SAC Management Board and the Towards Excellence and Equity Group (TEEG) to more effectively scrutinise and challenge progress across the Attainment Challenge. There were some challenges with attendance and purpose of the Management Group. These were discussed and resolved at the latest meeting.

6.0   Sustainability Implications

We are currently co-creating The Clackmannanshire Way with all educators and establishments. Sustainability and exit plans will be a key aspect of this work in session 2019/2020

7.0   Resource Implications

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

8.0   Exempt Reports

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

9.0   Declarations

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

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

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

their full potential   ☑

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

The Council is effective, efficient and recognised for excellence   ☑

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

None

10.0 Equalities Impact

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

11.0 Legality

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

Yes ☑ No ☐

12.0 Appendices

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

Appendix 1   Scottish Attainment Challenge End of year Report

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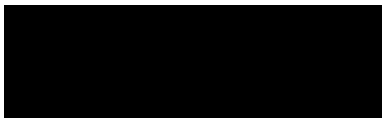
13.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

Yes ☐ (please list the documents below) No ☑

uthor(s)

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

Approved by

NAME	DESIGNATION	SIGNATURE
Anne Pearson	Chief Education Officer	

Scottish Attainment Challenge
Challenge Authorities Programme 2018/19

End Year Progress Report - September

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

This is an end of year progress report and you are asked to focus on the 2018/19 school year, including any planning undertaken prior to the school year starting (timeframe **June 2018 – June 2019).**

You should provide:

- an update on overall progress towards raising attainment and closing the poverty related attainment gap in your authority

- a more detailed progress update for each of the individual work streams undertaken in your local authority

- progress for both the primary and secondary programmes

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

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

Local Authority	Clackmannanshire
Project Lead/Contact	Catherine Quinn

End Year Progress Report

Remember: this is an End Year progress report, the timeframe is **June 2018 – June 2019**.

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

1. OVERALL PROGRESS AND REFLECTIONS TO DATE

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

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

Number of schools supported by this funding?	TOTAL: 22

The following questions apply to these long term outcomes

What specific long term outcomes has your local authority identified for the Attainment Scotland Fund?
a.   Improve literacy and numeracy attainment
b.   Improve health and wellbeing
c.   Close the attainment gap between pupils from the most and least deprived areas

What evidence are you collecting to measure these long-term outcomes in your authority? Please specify the type of evidence you are collecting
- Pre / post Teacher Professional Judgement   - Pre / post pupil surveys   - School data   - GIRFEC Wellbeing Web   - Pupil Feedback   - CORE Wellbeing Tool (Wellbeing Scotland)   - Adapted Leuven's Scores

- Pupil Tacker
- Attainment data-SNSA,NGRT
- Attendance data
- Exclusion data
- Parental Engagement
- Behaviour Rating Index of Executive Function Skills (BRIEF2)

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

Attainment

Analysis of Teacher Professional Judgement from 2017/18 to 2018/2019 indicates the following key improvements :

- An improvement in the percentage of P1, P4 and P7 pupils achieving expected CfE levels in writing (a significant increase at P7 of approximately 21%)
- An increase in the percentage of P1 pupils achieving early level in reading, writing, talking and listening and numeracy (increases of approximately 1%, 3%, 1% and 2% respectively)
- An increase of approximately 2% in the number of P7 pupils achieving second level in both talking and listening and numeracy

Closing the Gap

It should be noted that due to the small percentage of pupils in Clackmannanshire from Quintile 5, comparing Quintile 1 to Quintile 5 is not always a reliable measure.

However the following has been noted:

- Across early to second level (third level figures by quintiles are not yet available) in the majority of subjects the percentage of Quintile 1 pupils achieving the expected levels has remained the same or increased.
- The most significant increases are at First Level with the percentage of Quintile 1 pupils achieving first level increasing by 5% in listening and talking, 6% in reading, 4% in writing and 3% in numeracy.
- At second level, despite some increases in the percentage of Quintile 1 pupils achieving in talking and listening and numeracy the gap between Quintile 1 and Quintile 5 pupils has increased across all subject areas. The percentage of Quintile 5 pupils appears to be increasing at a faster rate than that of Quintile 1 pupils.

- The attainment gap between pupils from our most deprived areas reduced in senior phase with the largest reduction in our S4 cohort.

Health and Wellbeing

- Across primary 1 classes, which had implemented the TALK Clacks programme, children's listening skills improved by an average of 22% following the listening intervention. The number of children rated as having adequate listening skills to support their learning also increased from 49% to 84% and those rated as being in severe difficulty had reduced from 15% to 3%.
- Children and young people's mental health and wellbeing have been improving across the authority. Support from the bespoke Holistic Wellbeing Service has seen 44 targeted young people moving from severe to a normal range in emotional wellbeing as measured by the CORE Wellbeing Tool
- The Readiness for Learning approach is becoming embedded into routine practice within Clackmannanshire for an increasing number of schools. Staff knowledge about trauma, stress and attachment is increasing and there is evidence of staff using this knowledge both face-to-face with pupils and in written reports. This knowledge is then translated into a deeper understanding of the behaviours pupils display in class, and is supporting school staff to design more effective, trauma-informed interventions
- Attendance rates across the authority indicate that there was little change to the average attendance across both our primary and secondary schools in Clackmannanshire in 2018/19 at 92.8% with the average attendance for pupils from SIMD Q1 being 90.8%, again little change to the previous year.
- The fall in exclusions continued in 2018/19 with 8 pupils excluded.

Other Achievements
- 73% of our care experienced young people achieved SCQF level qualifications
- 93% of young people secured a positive destination on leaving school,
- More young people completing Activity Agreements and gaining Employment than in 2018
- 20% less children were referred to Children's Reporter
- 55% increase in practitioner confidence in improving learning and teaching
- Strong reading culture developed across schools, and improved partnership with libraries
- Successful partnership between Children and Scotland and Sunnyside PS to deliver Food, Families, Futures.
- Pilot schools involved in Cost of the School Day audit.

4

- 29 Families gaining qualifications through Family Learning Initiatives

The Clackmannanshire NIF Plan 2019-20 aims to address the issues highlighted by the data by aiming to deliver on the following action points:

- All establishments are supported to use data tools to effectively target pupils with the appropriate intervention
- A targeted action plan is developed to collaborate with school staff to identify children and young people who are living in poverty to ensure they are being supported in their learning
- Food, Families and Futures is rolled out further 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
- Poverty Plan / Strategy for all schools is in place which reflects outcomes of Poverty Summit
- 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

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

There is a continued focus on the Stretch Aims this session (2019-2020) to guide and evidence the progress of our improvement work. By focussing on the Stretch Aims and working closely with our Attainment Advisor we aim to set a challenging ambition that harnesses the energy and motivation of educators and gives them clear goals to strive towards.

The use of a Risk Register is allowing those involved in the SAC interventions to be kept aware of challenges and has provided a means of tracking the response to this. It is updated quarterly and discussed at planned meetings and has ensured that delays or concerns have been addressed and prevented.

The revised Governance structure has provided more regular opportunities to keep

partnerships, elected members and committees informed with detailed updates and case studies showcasing good practice. This allows members such as the SAC Management Board and TEEG (Towards Excellence and Equity Group- a cross-party) membership group to more effectively scrutinise and challenge progress across the Attainment Challenge.

 The dedicated Leads for each intervention across the Attainment Challenge provide an update of their Action Plan (2018-2019) through the SAC Delivery Group to ensure that there are clear links between the drivers and levers of the Attainment Challenge, National Improvement Framework and Pupil Equity Fund. A monthly update meeting provides a focus on performance and evidence to show closing of the poverty related attainment.

The Improving Outcomes Principal Teachers continue to provide school based input, working directly with academic partners and third sector partners and agencies in order to further support class teachers to better support targeted children and young people and build capacity across learning and teaching. Their progress against key improvement measures are tracked via School Contracts and close scrutiny of performance data to ensure that outcomes are met.

 A focussed CLPL Calendar is delivering high quality professional learning for all practitioners to ensure sustainability and continuous improvement in pedagogy and practice. Bespoke sessions are provided for targeted establishments to ensure that there is a continuing focus on building capacity and supporting practitioners to raise attainment, During 2019-2020 this will be embedded through the use of the Authority CPD Manager-. This online tool will provide links to partner agency professional learning programmes, supporting a more coherent approach to learning for all staff and promoting wider Regional Improvement Collaborative partnership working.

Each school's PEF plan has been cross-referenced to the outcomes of the Attainment Challenge to ensure that the process of selecting interventions and approaches contribute to closing the attainment gap between the most and least disadvantaged children. This is monitored by our Attainment Advisor so that there is clear evidence of impact with information updates   shared at the SAC Delivery and Management Board Meetings

A Collaborative Research and Evaluation Strategy is continuing to ensure that there is a coherent and consistent approach to the use of evidence for improvement Collaboration with Strathclyde and Stirling Universities is continuing to build capacity. The increased numbers of practitioners engaging in academic study is improving classroom practice and our

thematic reviews are highlighting improved learning, teaching and innovation in many of our establishments.

The authority has embedded a tracking and monitoring tool, designed by the Improvement Analyst which focuses on individual cohorts and disadvantaged groups and individuals against a set of performance measures aligned to the National Improvement Framework and Attainment Challenge. The tracker provides regular reports which are shared with establishments and the Attainment Team which includes information on attendance, exclusions, Teacher Professional Judgements, standardised and local assessment data with a focus on pupils in Deciles 1 and 2, This allows all practitioners to focus on specific cohorts and close the poverty related attainment gap. The Improvement Analyst continues to provide bespoke support to establishments on data use and analysis through "Data Surgeries". This has allowed both Senior Management Teams and practitioners to focus on their context and plan targeted interventions to support those children and young people with the greatest need, closing the poverty related attainment gap.

In June 2019 there was a review of the model of support for establishments. A new integrated approach to improving Literacy/Numeracy/Health and Wellbeing aims to ensure that appropriate advice and targeted support focuses on how these, together, can improve learning and teaching at classroom level in order to raise attainment and close the poverty related attainment gap.

Feedback and analysis from 2018-2019 has highlighted that establishments and practitioners require support to utilise the CLPL from all interventions to date and combine these targeted approaches at classroom level so that there is greater consolidation and connecting of the learning. As such the refined model of delivery in Year Five will provide:

- Greater collaborative planning between interventions and teams and across work streams
- Streamlining of CLPL
- Streamlined advice and support
- More sustainable analysis and evaluation of progress
- More embedded classroom support

To facilitate this collaborative planning, delivery and evaluation there is a temporary additional level of governance (to December 2019) to ensure that there is continued consistency, responsibility and accountability supporting the processes and decision making of targeted interventions.

A number of interventions and approaches from Year 4 (2017-2018), while no longer funded

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by the Attainment Challenge, continue to be embedded across establishments in Year 5.

1. The Pupil Led Enquiry approach, set up in 2017 in partnership with Strathclyde University and Space Unlimited continues to provide opportunities for pupils to integrate their planning with school improvement objectives, building skills and confidence allowing all participants to shape their learning experiences.
https://www.engage.strath.ac.uk/event/622

2. Across the Holistic Wellbeing and Listening Service,5/8 primary schools and 3 / 4 secondary either match fund or use PEF funding to pay for a Wellbeing Worker to support the mental emotional and social wellbeing of children and young people, ensuring that there is sustainability and continuity for the model of support. The bespoke approach was highlighted at the National Wellbeing Scotland Conference in November 2018
https://twitter.com/lornshill/status/1057969653782339585

3. A continuing focus on the Cost of the School Day with a partnership seminar in June 2019, is providing practitioners and partners an opportunity to share strategies that are allowing them to narrow the poverty attainment gap helping establishments to identify and eliminate financial barriers and costs, ensure equal access to opportunities and reduce poverty related stigma and differences
https://cpag.org.uk/content/taking-forward-cost-school-day-clackmannanshire

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

Lack of participation and engagement from stakeholders in the governance of the SAC Programme at the Management Board level has meant that 2/4 latest planned meetings have been cancelled due to the high number of apologies.
The first meeting of the Academic Year 2019-2020 held in September will discuss this and look at possible solutions with members.

Changes in staffing continue to be a challenge for continuity and embedding of principles and practice. This also impacts on the planned finance and has meant that two projects have had to go through the Grant Change Request process.

2. Progress in individual work streams

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

1. Holistic Wellbeing and Listeners Services
2. Readiness 4 Learning
3. **Family Learning in Clackmannanshire(FLIC)**
4. **Leadership Academy for Parents and Carers –in partnership with Columba 14000**
5. Improving Reading
6. Talk Clacks
7. Pedagogy programme with Tapestry
8. Critical Collaborative Professional Enquiry with Stirling University
9. **Improving Outcomes Curriculum Team**
9a **Numeracy**

10. Early Intervention Team
11. Research and Evaluation

Families and Communities
1. Holistic Wellbeing and Listening Service
2. Readiness 4 Learning
3. Family Learning in Clackmannanshire-FLIC
4. Columba 1400(Leadership Academy for Parents/Carers)

Learning and Teaching
5. Improving Reading
6. TALK Clacks
7. Pedagogy Programme with Tapestry
8. Critical Collaboration Professional Enquiry

Interventions to raise attainment and reduce poverty gaps in Clackmannanshire

Research and Evaluation
- Strathclyde University
- Stirling University
- St Andrews University

Leadership of Learning
9. Improving Outcomes Team
10. Early Intervention Team

1	**Holistic Wellbeing and Listening Service** **A Third Sector Partnership to:** **Provide an independent and confidential listening and wellbeing support service to pupils through individual sessions and group work responding to their personal, social, emotional or educational concerns** **Provide advocacy and facilitate access to locality support for young people to increase social, emotional and behavioural competencies** **Work collaboratively with parents/carers to further support and promote the inputs and strategies put in place** **Provide parents/carers with opportunities to identify and address their own wellbeing needs and offer wider partnership support** **Provide an additional pathway for schools to support the needs of their young people based on the Wellbeing Workers role, responsibility and contribution** **Link closely with any complementary Counselling Services in schools who provide enhanced, targeted and more intensive interventions** **Work with schools to make referrals, where appropriate and with the pupil's consent, to other external agencies** **Liaise with school staff and other professionals as appropriate to ensure the effective operation of the service**

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

Primary schools only

Secondary schools only

<mark>Both, in primary and secondary schools</mark>

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

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

Remember: Your timeframe is from June 2018 to June 2019

Outcome (i.e. what the work stream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**Evidence Collected (e.g. focus group with parents, online survey etc.)**

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1. Improved emotional wellbeing and improvement of attainment in children from the most deprived areas, narrowing the poverty-related attainment gap.	Weekly attendance and exclusion rates Teacher Professional Judgement data Wellbeing Scotland CORE data Adapted Leuven's Scale

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

Remember: Your timeframe is from June 2018 to June 2019

1. <u>Improved emotional wellbeing and improvement of attainment in children from the most deprived areas, narrowing the poverty-related attainment gap.</u>

12 establishments (all secondary (4) and 8 targeted primary) have a Wellbeing Worker (June 2019). Of these, 5 Workers have 52 week contracts. They work collaboratively to provide additional support and continuity during the holidays for our most vulnerable and at risk children and young people across the authority. 14 young people have accessed this provision and have benefitted from additional 1-1s and home visits,

2 replacement Wellbeing Workers were recruited in November 2018 due to the need for a more flexible model of delivery in 1 secondary school. This has allowed young people and their families to access the service out with the school day.

An additional 3 Workers have been recruited through the use of PEF. All secondary schools now have a 0.5 SAC funded and 0.5 PEF funded Worker with an exit strategy in place to increase the PEF funding for Year 2020-2021.

Due to an exceptional need in a secondary school, a temporary Worker was recruited (0.4) days until from February – June 2019 for a group of 6 at risk young people. Feedback has highlighted that this additional resource supported the emotional wellbeing of both the young people and their families during a very challenging time.

Across the authority approximately 280 pupils have regularly accessed the Wellbeing service(August 2018-June 2019) with each establishment having identified baselines for their targeted pupils from SIMD 1 and 2 to show evidence of improvements across:

- Attendance
- Exclusions

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- Attainment in literacy,
- Attainment in numeracy

(This figure does not include single meetings or consultations)

Using a Pupil Tracking Template,(Fig 1) 44 targeted SIMD 1 and 2 children and young people (15%) of the total accessing the service   were tracked and showed:

- No exclusions-100%
- Improvements in attendance- 52%
- Continuation of predicted attainment targets (despite presenting with mental, emotional or social wellbeing concerns)- 82%
- Wellbeing(Adapted Leuven's) 85% improvement

Additional notes provided highlight that for targeted pupils there is:

"significant improvements in focus"

"pupil is working hard to self-regulate"

Fig 1.Example of Pupil Tracking Template used by educational establishments to monitor:

- Attendance
- Exclusions
- Attainment and wellbeing(based on Leuven's)

| DATE	PUPIL 1				PUPIL 2				PUPIL 3			
	OCT	DEC	MAR	JUN	OCT	DEC	MAR	JUN	OCT	DEC	MAR	JUN
Attendance	76%	80%	84%	84%	100%	99%	97%	98%	99%	99%	97%	97%
Exclusions	0	0	0	0	0	0	0	0	0	0	0	0
Behaviour	R	R	A	A	A	G	G	G	A	A	G	G
Attainment Literacy	E1	E1	E1	E2	F3	F3	S1	S1	F3	F3	S1	S1
Attainment Numeracy	E1	E1	E1	E1	F3	F3	S1	S1	F3	S1	S1	S1
Wellbeing RAG	A	A	G	G	A	A	A	G	A	A	A	G
NOTES	Staged Intervention 2 Voluntary SW involvement Prolonged minor illnesses March: There has been a real improvement in focus & participation in learning.				Staged Intervention 2							

All pupils should be from SIMD 1 / 2

CORE Wellbeing Tool Analysis

Analysis of CORE Wellbeing Tool(Fig 2) indicated that all tracked young people across all participating schools have shown a decrease in screening scores over their intervention period
. (40+severe-10 clinical cut off).
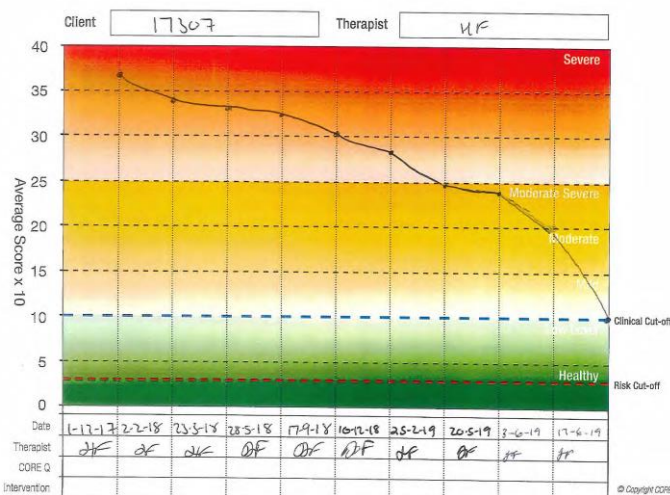
The   Baseline   Monitoring Outcomes   Survey   (Fig   3.)

completed at the start of each input has highlighted improvements in all 15 indicators for all tracked children and young people indicating improved wellbeing and engagement.

All

" know where to go to get the help I need"

Most

" have improved relationships with the people in their life"

Almost all

report an improvement in "coping when things go wrong"
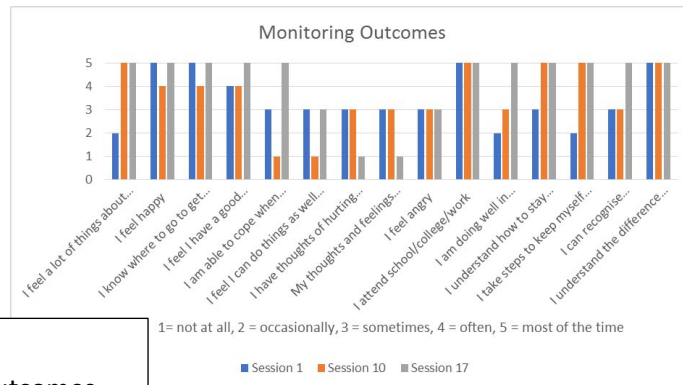
Fig 3. Baseline Monitoring Outcomes Survey

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

In November 2018, Education Services and the Wellbeing Service were asked to share their learning journey and experiences of partnership working at the National Wellbeing Scotland Conference. Over 250 delegates from across Scotland attended the event with input provided by 12 secondary pupils and 2 Workers from participating Clackmannanshire schools. Evaluations from the conference highlighted:

- *91% of delegates rated their input as excellent*

Conference evaluations and feedback was very positive and highlighted:

"The work being done in the school is so innovative. The young people are so insightful"

"When young people speak it's powerful! "

"Made me feel proud of what is done in Clacks"

A pupil group have developed a tool "Frankie the Zebra", to support young people who are struggling with mental and emotional wellbeing concerns. This has been adopted as a Mental Health Mascot and is in the process of being published as a book.

This has been shared with 120, S1 and S2 pupils across the authority.

The resource was used support P7-S1 Transition in June 2019.

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Through partnership working with Clackmannanshire Integrated Mental Health team, 8 young people received Mental Health First Aid training and became Authority Mental Health Ambassadors. The Wellbeing Workers have also become involved in the support and development of PSE programmes working in partnership with the guidance teachers.

In one secondary school, the Wellbeing Worker delivered sessions on Child Sexual Exploitation to the third years and the first years' mental health project which has run for a second time. This project led to the facilitation of a group of 14 Junior Mental Health Ambassadors

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

Due to the increase in the number of Wellbeing Workers and governance around this, the separate Monitoring and Operational Wellbeing Groups, set up to examine progress and quality assure the service joined to become the Wellbeing in Schools Group. This Group has agreed Terms of Reference and meets quarterly to review progress against the agreed outcomes and share good practice.

The Wellbeing Workers terms and conditions are set by Wellbeing Scotland. As such, annual leave entitlement can be taken at any time This has meant that the service in some schools has been disrupted during term time. . Working with Wellbeing Scotland, a protocol is now in place to ensure that schools have advance notice of any leave so that there is minimal disruption to caseloads and support.

2	**Readiness for Learning (R4L)** **A coordinated approach with training, school support, analysis and research (St Andrews University) that increases staff knowledge and skills in supporting children and young people's wellbeing including self- regulation, executive functioning and emotional wellbeing**

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

Primary schools only

Secondary schools only

<mark>Both, in primary and secondary schools</mark>

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

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

Remember: Your timeframe is from June 2018 to June 2019

Outcome (i.e. what the work stream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**Evidence Collected (e.g. focus group with parents, online survey etc.)**
1. More effective interventions are developed which will increase participation and raise attainment in Primary 1 Pupils.	Pupil and Staff Surveys
2. Increased educator's knowledge in assessing and designing interventions to children's needs in order to raise attainment and reduce the poverty-related attainment gap.	Weekly attendance and exclusion rate Pre and Post Teacher Professional Judgement data – Early Level Standardised assessments at Primary Level SNSA data Behaviour Rating Index of Executive Function Skills (BRIEF2) scores

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

Remember: Your timeframe is from June 2018 to June 2019

1. <u>More effective interventions are developed which will increase participation and raise attainment in Primary 1 Pupils</u>

Pupils from the R4L pilot class in session 2017/18 have maintained the improvements in their BRIEF scores that were made in their P1 year. There is a higher percentage of pupils in this class achieving

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the correct CfE level for their stage when considered alongside a comparator class elsewhere in the authority who have not received the R4L intervention, and in the years above and below them in their own school.

Pupils who are educated in new R4L classrooms have shown a statistically significant improvement in their executive function skills, indicating they have an increased capacity to engage in meaningful academic work. This is beginning to have an impact on the number of children achieving the correct CfE levels.

Comments from pupils in a Ready 4 Learning classroom:

Helps me to concentrate when the teacher is talking by using fidgets

Helps me to concentrate inside my classroom

Makes me relax and Lego helps me the most because it is calming and feels nice on my fingers

Helps me to focus on the teacher then we are ready to learn
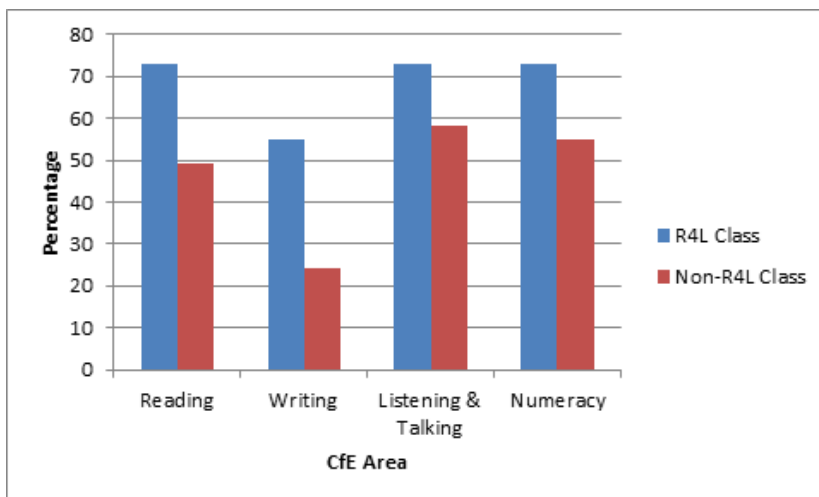
2. <u>Increased educator's knowledge in assessing and designing interventions to children's needs in order to raise attainment and reduce the poverty-related attainment gap.</u>

88% of staff who have completed R4L training and implemented the approach has noticed a positive change in their classroom. 76% would continue to use the approach next session. Knowledge, experience and evidence collected as a result of the R4L has been shared with a range of partners and stakeholders through a variety of mediums in order to contribute to professional dialogue and debate more widely.

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

The change from face-to-face delivery of training materials via twilight sessions to using the Council's online e-learning platform has been very well received. Staff are able to access content at a time and place that suits them through any mobile device, and they can go back to repeat modules if a particular topic becomes relevant to them. The materials are

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presented in small, bite-size chunks, and use a variety of mediums such as videos, podcasts and written materials. Moving forward, further modules are in development that will allow staff to deepen their knowledge, freeing up EPs to provide further direct coaching support to schools that are in the process of developing their R4L practice.

Where schools have implemented the approach with a high degree of fidelity, there is a growing body of evidence to show that pupils executive function skills improve, and a slightly smaller evidence base showing that this then leads to improvements in academic performance.

The Readiness for Learning approach is becoming embedded into routine practice within Clackmannanshire for an increasing number of schools

Staff knowledge about trauma, stress and attachment is increasing and there is evidence of staff using this knowledge both face-to-face with pupils and in written reports. This knowledge is then translated into a deeper understanding of the behaviours pupils display in class, and is supporting school staff to design more effective, trauma-informed interventions.

Inclusion of Readiness for Learning Approach in the following publications :

- Division of Educational and Child Psychology journal article ('Developing a trauma-informed approach to closing the poverty-related attainment gap' Taylor and Barrett, 2018)

https://shop.bps.org.uk/publications/educational-child-psychology-vol-35-no-3-december-2018-influencing-policy-and-practice.html

- Times Educational Supplement (Scotland) article ('My Brain's All Shaky!', Hepburn, September 2018)

https://www.tes.com/magazine/article/my-brains-all-shaky

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

There are continuing challenges, along with other intervention strands, in R4L being seen as sitting in a separate 'silo' that can compete with other approaches. In order to combat this, a new, integrated way of providing the interventions is being developed across the whole SAC team. The risk of this approach is that the fidelity of each individual intervention is reduced, meaning outcomes may not be as positive, but this is something the team is actively aware of and taking steps to reduce the risk of through robust professional dialogue.

	Family Learning in Clackmannanshire (FLIC) and Columba 1400
3/4	*In AUGUST 2018 the Columba 1400 and FLIC work streams were reviewed and then combined to create a bespoke programme with families, Education Community Learning and Development (CLD), Early Year Establishments, establishments, Social Work, Health and communities to allow parents to develop the confidence, motivation and resilience to support young people's ambition and aspiration leading to improved learning through this parental engagement. The programme was created following an initial scoping exercise by Columba 1400, evaluation from the CCafe programme and in partnership with families* **FLIC 1400 now provides** A coordinated and bespoke family programme which focuses on the key strands of the Attainment Challenge. And aims to • **Engage with minimum of 18 families in 2018/19** • **Develop literacy skills with parents so that they can support their child's learning and transition** • **Provide a digital platform with learning resources to support families** • **Establish family learning groups in all 3 clusters with a focus on reading**

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

Primary schools only

Secondary schools only

Both, in primary and secondary schools

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

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

Remember: Your timeframe is from June 2018 to June 209

Outcome (i.e. what the work stream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	Evidence Collected (e.g. focus group with parents, online survey etc.)
1. Increased parental support and	Adult Learning Assessments of Literacy

engagement in children's learning of literacy and numeracy, raising the attainment of those identified children compared to the overall cohort.	skills Pupil/Parent surveys
2. Increased confidence, reading skills and overall attainment in parents of identified children.	Reading Scores (linked to Intervention 5) Pre & Post Teacher Professional Judgement data – Literacy Levels SNSA data

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

Remember: Your timeframe is from June 2018 to June 2019

1. <u>Increased parental support and engagement in children's learning of literacy and numeracy, raising the attainment of those identified children compared to the overall cohort.</u>

Increased partnership work with 9 schools and third sector organisations has further developed the family learning programmes and allowed for the implementation of a revised framework of engagement and participation.

Working across 9 targeted educational establishments, the Education Community Learning and Development Team have engaged with 29 families (29 parents/carers and 41 children).

Of these 12/29 parents/carers have participated in the Columba Leadership Programmes designed to allow parents to develop the confidence, motivation and resilience to support young people's ambition and aspiration leading to improved learning.
8 families have participated in 2 programmes which were aimed at both parents and families providing support in the transition from primary to secondary school these programmes.

12 parents have gained at least one qualification while 6 have gained more than one, these being in first aid, elementary food hygiene and cooking skills. 6 parents have gone on to open up a community café one day per week which attracts 40 local residents, agencies and services weekly.

13 participants' children and parent/carers are participating in a John Muir award, while 2 children are doing a Hi5 award and 8 a Dynamic Youth Award supported by their parents/carers.

9 families participate in outdoor learning programmes, 4 in family cooking groups and 12 in family activity group.

A Creative Conversation facilitated by Education Scotland with 49 participants from across education and the third sector attending, explored their understanding of family learning, family engagement and home learning.

Planning is underway to establish Family Learning Network Cafes from September 2019.

Parents/carers have reported that they are more confident in seeking support for their child's learning.

7 have gone on to volunteer in the local community

Parent/carer feedback has highlighted:

"*I now have friends, volunteer and I have noticed a change in my children's confidence.*"

"*I was a couch potato and am now more active and spend more time with their children.*"

57% of parents have reported that they are now more confident in supporting their child's learning, supporting them with school work and other activities in the home, with 20% now volunteering in the wider community.

'I now have friends and volunteer in the community, my children have noticed an increase in my

confidence and are happier' (mum)

'I am no longer a couch potato, I am more active and spend more time with my children' (dad)

2. <u>Increased confidence, reading skills and overall attainment in parents of identified children.</u>

I found confidence and support which helped me approach my child's school about an issue which has been bothering me

I now have a wider social group and I do activities in the community. I am a founder member of Clax14 which was set up to help bring the community together to tackle local issues and concerns. It has been very positive I've moved forward with my life

I've joined other groups as mentioned before along with the kids. This has given me the support and confidence to look at some of the behaviours I recognised in in one of my kids and address it with the school. This is now being taken seriously. I now want to play and interact more with my kids and I realise my house work can wait.

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

Collaborative planning and engagement between CLD Education and Columba 1400 has provided a more targeted and co-ordinated approach increasing the predicted number of family engagements by 61% (from 18 to 29).

The shared value based leadership experiences offered have exceeded the planned programme options with parents and carers having 6 co-ordinated programmes to choose from tailored to the groups needs.

Parent/carers are now actively involved in the process of collaboration and decision making:

After the first Columba 1400 I became a founder member of

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Clax 1400 it gave me a purpose- it's like having a job, you're trusted to make decisions. You have respect, your opinion counts. It gave me a reason to get up and a feeling of responsibility out with the house. I've also volunteered with CAB which has given me a wider group of people to interact with and I've acquired new skills. I'm closing the gaps in my education, which will help me to find employment and find out what I really want to do. Attending Columba 1400 as a mentor gave me the opportunity to re-evaluate the kids and our lifestyle. I've looked at experiences which may not have worked out and realise that there will be other opportunities and not to give up I am able to observe the kids more and analyse the lack of interaction and conversation

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

There has been a delay in the development of the digital platform due to the incompatibility of the current It systems in place. The authority is currently working with a private company to develop a platform to allow learning resources and links to be accessible.

5	**Improving Reading-Raising Attainment and Closing the Poverty-related Gap in Literacy** **Provide a bespoke project designed by Professor Sue Ellis (Strathclyde University) that supports educators in Clackmannanshire to co-create with their pupils a reading curriculum that explores how cognitive knowledge and skills for reading, reader and learner identity and cultural capital can intersect with the class and curriculum organisation and teaching.**

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

<mark>Primary schools only</mark>

Secondary schools only

Both, in primary and secondary schools

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

Remember: Your timeframe is from June 2018 to June 2019

Outcome (i.e. what the work stream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**Evidence Collected (e.g. focus group with parents, online survey etc.)**
1. Improved attainment of children within targeted schools in reading; reducing the attainment gap within this curricular area between children from the most deprived and least deprived areas.	Pre & Post Teacher Professional Judgement data – Reading Levels NGRT SNSA data
2. Developed coaching approach to reading will enhance the curriculum across targeted schools improving Educators' teaching practices in reading.	Teacher Surveys Domain Wheel

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

Remember: Your timeframe is from June 2018 to June 2019

1. Improved attainment of children within targeted schools in reading; reducing the

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<u>attainment gap within this curricular area between children from the most deprived and least deprived areas.</u>
(See pages 3,4, 5 and 6 of this report for more detail)

Analysis of Teacher professional Judgement data highlights the following:

<u>Reading</u>

Early Level:

Overall improvement

Higher than Scottish average

Gender gap with females achieving more

No overall improvement in achievement rate for learners from SIMD 1&2

Achievement gap has narrowed

First Level:

Slight fall in achievement rate

Lower than Scottish average

Gender gap with females achieving more

Improvement in achievement rate for learners from SIMD 1&2

No achievement gap

Second Level:

Slight fall in overall achievement rate

Lower than Scottish average

Gender gap with females achieving more

Fall in achievement rate for learners from SIMD 1&2

No change in the achievement gap

Difference in the achievement rate for learners from SIMD 1&2 and the overall achievement rate increased

<u>Writing</u>

Early Level:

Continued improvement

Higher than Scottish average

Gender gap with females achieving more

Improvement in achievement rate for learners from SIMD 1&2

Significant difference between achievement rate of learners from SIMD 1&2 and overall

25

achievement rate

Achievement gap narrowed

First Level:

No change in achievement rate

Remains the same as the Scottish average

Significant gender gap with females achieving more

Achievement rate for learners from SIMD 1&2 improved

Difference between achievement rate of learners from SIMD 1&2 and the overall rate reduced

Achievement gap reduced

Second Level:

Fall in overall achievement rate

Lower than Scottish average

Significant gender gap with females achieving more

Fall in achievement rate for learners from SIMD 1&2

Difference in the achievement rate for learners from SIMD 1&2 and the overall achievement rate increased

No change to the achievement gap

Listening & Talking

First Level:

Continued improvement

Higher than Scottish average

Gender gap with females achieving more

Slight improvement in achievement rate for learners from SIMD 1&2

No achievement gap

First Level:

Slight fall in achievement rate

Remains the same as the Scottish average

Gender gap with females achieving more

Achievement rate for learners from SIMD 1&2 improved

Difference between achievement rate of learners from SIMD 1&2 and the overall rate

26

reduced

Achievement gap narrowed significantly – small gap remains

Second Level:

Fall in overall achievement rate

Lower than Scottish average

Significant gender gap in learners from SIMD 1&2 with females achieving more

Slight increase in achievement rate for learners from SIMD 1&2

Difference in the achievement rate for learners from SIMD 1&2

The overall achievement rate increased

 Achievement gap has grown.

Feedback from Thematic Reviews from Staff and Pupils highlighted that where highly-effective practice was evident; pupils commented on the strong reading culture in the school; that staff modelled the importance of reading and there was dedicated time to read and be read to each day.

Pupils enjoyed access to a range of stimulating learning experiences including drama, art and reader response which enhance their understanding of shared texts and schools had taken time to ensure a wide range of texts were available to meet their needs and interests.

Feedback from professional dialogue with class teachers shows that **almost all** teachers have engaged highly with the programme; experimenting with small tests of change within their own setting to improve learner experiences. **Some** staff showed awareness of how to adapt and respond to learner interests and provide challenging and stimulating learning experiences to drive learning forward.

2. <u>Developed coaching approach to reading will enhance the curriculum across targeted schools improving Educators' teaching practices in reading.</u>

In **almost all** schools, practitioner confidence in targeted areas increased. Findings show that almost all schools achieved agreed targets and crucially, for all schools that did; this target was surpassed. This was measured by re-capturing CT confidence through the use of self-reflection wheels.

Example A:

CT confidence in Cultural domain rose from an average of 3 to an average of 9 out of 10.

CT confidence in Cognitive domain increased from an average of 2 to 7 out of 10.

CT confidence using Identity domain increased from an average of 1 to 7 out of 10.

Example B:

CT confidence in Cultural domain rose from 5.3 to an average of 9.25 out of 10

SMT confidence in Cognitive domain increased from an average of 2 to 8 out of 10

CT confidence in Identity domain rose from 3.9 to an average of 7.9 out of 10

The increase in staff confidence indicates most staff has a greater understanding of how to create an effective learning mix for pupils – leading to enhanced learning experiences.

The number of teachers who felt 'very confident' in relation to their Literacy teaching increased by 5%

The number of teachers who felt 'quite confident' increased by 1% to 66%
19.1% of teachers found the CLPL 'very useful', with 73.4% finding this 'quite useful'
45% of teachers found the Coaching visits 'very useful', with 44% finding this 'quite useful'
Across each domain, staff understanding increased by:

- Cognitive: 80%
- Identity: 87%
- Cultural Capital: 76%

*Including improved 'greatly' and 'somewhat'

Cognitive
'I now have a greater awareness of the need to each a wider range of reading strategies to support children with their reading as opposed to relying on 1 strategy.'

'I quickly became aware of how much emphasis was placed on the cognitive domain in my practice. I am beginning to develop ways of teaching the necessary cognitive aspects in ways that also encompass the social/cultural domains - e.g. responsively planning from a book and making that my focus, rather than trying to fit in many lessons (grammar, writing, reading, spelling).'

Identity
'I think this has helped me to focus on what children want to read and to identify what children think of themselves as readers. It has helped me to focus on creating a network within the class for children.'

'There is more pupil voice in regards to asking pupils what they like and sharing these

opinions with the class. Tricky word books with a context have given the pupils ownership and allowed them to be authors. A storytelling chair has been added to the reading area to encourage pupils to make up their own stories'

'This encouraged me to look at my class library with pupils and see what message it was giving across. We worked together to 'trash or treasure' our books and create a cosy reading corner'

Cultural Capital

'The biggest shift I would say is the value that is now evident in all responses from all pupils. There is no right/wrong answer when children are exposed the right questions. Each child is unique, bringing to the table their own bag of experiences and therefore what they take/infer from a text maybe the complete opposite as one of their peers! Get the questioning right and be prepared for a huge increase in pupil's volunteering to share their ideas/responses more openly. That is certainly what I have experienced over the last session and a half!'

'Finding out about how a child's experiences with reading at home have been invaluable. Also trying to involve parents/carers in our reading journey.'

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

Across the authority a number of enrichment initiatives have taken place to provide opportunities to increase reader cultural, cognitive and social capital.

These include:

1. **Largo the Literacy Lion**

   https://blogs.glowscotland.org.uk/cl/sunnysideprimary/2018/10/02/largo-the-lion-library-engagement/

Largo the Literacy Lion was introduced to share the ideas and high quality texts across the authority. This project was also designed to promote a partnership with our local library. Largo travelled with his floor book and each school or nursery completed a few pages showing some of the activities taking place in the school and some of the books that were being read. Educational establishments were able to share interesting information and feedback suggests that the learners thoroughly enjoyed his visits. The floor book was showcased at a Sharing Event. So far he has visited 9/18 of our primary establishments. He will continue his journey around Clackmannanshire after the summer break. Feedback from Library Services has indicated that attendance and
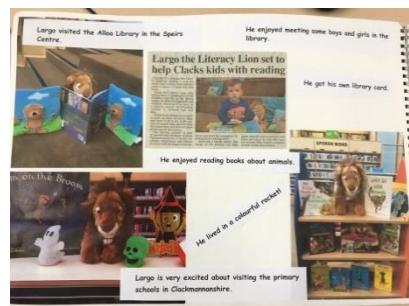
membership has increased providing learners with access to a wider range of texts and literacy activities beyond the classroom.
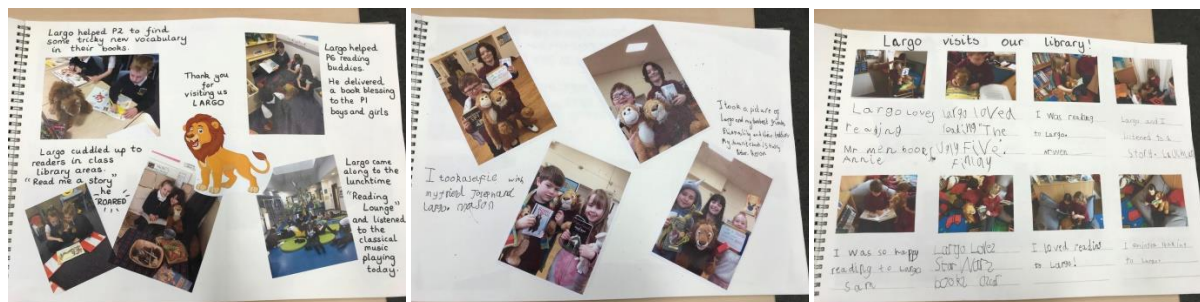
2. **D.C. Thomson**

To increase social and cultural capital, DC Thomson Publications were contacted to introduce magazines and comics to class libraries and reading spaces and involve learners, particularly boys, in reading for pleasure

D.C. Thomson Publications have provided support and input to 7 educational establishments, sharing information about the jobs that they do and engage learners to engage in interactive activities relating to the content of the sessions. Magazines and comics have been donated to the schools that they have visited so far.They also prepared and presented two sessions in Alloa Library during the summer break and one session to the summer school organised by the CLD team. The feedback from the staff and learners involved has been very positive

'*Thanks so much again, my class are officially Beano crazy'.*

The schools are also using the magazines and comics to engage learners in reading and to promote a wide variety of reading materials.

3. **Sharing Event**

12 out of 18 primary schools opted to be involved in our Sharing Event. Each of these schools set up a marketplace style stall and shared a variety of innovative projects. Professor Sue Ellis opened the session and then visited the stalls. We invited colleagues from Education Scotland to attend. Some of our current cohorts of literacy leads have

requested opportunities in the future to share practice and ideas so this is an event that we hope to repeat in the future.

4. Stage Specific Sessions

3 sessions were planned and made available to practitioners – one session with two workshops P1 and P2, another session with two workshops P3 and P4 and one final session P5, P6 and P7. These sessions were all well attended. 49 staff members attended the first set of sessions.

Feedback included:

"Lots of food for thought and things to consider going forward", "Very worthwhile", "Good examples of model planners", "I enjoyed the session – a lot of think about" and " (I'm) excited to implement/share these ideas in school".

As a result of the feedback we have planned a core session for all P1 teachers and we currently plan to repeat the additional opt in sessions in the new school year.

Reader Attitude Survey-R.A.S

Example of impact relating to reader attitude surveys.

Example A – In November, 50% of the sample group of 6 pupils commented that they often read a book for pleasure. This figure increased to 83% in June with all pupils showing a positive increase.

Example B – In November, none of the sample group of 4 pupils commented that reading for pleasure was something that they liked to do often. One pupil moved to another school so this pupil was replaced by another child for the purpose of the survey in June. 50% of the pupils commented that they often read a book for pleasure in June with all pupils showing the same or a positive increase. In addition, there was a 25% increase in the number of pupils that commented on visiting a local library

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

6	**TALK Clacks (Talking And Learning with our Kids in Clackmannanshire)**
	
	Provision of an asset based approach in targeted nurseries/schools in partnership with Speech and Language Therapy, providing earlier identification of children with speech, language and communication needs. Phase 2 (2018/19) allows for identified modules on the practical, evidence-based interventions to delivered, emphasis on the communication environment and delivery of targeted Continuous Lifelong Professional Learning opportunities
	
	TALK Clacks aims to close the poverty-related spoken language gap by:
	
	• Developing an skilled universal workforce who can deliver the best language outcomes for children and families through:
	
	    o improved knowledge, skills and confidence in supporting children's speech, language and communication needs
	
	    o improved skills and confidence in using evidence-based language interventions and approaches to improve spoken language skills and include children with communication needs
	
	• Earlier identification of children with speech, language and communication needs by parents/carers and the universal workforce
	
	• Increased parental engagement, knowledge, skills and confidence in improving their children's spoken language skills
	
	• Developing the visual and spoken Communication Environment in schools to ensure that they are accessible and language enriching for all learners
	
	Seven primary schools across Clackmannanshire are now engaged with FOCAL; the whole-school TALK Clacks approach. Four of these schools were in their second year during 2018/19, while three further schools were in their first year.

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

<mark>Primary schools only</mark>

Secondary schools only

Both, in primary and secondary schools

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

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

Remember: Your timeframe is from June 2018 to June 2019

Outcome (i.e. what the work stream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	Evidence Collected (e.g. focus group with parents, online survey etc.)
1. Narrowed vocabulary and spoken language gap in children from the most deprived areas and improved attainment in literacy. (Children from Primary 1 to 4 in targeted classes across seven selected schools)	SLT Spoken Language Assessment Tools Pre & Post Teacher Professional Judgement Data – Literacy Levels
2. Increased participation in communication based activities in children from most deprived areas reducing the poverty related attainment gap. (Improvement in children's listening skills within targeted classes across seven selected schools)	Pre & Post Teacher Professional Judgement Data – Literacy Levels SNSA data Standardised testing – PIPS Teaching Children to Listen Intervention Scores (SLT tool) – class teacher ratings
3. Increase in staff knowledge and confidence in supporting children with SLCN.	Staff surveys and questionnaires: % increase in knowledge and confidence, as rated on staff surveys pre and post intervention.
4. Improved engagement with parents/carers, to develop their knowledge, skills and confidence	Parent/carer feedback. Parent/carer attendance at planned events

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

1. Narrowed vocabulary and spoken language gap; increased attainment

Primary 2

A sample of children across all FOCAL schools have been re-assessed for a third time, using Speech and Language Therapy measures of:

- Vocabulary (ability to name words)
- Spoken language in sentences (use of vocabulary and grammatical structures)

- Spoken language in storytelling (narrative)

a. Vocabulary

Overall, primary two children assessed across the seven FOCAL schools (77 children) maintained their progress in expressive vocabulary skills, with an average of an 11-month gain in their age equivalent scores over an 11-month period. Evidence would suggest that, for children with already impoverished language at school entry, the vocabulary gap is expected to widen year on year, so these children would not usually be expected to make month-on-month progress in line with their chronological age.

However, the graph below highlights there was considerable individual variation between schools and in three out of seven FOCAL schools the assessment suggested children had not made at least month-on-month progress with their expressive vocabulary. It is recognised that, in two of the schools where children did not make the hoped for progress, staff have not yet engaged with training, coaching and modelling on use of a whole-school approach to teaching spoken vocabulary, Word Aware. This will be a priority intervention for supporting children's vocabulary development in these schools in the new academic session.

Vocabulary skills - P1 (June 2018) to P2 (June 2019)

b. Spoken Language in Sentences

Vocabulary in sentences - P1 (June 2018)

- Age appropriate skills
- Mild difficulty
- Moderate difficulty
- Severe difficulty

42% · 37% · 7% · 14%

Vocabulary in sentences - P2 (June 2019)

- Age appropriate skills
- Mild difficulty
- Moderate difficulty
- Severe difficulty

29% · 46% · 7% · 18%
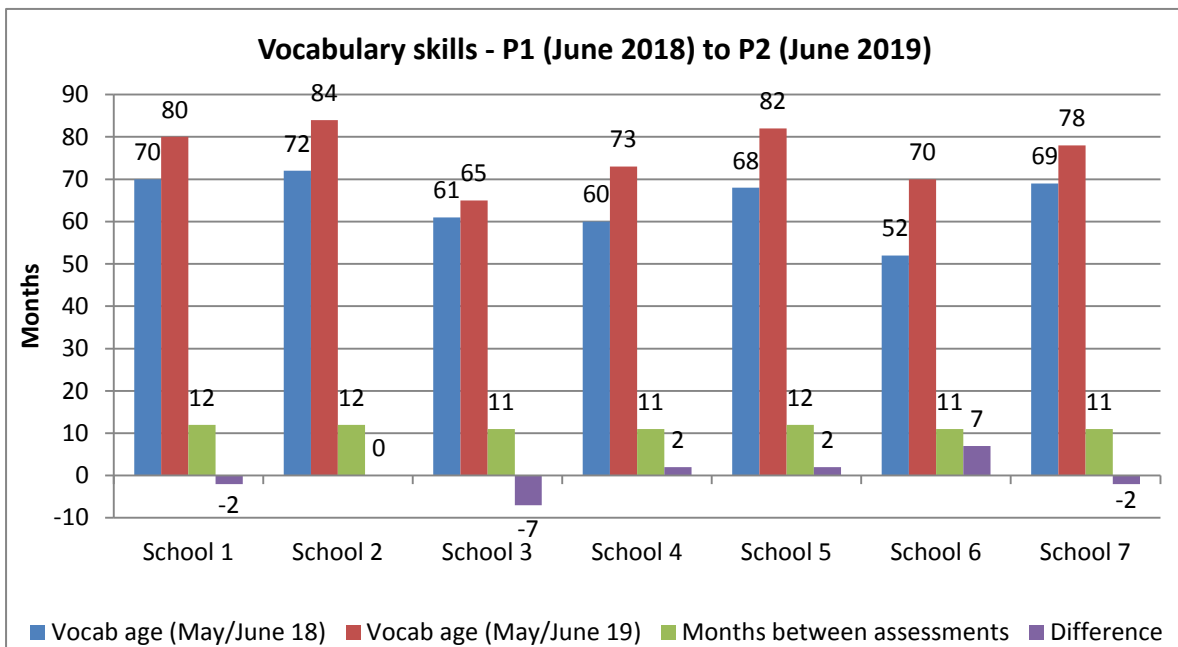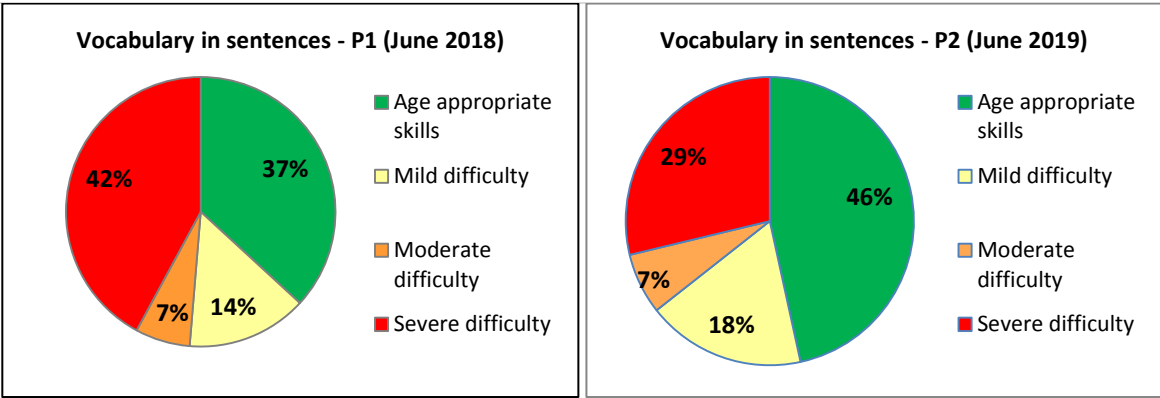
When assessed in June 2018, 37% of children across the FOCAL schools presented with spoken language skills that would be considered age appropriate (equal to or greater than chronological age). A further 14% were experiencing a mild difficulty (1-6 months below their chronological age). 49% were experiencing a moderate to severe difficulty (7 months or more below their chronological age).

By June 2019, 46% of these children now presented with spoken language skills on assessment that were age appropriate at sentence level, with a further 18% presenting with a mild level of difficulty. The number of children experiencing a moderate to severe difficulty had reduced to 36%. Children across the FOCAL schools improved on average 14 months in an 11 month period in their ability to use vocabulary in sentences. All primary two children across the seven FOCAL schools received the Colourful Semantics intervention which specifically targets vocabulary in sentences.

Grammar in sentences - P1 (June 2018)

- Age appropriate skills
- Mild difficulty
- Moderate difficulty
- Severe difficulty

26% · 11% · 1% · 62%

Grammar in sentences - P2 (June 2019)

- Age appropriate skills
- Mild difficulty
- Moderate difficulty
- Severe difficulty

20% · 12% · 23% · 45%
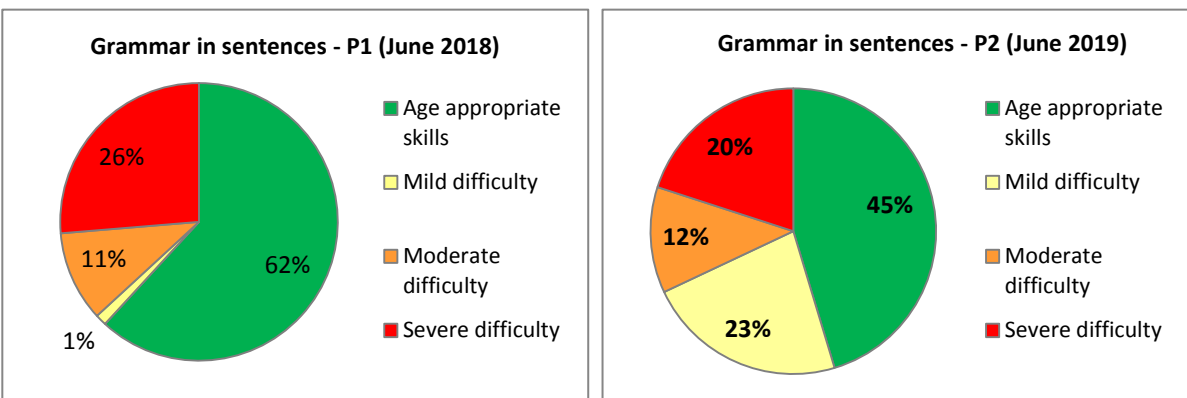
The percentage of children demonstrating age appropriate grammar skills on assessment reduced from 62% in June 2019 to 45% in June 2019. However, a further 23% presented with a mild delay and the percentage of children in moderate to severe difficulty reduced slightly, from 37% to 32%. However, grammar skills have not been less of a focus of the language interventions delivered through FOCAL than vocabulary.

c. **Spoken Language in Storytelling (Narrative)**

Vocabulary in Narrative - P1 (June 2018)

- Age appropriate skills — 40%
- Mild difficulty — 17%
- Moderate difficulty — 17%
- Severe difficulty — 26%

Vocabulary in Narrative - P2 (June 2019)

- Age appropriate skills — 55%
- Mild difficulty — 11%
- Moderate difficulty — 13%
- Severe difficulty — 21%
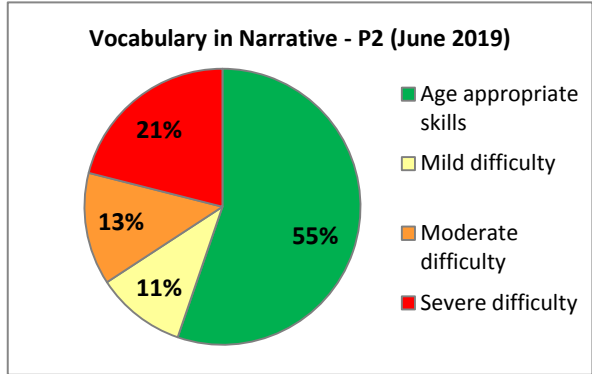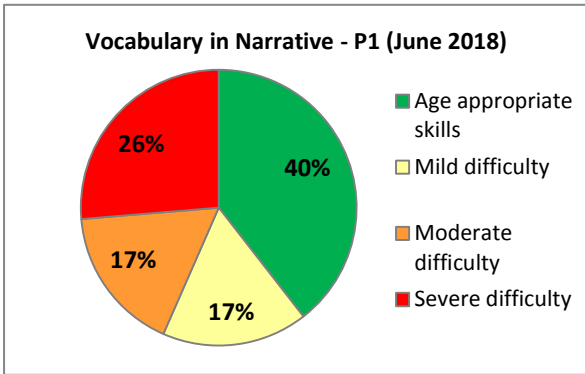
Prior to beginning FOCAL in the 2018/19 session, children from across the seven schools were, on average, presenting with vocabulary skills in a narrative of 3 months below their chronological age. In the four schools that had already received the FOCAL intervention in 2017/18, children were already presenting with skills on average that were equal to their chronological age. Children whose schools had not yet received FOCAL were presenting on average with skills 6 months below their chronological age. Assessment data below, comparing June 2018 and June 2019, highlights individual differences between placements but suggests that the gap is closing in schools in their second year of FOCAL (17 months progress in 12 months on average) and not widening in schools in their first year of FOCAL (11 months progress in 11 months on average).

Vocabulary in Narrative (schools in second FOCAL year in 2018/19)

	School 1		School 2		School 5		School 7	
	Jun-18	Jun-19	Jun-18	Jun-19	Jun-18	Jun-19	Jun-18	Jun-19
Age in months	70	82	68	81	69	81	70	82
Vocabulary age in mths	60	75	72	96	68	87	77	89
Difference	-10	-7	4	15	-1	6	6	7
Months change June 18-June 19		3		11		7		0

Vocabulary in Narrative (schools in first FOCAL year in 2018/19)

Legend: ■ Age in months ■ Vocabulary age in mths ■ Difference ■ Months change June 18-June 19

	Jun-18	Jun-19	Jun-18	Jun-19	Jun-18	Jun-19
Age in months	70	82	69	81	69	81
Vocabulary age in mths	71	69	63	80	53	73
Difference	2	-13	-5	0	-16	-8
Months change June 18-June 19		-14		5		8
	School 3		School 4		School 6	

Assessment of vocabulary skills when telling a narrative again highlighted individual variation between schools, but when considering all schools, the gap continued to close across schools, with children making an average of 14 months progress in 11 months.

Primary 1

The language skills of a smaller sample of primary 1 children, a number of whose language skills had previously been assessed through their involvement in the TALK Clacks whole-nursery intervention, LIFT, were also measured in June 2019.

The graph below represents the difference between children's average vocabulary in nursery following the LIFT intervention (June 2018) and at the end of a year of FOCAL in primary 1 (June 2019), on an assessment cohort of 43 children. The graph shows a slight decrease in month-by month-progress between children's chronological age and their vocabulary age. However, overall, a greater number of children were presenting with age appropriate skills at the end of primary 1 (58%, up from 48%) and there was a slight decrease in those presenting with moderate to severe difficulties (33%, down from 40%).

Gap between vocabulary age and chronological age - nursery to P1
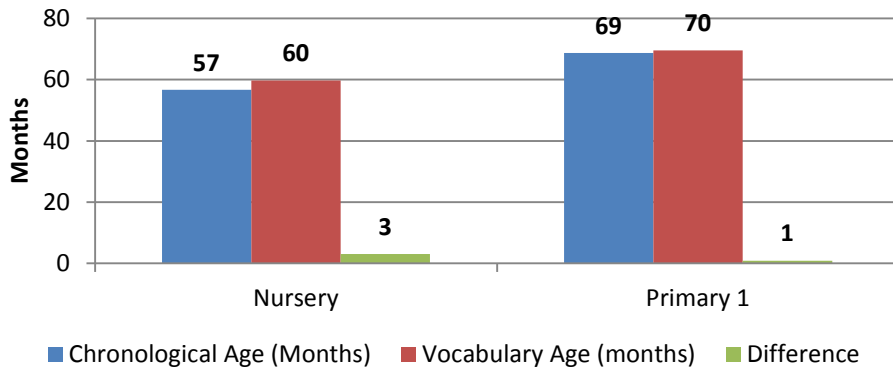
Vocabulary in sentences - nursery/early P1 (June - Dec 2018)

- Age appropriate skills: 36%
- Mild difficulty: 14%
- Moderate difficulty: 16%
- Severe difficulty: 34%

Vocabulary in sentences - end P1 (June 2019)

- Age appropriate skills: 61%
- Mild difficulty: 17%
- Moderate difficulty: 5%
- Severe difficulty: 17%
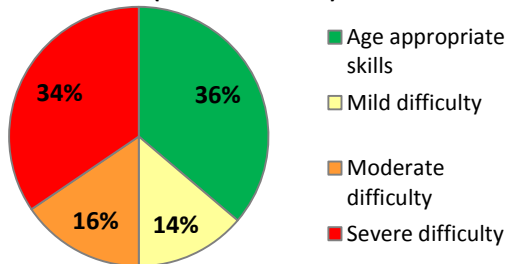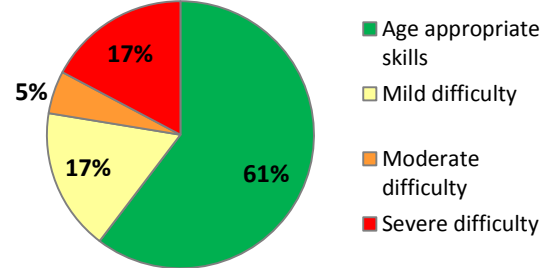
58 P1 children across six schools were also assessed on their vocabulary and grammar in a sentence. The percentage of children presenting with age appropriate vocabulary increased from 36% to 61% across the duration of FOCAL, while the percentage of children in moderate to severe difficulty reduced from 50% to 35%. Children's grammar also improved, with a 21% increase in age appropriate skills from 46% before to 67% after, while those in moderate to severe difficulty reduced from 26% to 16%.

Grammar in sentences - nursery/early P1 (June - Dec 2018)

- Age appropriate skills: 46%
- Mild difficulty: 19%
- Moderate difficulty: 9%
- Severe difficulty: 26%

Grammar in sentences - end P1 (June 2019)

- Age appropriate skills: 67%
- Mild difficulty: 10%
- Moderate difficulty: 7%
- Severe difficulty: 16%

Literacy attainment

38
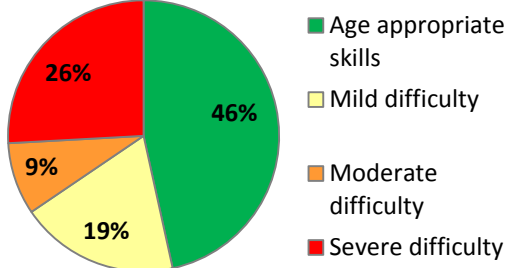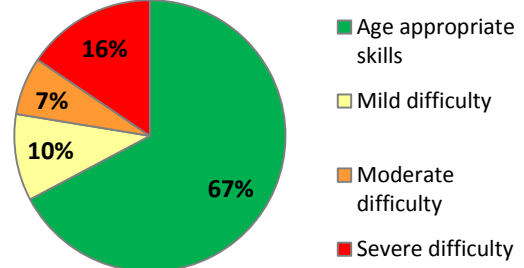
Big Writing Assessment - P4/3 (now P5 & P4)
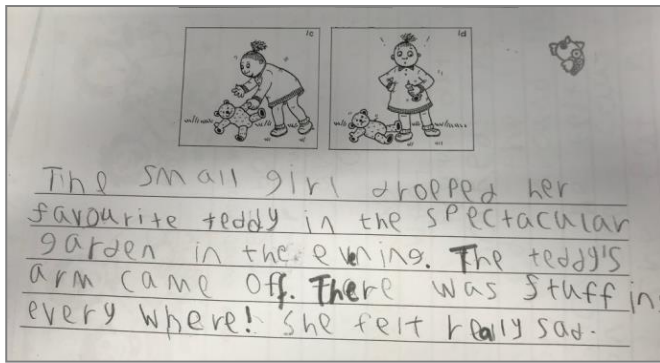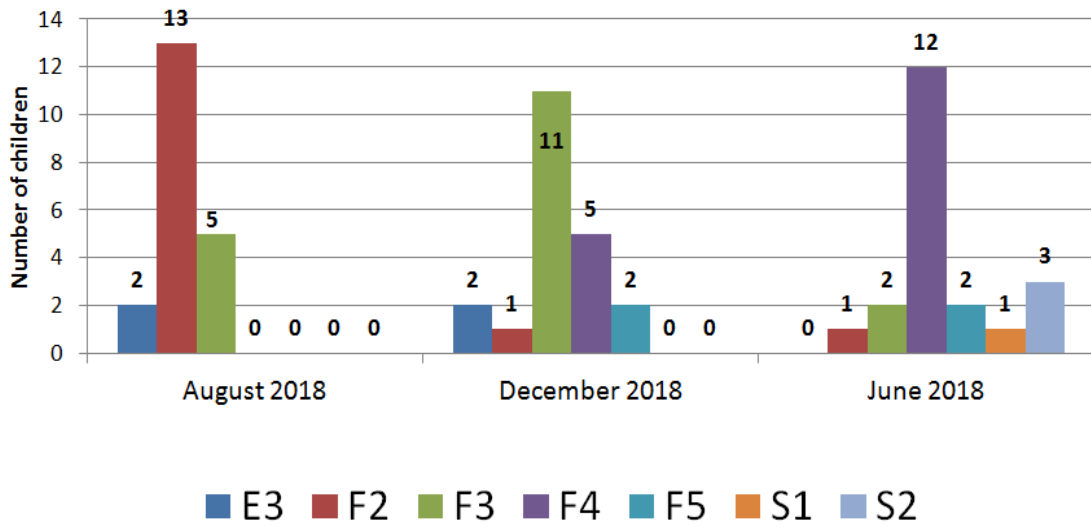
There is also evidence to suggest that increasing the focus on spoken language alongside written language skills is beginning to contribute to positive changes to attainment in writing. The graph above displays 'Big Writing' assessment information obtained from a primary 4/3 class in School 5, whose spoken language skills had been supported by the 'Colourful Semantics' intervention up to December 2018 and 'Oral to Written Narrative' following this. While no children were achieving higher than first level 3 in August 2018, 86% of children were achieving at first level 4 and upwards by June 2019. To the left is an example of writing pieces from November 2018 and June 2019 for a child who had reached second level 2 by June 2019, having reached just first level 2 in August 2018.
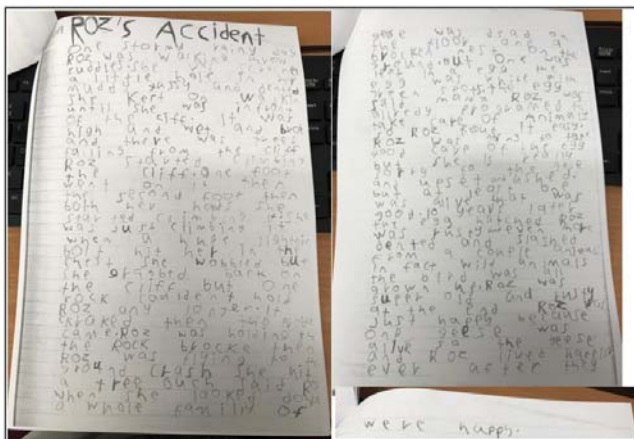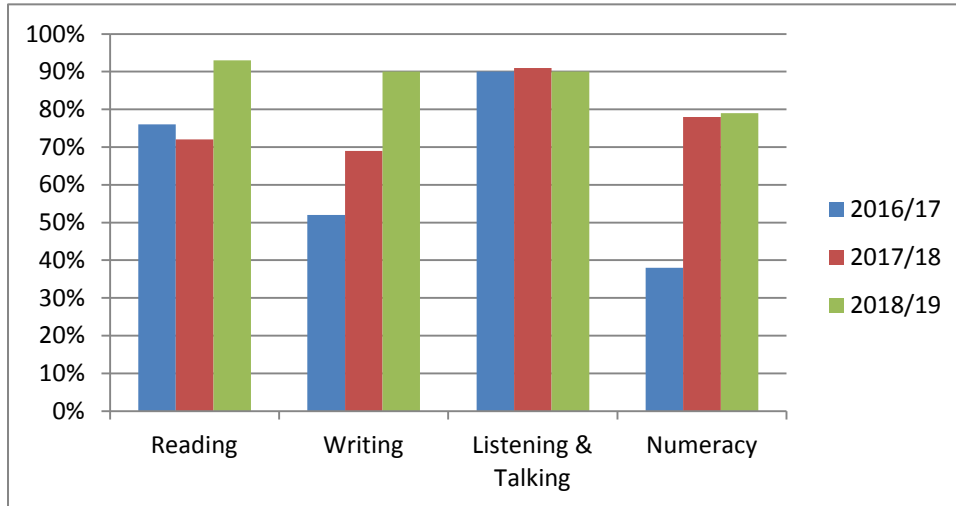
In School 1, teacher professional judgements (above) for children at the end of primary one in session 2018/19 showed an increase in prediction of attainments in early level reading and writing compared with the previous two years. This cohort of children was the first year-group to have entered primary one having already been involved in spoken language LIFT interventions in nursery as part of TALK Clacks.

Listening and talking and writing attainment data was also obtained for School 3 for 2018/19 P1s and P4s, as detailed below. This data highlighted attainments of above the national average and, reportedly, these results show an improvement on attainments from the previous year, although these were not made available to the therapists.

	Listening & Talking		Writing	
	Craigbank	National Average	Craigbank	National Average
P1	96%	87%	86%	78%
P4	89%	85%	76%	72%

.

2. Increased participation & improvement in children's Listening Skills

Teachers of primary 1 to 4 from schools in their first year of FOCAL rated their class' listening skills in September 2018, prior to beginning a six-week *Teaching Children to Listen* (TCTL) intervention. This was repeated immediately following the listening intervention and a further twice at intervals throughout the year. The collective listening skills of each class were rated as having improved following the intervention and, in all-but-one class, skills continued to improve throughout the year.

Across primary 1 classes, for example, children's listening skills had improved by an average of 12% following the listening intervention. The number of children rated as having adequate listening skills to support their learning had also increased from 49% to 69% and those rated

as being in severe difficulty had reduced from 15% to 3%. By the end of the year, this progress had been sustained and built upon, with an average improvement in listening skills of 22% from the start of the year and a further increase in those demonstrating adequate listening skills, to 84% of learners. Almost all teachers who had received modelling and coaching in the listening intervention reported continuing to use at least one strategy related to TCTL (for example: explicitly reinforcing the rules by reminders and modelling; displaying visual cue cards to support these; continuing to play listening games with the class) and were observed by the therapists following the intervention to mostly be more specific and planned in their approach to listening skills in the classroom.

Listening Skills - Primary 1
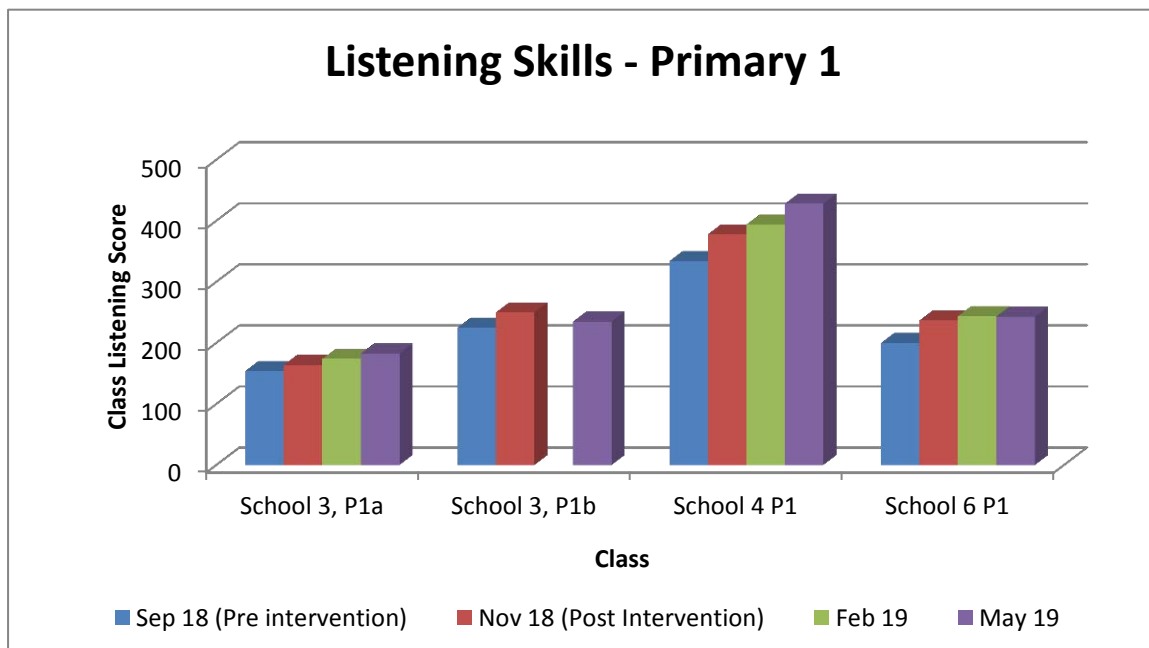
Staff completed end-of-year reflections on the benefit of FOCAL for learners and made the following comments related to participation:

'The children have a more positive outlook to writing'

'Reluctant learners are engaging more'

'Reading and writing has become a more positive experience for those who would normally find it challenging'

'[The interventions have] made learning fun and engaging for the children'

'Some of my pupils have ASD or English as a second language and the structure of Colourful Semantics has given them great confidence'

'All the children knew the [listening] rules and as a result were ready to learn as soon as I asked for their attention'

'Pupils' communication and listening skills have improved, helping to build their confidence in their ability'

3. Increased staff knowledge and confidence

Following the delivery of formal training modules and modelling and coaching approaches in the classroom for schools in their first year of FOCAL, staff reported an increase in their skills, knowledge and confidence in a range of areas which support children with speech, language and communication needs (SLCN). On average, from the start of the FOCAL intervention to the end of the year, the percentage of staff self-rating their knowledge of speech language and communication development as 'good' or 'excellent' increased by 18%. Confidence in identifying learners with SLCN also increased, with 73% of respondents reporting they were 'confident' or 'very confident', compared with just 27% at the start of the year.

In terms of supporting and including children with SLCN, prior to the FOCAL intervention only 9% of staff felt 'confident', 64% had 'some confidence' and a further 27% had 'little confidence'. Following intervention, 100% were 'confident' or had 'some confidence'. There was an increase of 37% in the teaching staff who felt 'confident' that they could create an inclusive communication environment in their classroom for all learners from the start to the end of FOCAL. This was further supported by the fact that by the end of the intervention staff were able to describe specific key strategies which could be considered features of an excellent visual or spoken language environment, including: use of visual timetables; labelling of areas and resources with pictures and symbols; differentiating levels of language and questions; use of Makaton signing to support understanding.

Five FOCAL schools have now achieved the NHS Forth Valley bronze award for developing an excellent Visual Communication Environment to support all learners' communication, with one of these schools also having received their silver award. This highlights that schools are working to create a consistent approach to supporting learners' understanding and communication across the whole-school environment, such as displaying visuals to support listening and learning, labelling of the environment, visual menus and visual timetables to help learners understand the sequence of the day.

4. Improved engagement with parents and carers

Bronze Award
This certificate is awarded to:
XXX Primary School
For developing a communication-friendly environment
Awarded: May 2019
Valid Until: May 2021

Chief Education Officer
Clackmannanshire Council
Allied Health Professions Manager
NHS Forth Valley

The project SLTs have worked with identified schools, particularly those who have been in their second FOCAL year, to develop family learning. In School 5, a 'Little Literacy Leaders' family learning programme was developed in collaboration with the school in which children, with the support of class teachers, shared their literacy learning with their parents and carers across a three-week programme, delivered twice for invited families in P1-P4/3. In total, 26 families attended at least one session and those who attended each week received an activity 'goody bag' containing motivating spoken language and literacy activities and an information leaflet about that week's spoken language theme, to give ideas for practising skills at home. While some families were able to attend for all three weeks of the group, and parents and carers reported enjoying their children leading the learning, feedback suggested that three weeks may be too long for some families to commit to. This feedback will help to inform future planning of family learning events.

In addition, School 1 also ran a 'let's talk about words' session for parents/carers and children, designed to support families with information and activities to develop children's vocabulary.

Let's TALK about.... words!

Do you want to help your child with their talking, reading and writing?
Are you interested in how to make word learning more fun?

Then bring your child along to one of our activity packed sessions..... it's FREE!

XXX Primary School
Tuesday
13th November 2018
3pm – 4pm

Can you share any learning on what has worked particularly well

Staff in schools continue to report that the modelling and coaching approach is an effective way to support their confidence and skills in using spoken language interventions in the classroom and enables them to build on understanding gained from formal training. In schools who have completed their second year of FOCAL, all class teachers felt confident to deliver language interventions with reduced levels of SLT support than in year one. More experienced staff who worked directly with the therapists in year one have also felt confident

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in a number of cases to support less experienced peers.   The therapists recognise that positive outcomes for children are most likely to be achieved when education staff are able to integrate the spoken language interventions with existing classroom approaches. Particularly in schools that have been in year two of FOCAL this year, staff are demonstrating increasing autonomy in integrating aspects of spoken language interventions into their literacy approaches.

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

The therapists recognised this year that there has not been the capacity for schools or for the therapists to focus on all the aims of FOCAL simultaneously if hoping to develop these fully and well. It will be important going forward to collaborate closely with schools to help them identify their own particular priorities and capacity and allow them to focus on specific aspect(s) of FOCAL at a time. This may involve, for example, focusing mainly on staff training and classroom language interventions, or choosing to further develop family engagement opportunities or the communication environment. This means a more flexible and bespoke approach to meeting the needs and priorities of individual placements and their populations.

There have been some issues with the timely gathering of quality improvement data from schools across the year, including measures such as teacher ratings of children's listening skills and measures of spoken language. This has lead to some gaps in the gathering of data, although this has not had a significant impact on the ability to evaluate the approach. However, as schools and therapists work together in 2019/20 towards sustainability for when the project ends, it will be important to empower school staff to work towards gathering data themselves, ensuring this data is manageable, purposeful and assists them most with measuring impact and improvement.

Feedback from staff at the end of the year highlighted that there is some increase in their confidence in supporting parents and carers to develop children's spoken language. However, this is not consistent and feedback across establishments indicated that this is still an area many would like to improve on or do more of. Therefore, support on how to improve family learning and parental engagement opportunities specifically around spoken language development is likely to be an increasing focus next session.

Speech and Language Therapy has also learned, through experience locally and from implementing similar approaches in other NHS Forth Valley areas and evaluating outcomes, that schools demonstrate improved outcomes and sustainability if they can access two years with a high level of engagement with a Speech and Language Therapist, followed by additional time at a medium level of support. This has meant recommending to the local authority adaptations to the original FOCAL model in Clackmannanshire, which was to offer a high level of support in year one (25 days), a medium level of support in year two (approx 10 days), and a low level of support in those schools having a third year (equivalent of 2 days). This has an impact on the number of schools that therapists are able to offer direct, bespoke FOCAL support to, but also aims to ensure that those schools who are part of the approach are supported to embed this into their teaching practice and that there is sustainability beyond the project duration.

In 2019/20, there are plans to combine the early years (LIFT) and primary (FOCAL) approaches that make up the TALK Clacks intervention to support the approaches to become more integrated for establishments. Where possible, one therapist will support an entire placement in both their early years and primary school work. TALK Clacks will also be working more closely with other work streams within the SAC and wider local authority in order to deliver integrated CLPL opportunities for educators at core, bespoke and intensive levels.

7	**Pedagogy Programme with Tapestry** **The Leading Learning, Improving Pedagogy and Equity Programme provides opportunities for SMT, Teachers and Support for Learning Assistants to engage in 5 key strategies(Learning Intentions: Feedback: Quality Questioning: Involving Learners; Learners Supporting Learners), carry out research, engage in professional dialogue and action planning to improve pedagogical practice which ultimately supports improvement in learning and achievement.**

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

Primary schools only

Secondary schools only

Both, in primary and secondary schools

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

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

Remember: Your timeframe is from June 2018 to June 2019

Outcome (i.e. what the work stream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	Evidence Collected (e.g. focus group with parents, online survey etc.)
1. Improved attainment in children from across the authority reducing the poverty related attainment gap.	School Reviews Attainment data (SNSA, PIPS, NGRT) Teacher Professional Judgement Data
2. Increased teacher ability in children's learning of Literacy and Numeracy.	Teacher/pupil surveys Tapestry Log

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

Remember: Your timeframe is from June 2018 to June 2019

1. Improved attainment in children from across the authority reducing the poverty related attainment gap.

See pages 3,4,5 of this report

2. <u>Increased teacher ability in children's learning of Literacy and Numeracy.</u>

691 practitioners across Clackmannanshire are participating in the Leading Learning, Improving Pedagogy and Equity Programme.

All educational establishment Teacher Led Community (TLC) Leaders have completed 4/7 planned sessions for 2019, (a further 3 sessions are planned for 2019-2020).

Seminars completed have included:

- Formative Assessment-quality questioning, discussion
- Collaborative Learning
- Peer tutoring
- Personal Planning

Peer lesson observations are taking place across all schools and feedback provided to support pedagogy and practice from each TLC Leads.

Individual Tapestry Logs are being used to capture professional evaluations and impact, planning, tracking and monitoring progress towards self improvement. These are available for :

• Head teachers/SMT

• TLC Leaders (programme participants)

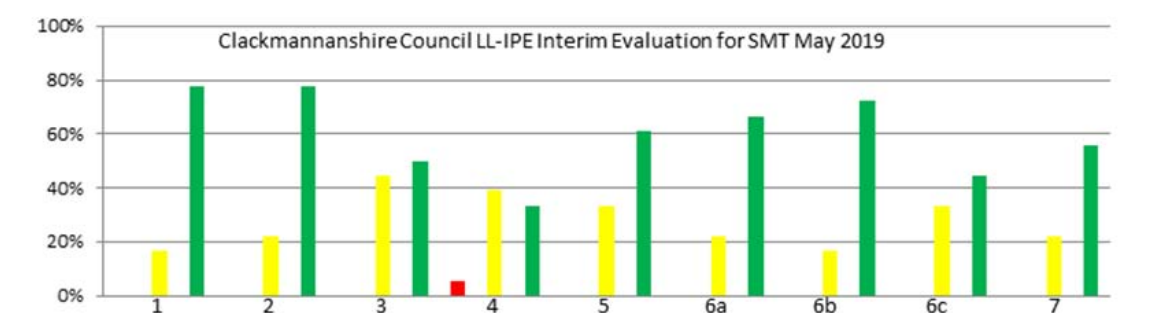• TLC Members in School (whole school approach)

Feedback based on the questions below (Fig 1) has highlighted an improvement in confidence of all practitioners.

Group 1 37% increase in confidence from baseline

Group 2 18% increase in confidence from baseline

Fig 1

1	I am convinced that TLCs can make a contribution to improving learning and closing the attainment gap.
2	As a result of participating in this programme, I understand what to look for in terms of techniques in relation to the key strategies.
3	As a result of participating in the support sessions for SMT, I am confident in supporting the development of TLCs in school.
4	As a result of participating in this programme, I can see an improvement in learning in my school.
5	I found the support sessions for SMT helpful.
6a	Share-Support-Challenge is helping me to support my school in terms of improving classroom practice.
6b	Professional discussion is helping me to support my school in terms of improving classroom practice.
6c	Personal planning is helping me to support my school in terms of improving classroom practice.
7	The TLC Leaders and workshop papers are useful in making the meetings effective in the school.

Confidence/increased ability TLC Group 1

Clackmannanshire Council LL-IPE Interim Evaluation for SMT May 2019
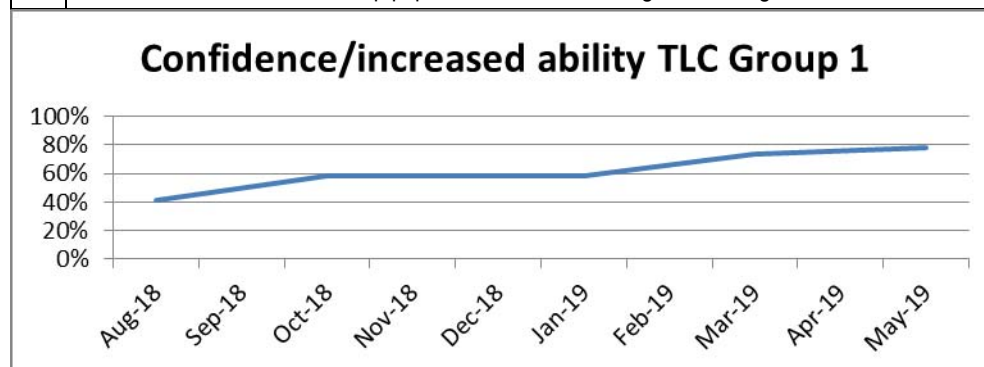
1	My involvement in the programme allowed me to develop further my leadership.
2	I am convinced that TLCs can make a contribution to improving learning.
3	As a result of participating in this programme I am improving my techniques in relation to the key strategies.
4	As a result of participating in the support sessions for TLC Leaders I am confident in supporting the development of TLCs in school.
5	As a result of participating in this programme, I can see an improvement in learning in my class
6	I found the support sessions for TLC Leaders helpful.
7a	Share-Support-Challenge is helping me to improve my classroom practice.
7b	Professional discussion is helping me to improve my classroom practice.
7c	Action planning to improve practice is helping me to improve my classroom practice.
8	The TLC Leaders notes and workshop papers are useful in making the meetings effective in the school.

Confidence/increased ability TLC Group 2

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Clackmannanshire Council LL-IPE Interim Evaluation for TLC Leaders May 2019 ALL GROUPS
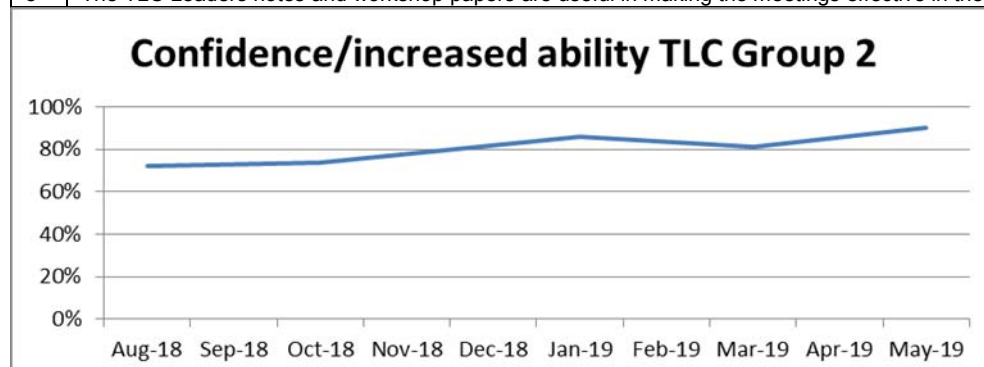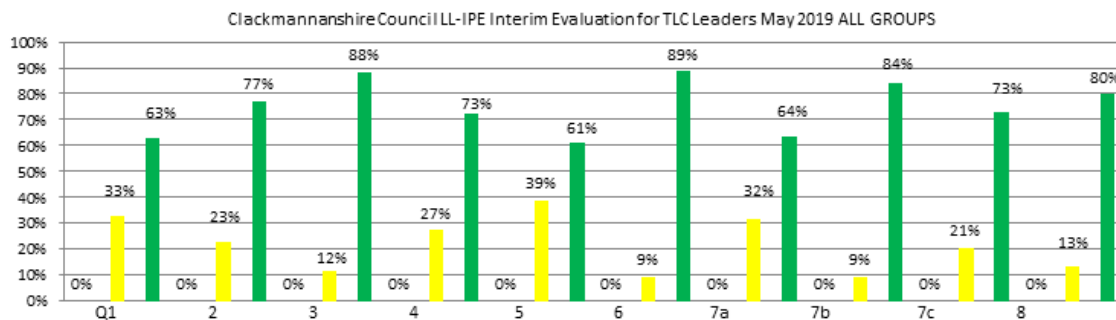
"I have found a significant improvement in learning intentions and success criteria, providing clarity for learners in the classroom."

"I have a greater knowledge and understanding of the key strategies"

·I have been focussing on learning intentions and success criteria in a very critical way. It has prompted me to engage in further readings etc. and engage with colleagues to ensure I am creating LI & SC that are appropriate and meaningful for all.

"I have become more confident and aware of AiFL. I have noticed a big impact on learners"

"Learners have become more confident at talking the language of learning and discussing their learning steps to success"

6/8 Learning Community Workshops for practitioners have provided increased professional engagement and collegiate working and the development and promotion of partnerships across the authority. Feedback has highlighted that practitioners value the collaborative learning, peer tutoring and peer assessment

Establishments received a seminar launch in September 2018 prior to implementing the intervention, attended by the lead teacher and accompanied by one of the designated TLC leads. Overall, participants were very positive about attending the launch, highlighting the powerful and engaging presentation of the programme's strategies and the underlying research, which contributed to a high buy-in and enthusiasm among participants.

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

Regular strategic planning meetings with a focus on continuous improvement in learning and teaching with Tapestry and Clackmannanshire Council Senior Management have provided feedback to the authority and allowed for additional support and challenge to be put in pace in targeted establishments.

Alignment of programme with authority work on assessment and moderation is supporting the development of an Assessment and Moderation Strategy. Work is underway with the support of our Attainment Advisor to fully embed the key actions within the 3 Year Action Plan.

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

8	**Critical Collaborative Professional Enquiry (CCPE)** **This intervention provides a** framework and methodology to facilitate educators to address school-based curriculum development priorities in their context and setting. The intervention is based on two phases, a conceptual phase and a practical phase: The conceptual phase involves: - engaging with policies and purposes - engaging with practices (fit for purpose pedagogies) and - engaging in contextual audit The practical phase involved; participants work in groups to carry out a Critical Collaborative Professional Enquiry involving the systematic development and evaluation of an intervention or interruption to existing practices focused on improving learning experiences and outcomes for all children and young people.

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

Primary schools only

<mark>Secondary schools only</mark>

Both, in primary and secondary schools

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

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

Remember: Your timeframe is from June 2018 to June 2019

Outcome (i.e. what the work stream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	Evidence Collected (e.g. focus group with parents, online survey etc.)
1. Higher quality leadership across Clackmannanshire Secondary Schools with more effective learning pathways focused on raising attainment and closing the poverty related attainment gap.	By the end of 2020 there will be improvement in: Attainment data (SNSA, , NGRT) Teacher Professional Judgement Data Teacher/pupil surveys School Reviews Stirling University Evaluation

2. Participants identified school-based curriculum development priorities in their context and setting.	**Summary of responses from participants** [Questionnaire – open questions to all 10 cohort participants (C1-C10) attending session 7 of the programme].
3. Participants enhanced their understanding of curriculum policies and purposes, practices (e.g. fit for purpose pedagogies) and carried out a contextual audit to identify an aspects of curriculum practice for development	**Summary of responses from participants** [Questionnaire – open questions to all 10 cohort participants (C1-C10) attending session 7 of the programme].
4. Participants planned a Critical Collaborative Professional Enquiry to address the aspect of curriculum practice identified for development	**Summary of responses from participants** [Questionnaire – open questions to all 10 cohort participants (C1-C10) attending session 7 of the programme].

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

Remember: Your timeframe is from June 2018 to June 2019

Summary of responses from participants [Questionnaire – open questions to all 10 cohort participants (C1-C10) attending session 7 of the programme].

1. **Impact of programme on interrupting/developing participants thinking about curriculum, professional learning and/or practice.**

- **'interrupting' thinking: The programme:** created *time & space to think outside box (C1)* or to *think about more diverse curriculum models (C3); provoked a fundamental shift in perspective (C6);* provided *opportunities to critically evaluate 'successful',* helped me to *think deeply how to facilitate change (C7);* made me *think more about outcome, format, pedagogy, research practice, impact (C8); our aims changed, allowing us to make it relevant to what happens daily in school; think more carefully about what we do, why, how to improve (C9); allowing me to look at what we do (C10)*

- **'developing' thinking: the programme [created space to]:** *Re-engage with professional learning & academic reading (C1); inform self about curriculum possibilities & process of implementing change (C2); deepened knowledge of curriculum [and more]; made me delve much deeper than I would have otherwise and has therefore increased my own learning (C4); vastly developed my thinking around curriculum (C5);* helped us to *understand why* [what we do is] *effective [C10]*

2. **Impact of programme on promoting/establishing collaborative professional learning:**

- **The programme promoted collaboration**: we *really enjoyed the collaborative side of the programme, especially lack of hierarchical focus (C1); invaluable & unusual opportunity to meet & discuss with colleagues (C2); discussions at the sessions have enhanced my thinking (C3); biggest impact has come from working in these CCPE sessions with other staff across hierarchy … refreshing (C5); opportunities to share good practice across authority, overcome curriculum barriers, forge better relationships across 3 secondary's, think about specific areas of curriculum mapping & pedagogy (C7); team have engaged in more in-depth dialogue about our practices, and it has stimulated greater discussion about our IDL approach (C8); process has forced/encouraged us to work together closely as a group of staff and to ensure we made time to do this … we have learned a lot from each other (C9)*

- **The programme promoted broader collaboration:** the *cloud-based system I am using [as a result of the programme] has enhanced collaboration between staff, students & some parents; the school (CCPE) group have critically examined current practice (C3); use of CCPE to improve our provision within this school (C4); we are*

approaching developing staff in the school differently – strategically, building relationships and capacity (C6); [C10 unclear]

3. **Impact of programme on practices in school/s:**

- **Immediate impact on practices in schools**: *The people who have engaged with CCPE are now rolling out similar strategies with staff (C1); piloting new practice in school to be rolled out to other departments, involving more collaboration, interactive lessons, more engagement from students (C3);*

- **Indirect/ planned impact on practices in schools**: *have become aware of current lack of coherence/understanding of what an IDL course is or should be and what steps we need to take to develop it (C2); further developments (C4); significant if all goes to plan (C5); too early to measure (C6); hopefully the knowledge/experience gained will allow us to affect [sic] positive change and talk confidently about the professional reading (C7); not yet; will be useful to continue the phase to involve more people (C8); not changed greatly yet, but hopeful (C9); helping develop thinking that will impact on curriculum (C10)*

4. **Planned next steps in impact pathways**

- **Working with staff**: *working with staff groups around CCPE model (C1); create IDL working group; create digital literacy working group; educate staff & students collaboratively; use INSET days launch Nov. (C2); involvement & inclusion of additional staff; implement conceptual framework (C4); continue to work with staff to embed new model (C5); sessions for other staff (C7); aligning reading, rationale, intended outcomes together to begin the interruption phase (C8); working with team to develop these (C10)*

Can you share any learning on what has worked particularly well
Feedback has evidenced that participants are beginning to share ideas across the clusters as intended through aims of programme and are engaging with concepts of School- based Curriculum Development.
Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific work stream going forward.

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9. Improving Outcomes Curriculum Team

This multidisciplinary Curriculum Team remit is designed to build knowledge, understanding, skills and confidence with a particular emphasis on methodology and pedagogy. The team will continue to provide CLPL training for school leads. The main emphasis of their remit is to work directly in schools with classroom practitioners to provide further support for SAC interventions.

This intervention provides a cross sectoral multi-disciplinary team that aims to:

- Share our vision of excellence and work alongside schools and cluster to deliver the best possible learning experiences for our children and young people
- Become 'expert' practitioners and have a thorough knowledge of Attainment Challenge interventions
- Work in partnership with Strathclyde University, Stirling University and Tapestry Partnership to support and measure the impact of the interventions
- Work in schools directly with class teachers to support implementation of Attainment Challenge interventions.
- Model and team teach in classes to improve learning and teaching, with a particular emphasis on methodology and pedagogy.
- Plan, offer and deliver high quality CLPL for all educators
- Facilitate collaboration and sustainability

9a Raising Attainment and Closing the Poverty-related Gap in Numeracy

Development of Building Blocks in Numeracy

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

Primary schools only

Secondary schools only

Both, in primary and secondary schools

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

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

Remember: Your timeframe is from June 2018 to June 2019

Outcome (i.e. what the work stream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	Evidence Collected (e.g. focus group with parents, online survey etc.)
1. More effective learning and teaching across Clackmannanshire Schools leading to improvements in attainment and closing the poverty related attainment gap	School Reviews Teacher Performance Reviews Attainment data (SNSA, PIPS, NGRT) Teacher Professional Judgement Data Teacher surveys Evaluation of School/PT contract (outcomes)

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

Remember: Your timeframe is from June 2018 to June 2019

1. <u>More effective learning and teaching across Clackmannanshire Schools leading to improvements in attainment and closing the poverty related attainment gap</u>
See pages 3,4and 5 of this report

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

The Improving Outcomes Curriculum Team provide regular updates and share local and national resources via GLOW and through a network of school based curriculum Lead, termly meetings . Here they focus on building capacity across pedagogy and practice, highlighting and promoting participation in networking opportunities. Feedback from Curriculum Leads across Literacy, Numeracy and Health and Wellbeing indicates that staff are working collegiately to embed Benchmarks into planning and practice and are using data more effectively to target approaches and interventions. They all value the focussed support provided by Team across their own establishments

Involvement from the Curriculum Team in all Thematic Reviews for Equitable Literacy has given the whole team a clearer understanding of the programme ensuring a more joined up approach. It has provided a baseline from which to establish targets for performance and impact for each establishment. The Team and establishments use this data to inform their

practice, provide targeted approaches to build capacity and support closing of the poverty related attainment gap within their own context.

In June 2019 there was a review of the model of support for establishments. A new integrated approach to improving Literacy/Numeracy/Health and Wellbeing aims to ensure that appropriate advice and targeted support focuses on how these, together, can improve learning and teaching at classroom level in order to raise attainment and close the poverty related attainment gap.

Feedback and analysis from 2018-2019 has highlighted that establishments and practitioners require support to utilise the CLPL from all interventions to date and combine these targeted approaches at classroom level so that there is greater consolidation and connecting of the learning. As such the refined model of delivery in Year Five will provide:

- Greater collaborative planning between interventions and teams and across work streams
- Streamlining of CLPL
- Streamlined advice and support
- More sustainable analysis and evaluation of progress
- More embedded classroom support

To facilitate this collaborative planning, delivery and evaluation there is a temporary additional level of governance with the Improving Outcomes Curriculum Team (to December 2019) to ensure that there is continued consistency, responsibility and accountability supporting the processes and decision making of targeted interventions.

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

9a	Raising Attainment and Closing the Poverty-related Gap in Numeracy

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

This initiative was implemented in 4 Primary Schools within Clackmannanshire throughout the 2018 - 2019 academic year.

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

Remember: Your timeframe is from June 2018 to June 2019

Outcome (i.e. what the work stream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	Evidence Collected (e.g. focus group parents, online survey etc.)
To increase skills and capacity of Learning Assistants (LA) to support numeracy attainment.	Pre and post evaluations Qualitative feedback/comments
To create a series of targeted interventions around specific areas of numeracy which can be delivered by Learning Assistants to identified groups of children.	Building Blocks Materials created
To accelerate progress in numeracy and mathematics, narrowing or closing the numeracy gap for under-achieving First Level pupils.	Teacher Professional Judgement Pupil Feedback Learning Assistant Feedback

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

Remember: Your timeframe is from June 2018 to June 2019

Background

The **Building Blocks** programme created in Clackmannanshire to support learners struggling in maths at First Level was introduced in four primary schools in the 2018-19 academic year. The **Building Blocks** intervention programme includes detailed lesson guidance, weekly evaluation sheets and extensive resources.

A trained Learning Assistant (LA) delivered up to 4 half-hour sessions per week to a group of up to six learners for 10 weeks. The children continued to take part in their normal class mathematics lessons. The lessons focused on developing children's mathematical understanding of key concepts within the First Level Numeracy and Mathematics Progression Framework. Stimulating, enjoyable games and activities were at the core of the programme in order to engage the children and build confidence.

Initial indications suggest it has had a really positive impact, in particular on pupil attainment and confidence.
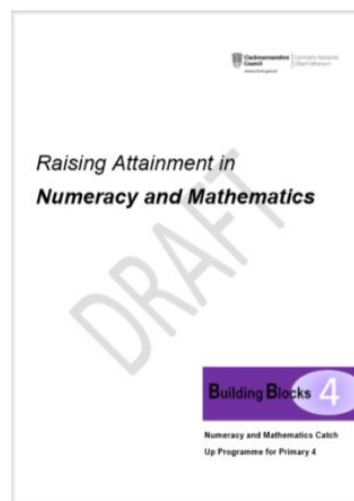
Impact of Building Blocks Programme:

1. To increase skills and capacity of Learning Assistants (LA) to support numeracy a

In October 2018, 31 Learning Assistants/Early Intervention Workers across the authority attended a series of 3 professional development sessions with a focus on identifying and supporting children with misconceptions of number.

Feedback:

- 97% strongly agreed that the 3 professional development sessions had increased their knowledge of children's development of number.
- 87% strongly agreed that the 3 professional development sessions had increased their understanding of how to use manipulatives to support children in numeracy.
- 100% either strongly agreed or agreed that they would be confident taking what they have learnt from the sessions back into school to support groups of children.

From the 31 attendees, 7 were identified to implement the **Building Blocks Programme** within their own establishment. They were given weekly support and expert guidance from the Local Authority Numeracy Principal Teacher over the initial 10 week period of the programme. *Post Intervention Feedback:*
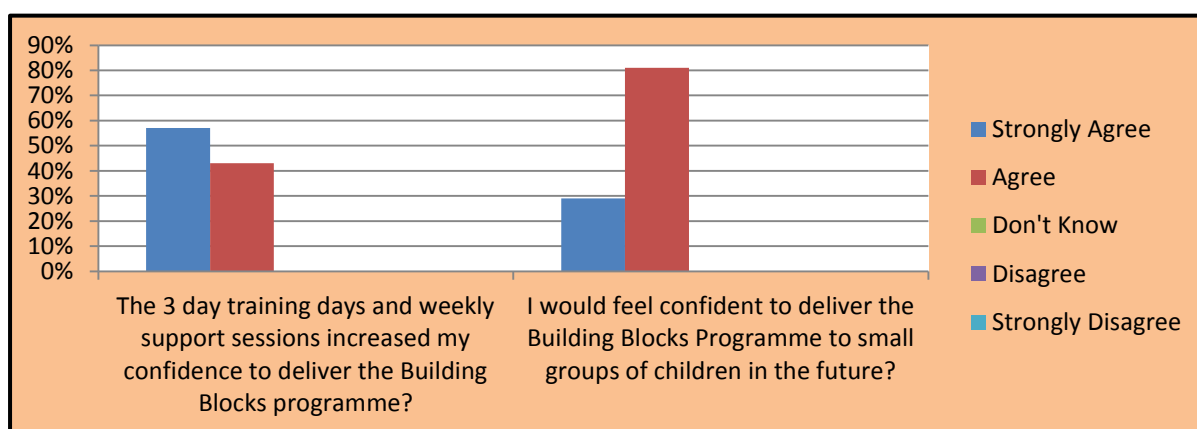
Learning Assistant Voice:

'Having the weekly meeting to discuss the previous evaluations and plan next steps provided me with confidence to deliver the programme.'

'Weekly meetings and discussions with the Local Authority Numeracy Principal Teacher were valuable as well as the weekly pupil evaluation sheets. The children enjoyed evaluating themselves and discussing what they had achieved.'

2. To create a series of targeted interventions around specific areas of numeracy which can be delivered by Learning Assistants to identified groups of children.

The **Building Blocks** programme was created in Clackmannanshire to support learners struggling in maths at First Level and was introduced in four primary schools in the 2018-19 academic years. The **Building Blocks** intervention programme includes detailed lesson guidance, weekly evaluation sheets and extensive resources.

| | 3. | To accelerate progress in numeracy and mathematics, narrowing or closing the numeracy gap for under-achieving First Level pupils. |

The table to the right indicates the year groups each school had the capacity to support throughout session 18/19 and the number of learners this involved.

School	*Primary 2*	*Primary 3*	*Primary 4*
A	9 learners	12 learners	15 learners
B	13 leaners		15 learners
C			14 learners
D	13 learners	11 learners	12 learners

First Level Numeracy and Maths Progress

Primary 2

Throughout the academic session 18/19, 3 out of the 4 schools had the capacity to support a total of 35 learners who had been identified by their Class Teacher as **'falling behind'** in Numeracy and Mathematics.

By June 2019 **86%** of learners were 'back on track.'

The table shows the impact this intervention has had on the overall TPJ Attainment across the participat schools.

	October On track with core learning in Phase 3 of Progression Pathway			February On track with core learning in Phase 3 of Progression Pathway			June Achieved Phase 3 of Progression Pathway	
	N	?	Y	N	?	Y	Y	
School A	16%	22%	62%	4%	22%	74%	82%	N – significantly behind
School B	25%	22%	53%	6%	16%	78%	81%	? – with targeted suppo back on track'
School D	6%	19%	75%	6%	19%	75%	79%	Y – on track

Primary 3

Throughout the academic session 18/19, 2 out of the 4 schools had the capacity to support a total of 23 learners who had been identified by their Class Teacher as **'falling behind'** in Numeracy and Mathematics.

By June 2019 **87%** of learners were 'back on track.'

The table shows the impact this intervention has had on the overall TPJ Attainment across the participat schools.

	October On track with core learning in Phase 4 of Progression Pathway			February On track with core learning in Phase 4 of Progression Pathway			June Achieved Phase 4 of Progression Pathway	
	N	?	Y	N	?	Y	Y	
School A	27%	24%	49%	12%	18%	70%	72%	N – significantly behind
School D	16%	25%	59%	6%	16%	78%	78%	? – with targeted suppo back on track'
								Y – on track

Primary 4

Throughout the academic session 18/19, all 4 schools had the capacity to support a total of 50 learners who had been identified by their Class Teacher as **'falling behind'** in Numeracy and Mathematics. By June 2019 **91%** of learners were 'back on track.'

	October On track to achieve First Level			February On track to achieve First Level			June Achieved First Level	
	N	**?**	**Y**	**N**	**?**	**Y**	**Y**	
School A	16%	22%	62%	9%	16%	75%	80%	**N** – significantly behind
School B	22%	56%	22%	9%	26%	65%	78%	**?** – with targeted suppo... back on track'
School C	23%	49%	28%	31%	25%	44%	69%	**Y** – on track
School D	22%	0%	78%	4%	23%	73%	71%	

The table shows the impact this intervention has had on the overall TPJ Attainment across the participa...

Learner Voice:
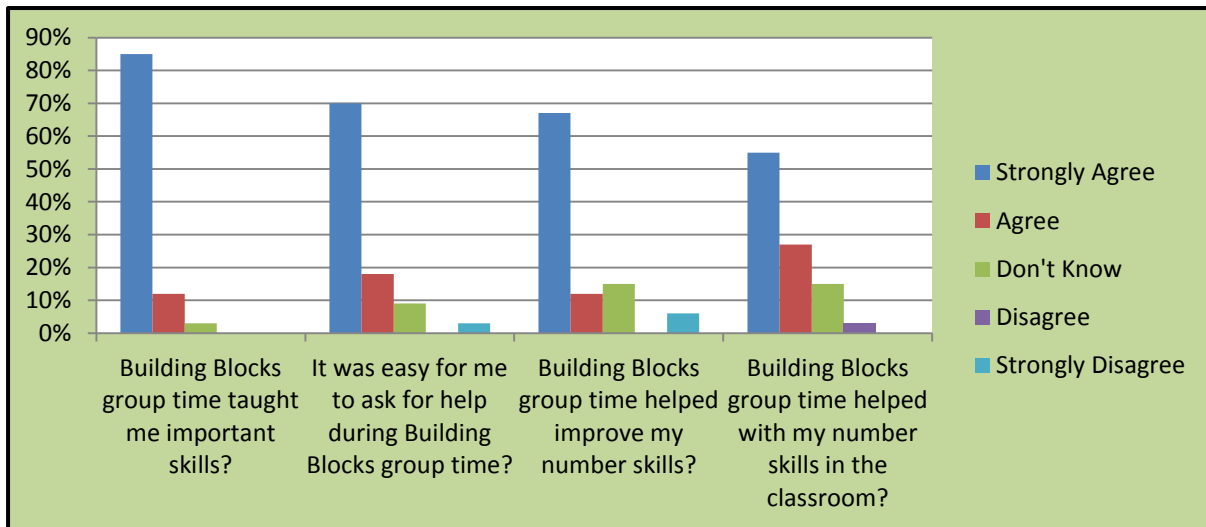
Primary 2

Primary 3
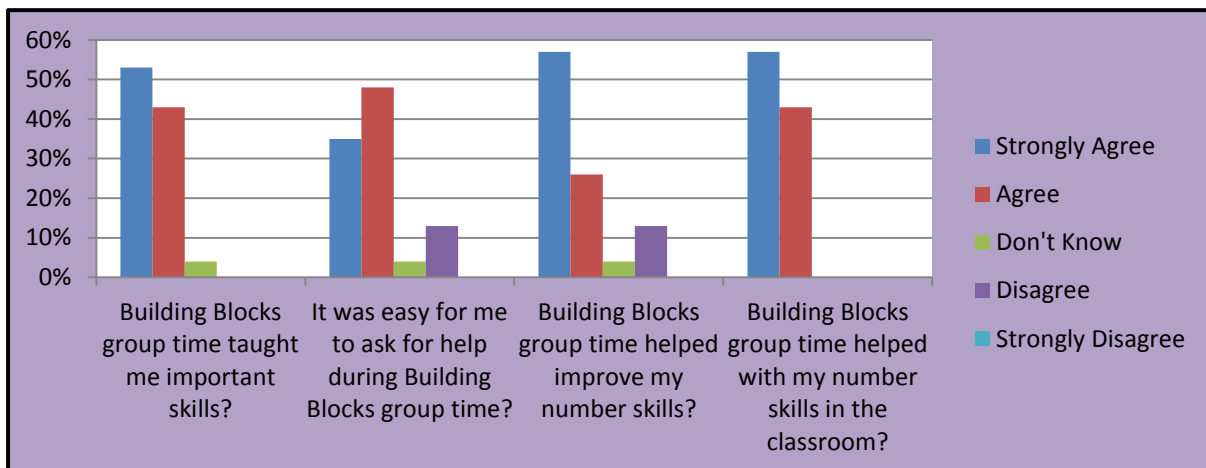
Primary 4
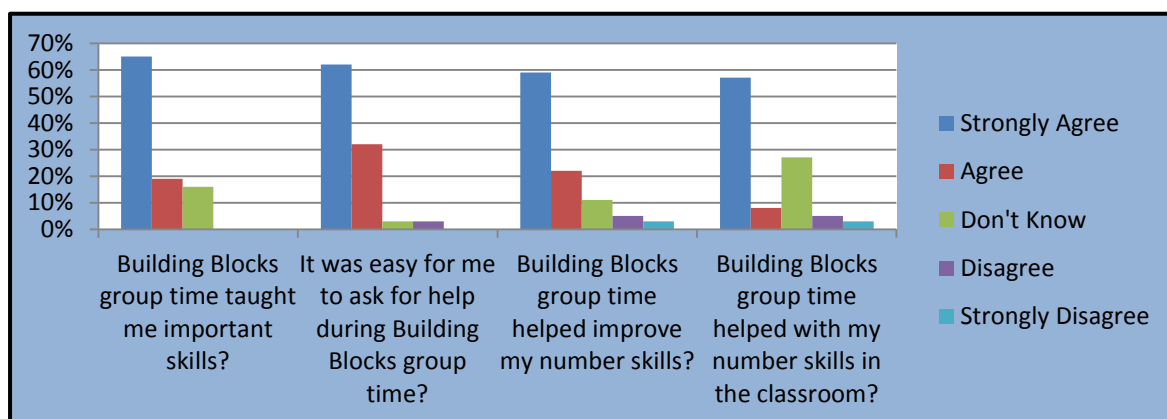
Learning Assistant Voice:

'During the time I delivered the programme I saw a huge difference in children's understanding of maths. When able to offer consistency, the children progressed hugely.'

Classroom Teacher Voice:

'*The intervention was very useful in supporting children's needs and helped close the gaps in their learning.*'

I appreciated the focus on these children - borderline achievers who are sometimes the ones who 'slip through the net.'

'*Building Blocks have helped support those pupils who requires some extra support consolidate their skills and develop confidence in Maths. The pupils have enjoyed their sessions and were always keen to share what they had been learning with both me and the class. I feel this has had a positive impact on the children's attitudes towards Maths.*'

Closing The Poverty Related Attainment Gap

- 51% of the 114 identified learners who participated in this initiative live in SIMD 1-2.
- Of the 17 learners, from Primary 2, living in SIMD 1-2, 88% were '*back on track*.'
- Of the 10 learners, from Primary 3, living in SIMD 1-2, 70% were '*back on track*.'
- Of the 31 learners, from Primary 4, living in SIMD 1-2, 87% were 'back on track' and achieved First Level in Numeracy and Mathematics.

The table below outlines the impact this has had on closing the poverty related attainment gap.

School	Achieved 1st Level 2018		Achieved 1st Level 2019	
	SIMD 1-2	SIMD 3-10	SIMD 1-2	SIMD 3-10
School A	95%	67%	83%	76%
School B	47%	80%	69%	75%
School C	44%	83%	70%	67%
School D	85%	83%	50%	84%
Average Across Schools	67.75%	78.25%	68%	75.5%
Average Gap Across 4 schools	10.5%		8%	

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Although, initially not one of the planned outcomes/measures it became apparent that it would be important to also collect data on the impact the intervention would have on children's confidence. Run charts were used in a few schools to measure this. In addition, post questionnaires were completed by learners in 3 out of the 4 schools.

Pupil Voice

'I like working in a small group because it makes me feel more confident.'

'It was really good and has helped with my number work in class.'

Primary 2
Building Blocks group time helped me feel more confident about my number skills?

- Strongly Agree
- Agree
- Don't Know
- Disagree
- Strongly Disagree
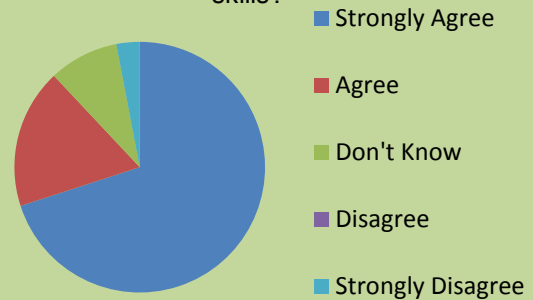
Primary 3
Building Blocks group time helped me feel more confident about my number skills?

- Strongly Agree
- Agree
- Don't Know
- Disagree
- Strongly Disagree
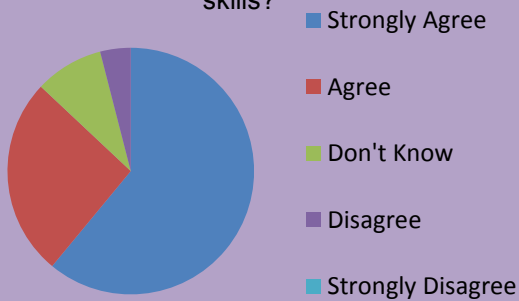
Primary 4
Building Blocks group time helped me feel more confident about my number skills?
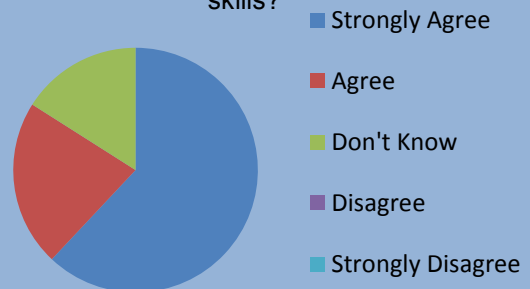
- Strongly Agree
- Agree
- Don't Know
- Disagree
- Strongly Disagree

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

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Moving forward next session it will be important to review the **Building Blocks** materials and the associated activities to ensure they are meeting the needs of learners. In addition, it will be important to revise the training model and support offered to create a sustainable model.

Learning Assistant Voice:

'Struggled to fit in all the activities within the allocated time. Activities need to be more frequent/more repetition before moving on to new concepts'

'Refresher trainer sessions would be great just to remind/re-assure us that we are delivering the lessons properly. Also, having only delivered to P4 I would like further training if asked to support P2 or P3.'

Teacher Voice:

'Staff long term absences had a negative impact on this programme. Unfortunately the groups couldn't always go ahead.'

10	**Early Intervention Team** **Thirteen qualified Early Years Workers work across all primary schools with targeted approaches delivered to children within the highest levels of deprivation and who have low levels of attainment. The Team provide early and effective interventions to help support the raising of attainment in numeracy and literacy, support the development of healthy emotional resilience and support families.**

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

<mark>Primary schools only</mark>

Secondary schools only

Both, in primary and secondary schools

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

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

Remember: Your timeframe is from June 2018 to June 2019

Outcome (i.e. what the work stream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**Evidence Collected (e.g. focus group with parents, online survey etc.)**
1. Improved children's early health and wellbeing through the provision of effective support to families and children with complex needs.	Attainment data (SNSA, PIPS) Pre & Post Teacher Professional Judgement Data – Early Level Parent surveys Adapted Leuven Scale
2. Improved attainment in children from the most deprived areas and reducing the poverty-related attainment gap.	Attainment data (SNSA, PIPS) Pre & Post Teacher Professional Judgement Data – Early Level

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

Remember: Your timeframe is from June 2018 to June 2019

1. <u>Improved children's early health and wellbeing through the provision of effective support to families and children with complex needs.</u>

2 new Early Intervention Workers were recruited in September 2018 to replace vacancies within the Team.

All participating schools have set a base-line measure for targeted pupils engaging in focussed 10 week interventions including:

- attendance
- exclusions
- attainment in literacy and numeracy

Quarterly tracking of progress (Fig 1) has highlighted which interventions are having the greatest impact on children and young people. The use of Theraplay is having a significant impact on children and young people's wellbeing as measured through the Adapted Leuven's Scale. Almost all racked pupils show an improvement from low (1/2) to high (4/5) over a 10 week intervention. 75% of tracked pupils show an improvement in either targeted literacy or numeracy attainment with 100% of these achieving their predicted milestones or phases

Regular analysis of data by the Early Intervention Team is used to inform groupings and differentiation across the interventions. Monthly network meetings provide an opportunity for educators to share good practice to better support children and families with complex needs.

| DATE | PUPIL 1 A | | | | PUPIL 2 A | | | | PUPIL 3 A | | | |
	OCT	DEC	MAR	JUN	OCT	DEC	MAR	JUN	OCT	DEC	MAR	JUN
Attendance	72.22	89.71	91.60	91.40	100	100	100	100	94.44	83.82	88.55	90.86
Exclusions	0	0	0	0	0	0	0	0	0	0	0	0
Behaviour	G	G	G	G	A	G	G	G	A	A	A	A
Attainment Literacy	E2	E2	E3	F1	E2	E2	E2	F1	E1	E2	E2	E2
Attainment Numeracy	E2	E2	E3	E1	E2	E2	E2	F1	E1	E2	E2	E2
NOTES	Staged intervention Family group				Staged Intervention				Staged Intervention Family group			

Fig 1.Quarterly Tracking of Progress

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Children within 5 schools made significant improvement in attainment of numeracy with the use of play embedded within the Numeracy Building Blocks intervention (See Numeracy Work stream 9a) Here the Early Intervention Worker worked alongside the Class Teacher to support identified children.

Improved playground experiences, supported by the Improving Outcomes Principal Teacher have reduced incidents of aggressive and disruptive behaviour in 2 targeted schools. Based on feedback from participants, training has been successful in beginning to shift mind-set and related practices from a behaviour management to relationship based approach to working with children. Data indicates interventions are having a positive impact on pupil engagement following breaks in 75% test classes3 schools have an Exemption Contract in place to allow their Early Intervention Worker to support pupils who are currently working at Early level in P6 and P7 for a time focused period. All 3 schools have highlighted that these identified pupils have emotional and social development needs

The Early Intervention Team approach will be showcased at the RIC sharing event in September. The Team will be able to share their approach with children and families to close the poverty related attainment gap with a wider audience and gain valuable feedback from partners.

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

Peer evaluations indicate the Early Intervention Team are providing a wide range of positive engagement and involvement in learning activities based on each establishments context and need. For example:

1. Families engaging in supported home learning through the Families Connect programme and sharing the learning report increased confidence and access to locality support to better help their own children's engagement in learning.

Our 'Magic painting'

2. Therapy Dog

An Early Intervention Worker's dog is supporting children with social and emotional learning needs in her school. Feedback is indicating improvements in communication and engagement as well as enjoyment and fun.

https://metro.co.uk/2018/10/09/very-good-dog-reads-with-pupils-and-has-his-own-school-uniform-and-backpack-8016718/
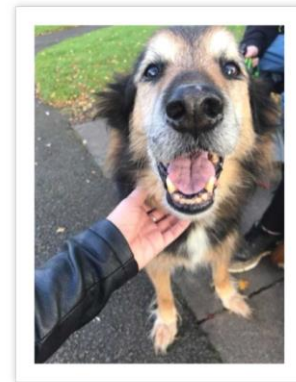
TheraPet proposal
PROPOSAL: TO ALLOW THE USE OF E.I.T'S DOG AS A THERPET WITHIN THE SCHOOL ENVIRONMENT

3.Food, Families Futures

Support from the Early Intervention Worker with P1 Families to tackle issues related to food insecurity and its links with wellbeing and education.

https://www.alloaadvertiser.com/news/17812309.sunnyside-pupils-benefit-food-families-futures-project/

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

Research and Evaluation
Commissioning of University of Strathclyde Research across 2 Phases to identify:

- How did key stakeholders perceive the challenges facing local communities in Clackmannanshire?
- In what ways do these impacts and intersect with education and an agenda of raising educational attainment?
- What implications can be drawn from stakeholders' perceptions about the ways in which policy can address these issues?

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

Primary schools only

Secondary schools only

<mark>Both, in primary and secondary schools</mark>

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

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

Remember: Your timeframe is from June 2018 to June 2019

Outcome (i.e. what the work stream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	Evidence Collected (e.g. focus group with parents, online survey etc.)
Greater understanding of the challenges faced in addressing and closing the attainment gap	Phase 1 Report

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

Remember: Your timeframe is from June 2018 to June 2019

Phase One - Understanding the Challenges University of Strathclyde, supported by independent consultant and former Lead Author of the OECD Report in to Scottish Education in Scotland, David Istance, were commissioned to carry out research to help the Authority and schools and establishments understand the challenges faced in how to address the attainment gap. In particular the first phase of the study was looking at the following research questions:

How did key stakeholders perceive the challenges facing local communities in

Clackmannanshire?

In what ways do these impact and intersect with education and an agenda of raising educational attainment?

What implications can be drawn from stakeholders' perceptions about the ways in which policy can address these issues?

Phase 1 report will be completed by end of September and will inform the Authority's SAC Exit Strategy and strategic direction for Education going forward

What did the evidence show so far?

Clackmannanshire Council faces challenges in trying to address problems of social inequality and educational attainment, in line with other communities in the UK and internationally who face similar challenges.

Even moderate changes in educational attainment achieved by schools, may on their own, not disrupt broader patterns of inequality.

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

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

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CLACKMANNANSHIRE COUNCIL

Report to People Committee

Date of Meeting: 21 November 2019

Subject: Devolved School Management (DSM) Scheme – Issue of New Guidelines

Report by: Chief Education Officer

1.0   Purpose

1.1.   The purpose of this report is to provide People Committee with an update on the Scottish Government's Fair Funding Review, information on the recently issued Devolved School Management (DSM) Guidelines and a proposal on how the Education Service can take forward the recommendations made within the new DSM Guidelines.

2.0   Recommendations

It is recommended that the Committee

2.1.   note the contents of this report;

2.2.   agree the proposals and request that the Director of People Services brings a further report to the People Committee with proposals on how Education Services plan to align Clackmannanshire's DSM Scheme with the revised DSM Guidelines .

3.0   Considerations

3.1   DSM was introduced in Scotland in 1993 and has been subject of a review by Scottish Government twice since then, once in 2006 and again in 2012.

3.2   In September 2017, as part of the Scottish Government's Fair Funding Review it was agreed to consult on changes to the scheme to support the empowerment of headteachers, as part of the work to close the attainment gap. A Fair Funding Review Group was established to oversee this review. Although the decision to review DSM schemes emanated from the Scottish Government's Fair Funding to Achieve Excellence and Equity in Education in September 2017, it has important links to a number of other key national strategies: A Headteachers' Charter for School Empowerment, The Scottish Attainment Challenge Fund (including Pupil Equity Funding), Education Reform Joint Agreement (with COSLA in June 2018) and the National Improvement Framework.

3.3   The Fair Funding Review Group agreed 4 key principles:

1. Subsidiarity and Empowerment

2. Collaboration

3. Accountability and Responsibility

4. Clarity and Equity.

3.4   Following consultation, the Government issued the new DSM Guidelines in June 2019 a copy of which is contained in Appendix 1. The new DSM Guidelines offer local authorities the chance to review all aspects of their existing schemes, consider embedding and aligning new approaches and methodologies and apply a consistency of approach to their own schemes. The Guidelines also provide useful suggestions and examples of how to develop and take forward workstreams covering the following areas: format and publication of local DSM scheme, training, consultation and engagement.

3.5   It is expected that all local authorities will use the new guidelines to review their existing schemes with a view to developing and implementing new local DSM schemes by April 2021

3.6   In order to meet this deadline, it is proposed that the Education Service should establish a DSM Review Group to oversee this work and to consult with stakeholders as required. This group will report to the Chief Education Officer. A full report on the findings and proposals for Clackmannanshire's new DSM Scheme will be prepared for the People Committee in June 2020

4.0   Sustainability implications

4.1   The report has no sustainability implications

5.0   Resource Implications

5.1.   Financial Details

5.2.   The report has no financial implications.

5.3.   Staffing

The report has no staffing implications but single status and teaching trade unions will be consulted on the proposals

6.0   Exempt Reports

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

7.0   Declarations

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

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

Clackmannanshire will be attractive to businesses & people and
ensure fair opportunities for all   ☐
Our families; children and young people will have the best possible
start in life   **X**
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 **X**   No ☐

9.0   Legality

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

10.0   Appendices

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

Appendix 1: Devolved School Management Guidelines
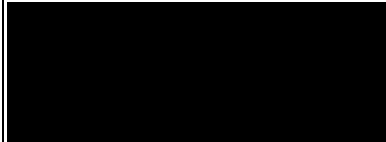
11.0   Background Papers

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 **X**

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Michael Boyle	Education Business Manager	2454

Approved by

NAME	DESIGNATION	SIGNATURE
Anne M Pearson	Chief Education Officer	■■■■■■■■

DEVOLVED SCHOOL MANAGEMENT
Guidelines

CofSLA
@COSLA
www.cosla.gov.uk

TheScottishGovernment
@ScotGov
www.gov.scot

Contents

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Introduction

These guidelines have been devised to help Local Authorities[1] develop their own Devolved School Management (DSM) schemes. They include advice on what is expected and recommended in a local scheme, alongside practical examples from Local Authorities. To aid Local Authorities, a framework document has been created which will allow Local Authorities to populate a standard format if they wish to do so, introducing broader consistency of scheme presentation. This Framework can be found at https://www.gov.scot/policies/schools/devolved-school-management/.

This document has two main sections. The first section, **Devolved School Management: Background and Principles** sets out the background, context and principles of DSM, as well as providing a common framework and overview of the expectations and requirements. The second part, **Devolved School Management: Detailed Guidance for Local Authorities in developing a DSM scheme**, provides detailed guidance for Local Authorities including regarding format and publication, scheme review, training, accounting matters, consultation, engagement and, transparency, professional support, collaboration and staffing. Throughout the second section, examples from Local Authorities are given. These are intended to offer ideas and aid discussion on areas a Local Authority may wish to include in its scheme. Finally, Appendices A to D provide supporting information.

These guidelines aim to encourage participation from Local Authority wider teams, schools[2] and parents. They have been prepared through collaboration and consultation with a wide range of stakeholders. Collaboration is key to a successful local DSM scheme; this is captured within the Joint Agreement and Headteachers' Charter to which these guidelines align and support.

Devolved School Management was introduced in 1993 to enhance and improve the management of resources at school level. The DSM guidance was reviewed in 2006, and again in 2012, taking account of the changing economic and financial climate for both Local Authorities and the Scottish Government. In June 2017 the Scottish Government consulted on changes to DSM as part of the wider "*Fair Funding to Achieve Excellence and Equity in Education"* consultation.

These updated DSM guidelines seek to build and improve on the DSM Guidelines of 2012 and, critically, reflect and integrate with the Education Reform Programme and priorities emerging from the Scottish Government and COSLA Education Reform Joint Agreement of June 2018.

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[1] The terms "Local Authority" and "Local Authorities" are used throughout this guidance to mean the education authority, being a council constituted under section 2 of the Local Government etc. (Scotland) Act 1994.
[2] The terms "school" and "headteacher" are used throughout this guidance. These guidelines recognise that in relation to DSM, the functions and roles undertaken within an empowered school system are not restricted to headteachers. Although the role of headteacher is identified throughout, shared and distributed leadership means that other staff members, or groups, may undertake an area or aspect of DSM. The guidelines support distributed leadership, collaboration and consultation, whilst recognising that the accountability and responsibility will reside with the headteacher as the leader of their school, supported by the Local Authority.

The guidelines were developed through extensive stakeholder engagement (Appendix C) and produced by the Scottish Government and COSLA in conjunction with the Fair Funding Working Group and Fair Funding Reference Group (Appendix D). These guidelines are issued by Scottish Ministers under section 13 of the Standards in Scotland's Schools etc Act 2000 (the 2000 Act). This guidance is issued to Local Authorities in relation to their functions under Section 8[3] of the 2000 Act in relation to delegation schemes. Before issuing this guidance, Scottish Ministers consulted those detailed in Appendix C about the proposed guidance. The guidelines are sufficiently flexible to support local variation and local circumstances, ensuring that the democratic right, aims and priorities of locally elected members remain fundamental to successful schemes.

The guidelines replace three separate documents from 2012 - Devolved School Management Guidelines, Devolved School Management Self-Evaluation Toolkit and Devolved School Management Examples of Practice from the Association of Directors of Education in Scotland (ADES) Resources Network.

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[3] In preparing a delegation scheme reference should be made to Section 8 of the 2000 Act which requires the Local Authority to have a delegation scheme, and provides more details on: the circumstances in which they can be applied; what they *must* contain and what they *may* contain. For example, section 8(2)(a) requires that where a delegation scheme is in place in respect of a school that scheme must delegate to the headteacher the preparation of the school improvement plan and section 8(3) requires that the scheme must require the headteacher to exercise the delegated functions in a manner consistent with the Local Authority's duties to secure improvement in the quality of school education which is provided in the school management by them and with a view to raising standards of education.

1. Devolved School Management: Background and Principles

1.1 Education Reform Joint Agreement 2018

In June 2018, the Joint Agreement between the Scottish Government and COSLA established the principles that:

- Effective system-wide improvement requires strong leadership, collaborative working and clarity of purpose at all layers of the system – school, local, regional and national.

- Headteachers are the leaders of learning and teaching in their school. They are senior officers of the Local Authority and have operational responsibility for the service they provide, therefore the majority of decisions should be made at school level.

- Schools are empowered to make the decisions that most affect their children and young people's outcomes, while being part of a collaborative learning community, the Local Authority and working with others.

- Empowered schools require both strong and distributive leadership, working in partnership with pupils, parents, staff and the wider community.

- The principle of headteacher empowerment will be applied consistently across Scotland.

- Local Authorities' duty to provide education for children and young people means that they must be able to intervene in decisions made by headteachers where statutory, financial, or contractual obligations would be breached.

- Local Authorities and their headteachers should have a mutually respectful and supportive relationship, with clear processes in place to minimise the need for such intervention.

- Decisions by all parties should reflect mutually supportive and respectful relationships.

The Joint Agreement advises that through the Headteachers' Charter, Local Authorities are to empower headteachers in areas of curriculum, improvement, staffing and funding. Regarding **funding**, it defines this further:

- Local Authorities will continue to be responsible for the Local Authority education budget and the delegation of funding to schools. Headteachers will make decisions on the spending within that delegated budget.

- Decisions about education spending at Local Authority and school level are made in a collegiate and transparent way paying due regard to Getting It Right for Every Child (GIRFEC) and Local Authorities' role as Corporate Parents.

- Local Authorities have regard to updated statutory guidance setting out a clear national framework for the delegation of funding to schools. This guidance is being co-produced through the Fair Funding Reference Group.

The Fair Funding Reference Group formed the Fair Funding Working Group to provide the detailed and practical insight necessary to deliver this guidance.

1.2   Aims of Empowerment of Funding

An empowered system is built on mutual trust, cooperation, transparency and highly effective communication. In an empowered system, headteachers, schools and their Local Authorities are partners, each contributing and supporting each other and respecting the different role each plays.

Local Authorities add value by enabling key decisions to be made by those who are closest to the educational experience of children and young people and who best understand the particular context of the learning community. Decision making about funding that affects the school should sit, therefore, at school level unless there is a compelling reason for this not to be the case. The headteacher is accountable and responsible for decisions that should be made in consultation with pupils, parents, staff and the wider community.

In an empowered school, decisions are based on local circumstances, delivering the highest impact on the learning experience of children and young people, and achieving the best outcomes for learners. Empowered schools require both strong and distributive leadership, again working in partnership with pupils, parents, staff and the wider community. An empowered school should have established systems and mechanisms which ensure that decisions are made in collaboration with stakeholders and which lead to better outcomes for children and young people.

Headteachers are expected to be able to manage a fair, equitable and transparent devolved budget that meets the needs and priorities of the school and local community. As senior officers of the Local Authority, responsible for the leadership and management of the service provided to children and young people and their families, headteachers are accountable to both their employer and to their learning community for the leadership and management of education and resources within their settings.

Headteachers, whilst being part of a collaborative community, the Local Authority and working with others, are accountable for the resources within their delegated budget responsibility.

These guidelines recognise that in relation to DSM the functions and roles undertaken within an empowered school system are not restricted to headteachers. Although the role of headteacher is identified throughout, shared and distributed leadership means that other staff members or groups may undertake an area or aspect of DSM. An empowered school system means that all teachers are empowered and have meaningful input to decisions about school funding. The guidelines support distributed leadership, collaboration and consultation whilst

recognising that ultimately the accountability and responsibility will reside with the headteacher as the leader of their school, supported by the Local Authority.

1.3   A Headteachers' Charter for School Empowerment

The Headteachers' Charter advises that in an empowered system, headteachers should lead learning communities to determine the most appropriate approach in the areas of leading learning and teaching, empowering the learning community and making best use of the school's resources.

In relation to making **best use of the school's resources**, headteachers are required to:

• Manage a delegated budget in a fair, equitable and transparent way, supported by the Local Authority and a fair, transparent and equitable local Devolved School Management Scheme.

• Deploy the school's budget in accordance with best value principles and Local Authority procurement arrangements, with appropriate support and guidance from their Local Authority.

• Play an active role in designing and reviewing recruitment and staffing approaches, both for their own school(s) and for the wider Authority.

• Be empowered to design a staffing structure which best supports the school's curriculum and leadership requirements, working within their delegated staffing budget and supported by their Local Authority and Scottish Negotiating Committee for Teachers (SNCT) / Local Negotiating Committee for Teachers (LNCT) agreements and guidance.

• Be integral to the appointment of staff in accordance with the best interests of children and young people, and work in partnership with the Local Authority to ensure good practice in recruitment and appointments, in line with SNCT/LNCT agreements and guidance.

• Work in partnership with the Local Authority, and within clearly defined roles, responsibilities and accountabilities, to ensure a highly professional school team is built and sustained to meet the needs of the learning community.

1.4   The Principles for Devolved School Management

The updated DSM principles, agreed by the Fair Funding Reference Group and building on and enhancing the foundations and principles of the 2012 guidance, are:

• Subsidiarity and Empowerment.
• Collaboration.
• Accountability and Responsibility.
• Clarity and Equity.

These principles reflect the National Improvement Framework aims of excellence through raising attainment and achieving equity. The principles also fully endorse those proposed in the Fair Funding consultation:

* support excellence and equity - ensuring every child and young person has the same opportunity to succeed

* be fair - placing the needs of all children and young people at the centre

* be simple, transparent and predictable – ensuing the costs of delivering education can be easily understood and explained and that schools are able to manage and plan ahead with certainty

* deliver value for money – ensuring that every penny spent is used effectively

Subsidiarity and Empowerment

DSM must provide headteachers and schools with the autonomy and flexibility to ensure decisions are made at the most appropriate level. Local Authorities should, within their DSM scheme, provide headteachers with clear information about which areas of expenditure are delegated to them. Whilst headteachers should have flexibility in the budgets required to operate and administer a school, there are also areas of expenditure that are not generally considered suitable for devolution to schools. Further guidance is provided in Appendix B. Devolution of budget must be supportive to the headteacher and allow a headteacher to make a positive impact on outcomes for children and young people, and must suit local context.

Delegation: Decisions are made closest to the learner wherever possible and should be delegated to headteachers and schools in line with the Education Reform programme. Schools are empowered to make the decisions that affect outcomes, while being part of a collaborative learning community and the Local Authority. Decisions about education spending at Local Authority and school level are made in a collegiate and transparent way, paying due regard to wider responsibilities including GIRFEC.

Staffing: headteachers are involved in the design of recruitment processes and can design a staffing structure that best supports learning and teaching in the school, within the budget delegated to the school by the Local Authority. Headteachers must comply with employment law and other relevant legislation, and the contractual obligations and policies of their Local Authority. Local Authorities and headteachers must have regard to supporting guidance and agreements developed by SNCT and LNCT (where appropriate).

Budget: The majority of budget decisions should be made at school level. Local Authority schemes should detail specific guidance for accounting policies with regard to areas such as budget setting, budget virement and carry forward of budget underspends based on locally determined criteria.

Collaboration

All partners must work together in a collegiate and collaborative way, keeping the interests of children and young people front and centre.

Consultation: DSM should be designed and implemented in collaboration and consultation with stakeholders. Joint working with partners should be guided by, and support, the School Improvement Plan, Local Authority or education service, other plans, and local and national priorities.

Partnership: In an empowered system, Local Authorities, headteachers and other school staff should work collaboratively at a local, regional and national level. headteachers furthermore should ensure that the systems are in place to allow collaboration with their school community, so that decisions are taken through the principles of co-production.

Combined budgets and integrated services: Local Authority schemes should provide scope for combining budgets between schools, clusters, and other public partners (subject to any legal or contractual restraints), noting the requirements of Local Authority policies and frameworks, including, although not limited to: procurement, finance, and recruitment.

Accountability and Responsibility

Accountability is required at all levels; with the Local Authority, headteachers and delegated budget holders all being accountable and responsible within an empowered DSM scheme.

Accountability: Headteachers are the leaders of learning and teaching in their school and are senior officers of the Local Authority with operational responsibility for the service they provide. Local Authorities will continue to be democratically accountable for the Local Authority education budget and the delegation of funding to schools, while headteachers in collaboration with stakeholders will make decisions on the spending within that delegated budget. As senior officers of the Local Authority, headteachers are accountable to both their employer and to their learning community for the leadership and management of education and resources within their setting.

Quality Assurance and Review: Local Authorities should review DSM schemes every three years through peer review; in consultation and collaboration with stakeholders. Quality assurance should be built into the scheme and should particularly consider best practice from other Local Authorities. Local Authorities should also consider, as part of their ongoing self-evaluation, updating DSM schemes if relevant changes occur, for example following annual budget setting.

Support: Local Authorities should ensure that appropriate professional support functions such as business management, finance, human resources teams and administrative support are in place to provide both support and challenge to headteachers exercising their delegated duties.

Clarity and Equity

Clarity and equity is required at all levels; with the Local Authority and headteachers being clear and equitable with devolved resources.

Equitable budget allocation: Devolving resources at a local level will vary according to the characteristics of each authority. The local context, including whether an authority is based in an urban, rural or island setting will have influence regarding the budget decisions within an authority. However, for all authorities, in an empowered system, decisions regarding budget allocations should be made in consultation with stakeholders, including schools and should aim to deliver equity, ensuring that every child and young person has the same opportunity to succeed.

Clarity: Comprehensive and clear information about funding allocations detailing how local priorities and needs have determined these allocations should be made available to stakeholders. This applies to both Local Authority schemes and school decisions.

Value for money: All decisions regarding resource use at Local Authority or school level should provide best value and continuous improvement, drawing on corporate financial regulations, schemes of delegation and procurement guidance.

1.5   A Common Framework

To harmonise how local schemes are described, a framework is provided for Local Authorities to populate, containing all the essential elements of a good scheme. Local Authorities can incorporate their own scheme detail into the framework, tailoring the narrative to reflect their local context and decisions. This supports the empowerment of schools based on the Local Authority context, ensuring local democratic decisions can be applied whilst maintaining a broad consistency between schemes. This will support stakeholders undertaking benchmarking, introduce an element of common understanding for users, support shared training, and aid peer review. The framework will assist Local Authorities and their headteachers, providing increased clarity and transparency to stakeholders. The framework can be accessed on the Scottish Government website at https://www.gov.scot/policies/schools/devolved-school-management/.

1.6   Expected, Recommended and Examples

The guidelines identify which areas are defined as expected, or as recommended, for Local Authority schemes. In some cases, the guidelines note statutory requirements on Local Authorities, or legislation which Local Authorities, headteachers, or others must comply with. **For the avoidance of doubt, nothing in these guidelines detracts from those legislative requirements, which must always be complied with.**

It is anticipated that every Local Authority scheme will apply the areas identified as "expected" within their individual scheme. Areas identified as "recommended" enable the Local Authority to determine their own decision in meaningful consultation with stakeholders. This supports authorities implementing a scheme that is fit for

purpose based on their local priorities and context. These are summarised in Appendix A: "Expected and Recommended Summary".

Local Authority examples are provided in some areas to support discussion with stakeholders at both authority and school level, reinforcing meaningful consultation and the transparency of schemes. Authorities are not expected to seek to implement each of the examples included within the guidelines, but may find it helpful to consider whether examples are relevant to their circumstances.

1.7   Self-evaluation

To support school improvement, headteachers are recommended to undertake self-evaluation drawing upon the most appropriate and current tools as self-evaluation toolkits.   At date of publication these include: Education Scotland: How Good is Our School 4, Quality Indicator 1.5 Management of Resources (HGIOS4) and the General Teaching Council Scotland (GTCS) 'The Standards for Leadership and Management' (GTCS Standards). To avoid increasing workload no additional toolkit has been created.

Local Authorities can make use of the "Expected and Recommended Summary" (Appendix A) to self-evaluate their schemes in addition to the peer review.

1.8 Additional Funding

Additional funding streams, including for example, at the time of publishing, Pupil Equity Funding (PEF), are not core funding and are not included within the traditional funding mechanisms of DSM schemes. Funding directly allocated to schools from sources other than the Local Authority should be available to headteachers to utilise as outlined in any associated conditions of the budget allocation. It is recommended that the principles of DSM (subsidiarity and empowerment; collaboration; accountability and responsibility; and clarity and equity), in addition to Local Authority policies, apply to all funding streams.

Many schools operate School Funds[4] and Parent Council accounts; these are external to the Local Authority DSM scheme and are not included within the DSM guidelines.

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[4] School Funds refer to funding raised by the school though other avenues and are not devolved by the Local Authority, the headteacher is responsible and accountable for these funds. Each Local Authority will have their own processes and procedures for these funds.

2. Devolved School Management: Detailed Guidance for Local Authorities in developing a DSM scheme

2.1 General

Local Authority schemes are **expected** to demonstrate best value by following the characteristics of: commitment and leadership; sound governance at a strategic and operational level; accountability; sound management of resources; responsiveness and consultation; use of review and options appraisal; a contribution to sustainable development; equal opportunities arrangements and joint working.

DSM schemes are **expected** to support, promote and facilitate school empowerment, enabling headteachers to provide the efficient and most effective use of resources. Local Authorities, and their headteachers, are **expected** to demonstrate accountability at all levels, be clear and transparent, support collegiate working and strive to deliver national, Local Authority, local and school priorities.

It is **expected** that Local Authorities ensure that devolution is meaningful and empowers school leaders to make appropriate, and informed decisions to best meet their local needs in line with Local Authority policies, guidance and frameworks. It is recognised that there are areas of expenditure that are generally not considered suitable for devolution. These may be aspects that are beyond a headteacher's influence or are too bureaucratic to be managed at school level, have unacceptable levels of risk or have no impact on learning and teaching. A list of such aspects is detailed in Appendix B. It is **expected** that each Local Authority will identify any areas that are not deemed suitable for devolving to schools and include this information within their published schemes.

Headteachers are **expected** to deploy the school's budget in accordance with best value principles and Local Authority procurement arrangements, with appropriate support and guidance from their Local Authority. School expenditure should be in line with the School Improvement Plan supporting both Local Authority and national priorities and frameworks. Local Authorities and headteachers are required to support SNCT and LNCT agreements and guidance.

Local Authorities should aim to reduce, where possible, staff workload and bureaucracy in relation to the utilisation and the application of DSM schemes, including associated financial policies and procedures.

Local Authority Example

A recent Education Scotland inspection in **Renfrewshire** highlighted the importance of robust governance arrangements when dealing with the complexity of a range of different sources of funding. Although it could be argued that this is not entirely related to DSM, the overlaps and dependencies between each of them are highly significant if empowered headteachers are to feel supported by a strong central team from the Local Authority.

2.2   Format and Publication

Local Authorities are strongly encouraged and **recommended** to use the Scottish Government/COSLA common DSM framework document, which accompanies this document and can be downloaded from https://www.gov.scot/policies/schools/devolved-school-management/. The framework will support benchmarking, assist staff moving between Local Authorities, aid national and/or shared training opportunities and bring a common look and feel to Local Authority schemes.

It is **expected** that local schemes include any criteria and methodology used to create staffing models and other resource allocations as appropriate. If formulae have been applied, these should be included within the scheme. Headteachers should be able to interpret the formulae or resource allocations and reconcile this information with their school's resources.

Local Authorities are **expected** to publish their DSM scheme on an external facing authority website, providing access to public stakeholders. Where a school has a website, it is **recommended** that it includes a link to the Local Authority website directing parents and wider stakeholders to the scheme. As DSM schemes can be technical documents, and are **expected** to include detailed formulae, Local Authorities are **recommended** to consider publishing a summary of their detailed scheme using the Scottish Government/COSLA framework (available from https://www.gov.scot/policies/schools/devolved-school-management/) to provide all stakeholders with summary information which is both accessible and in plain language, maximising parental and/or stakeholder engagement.

2.3   Training

To support understanding and enhance confidence in DSM, Local Authorities are **expected** to provide specific training opportunities to individuals who make use of, or may influence, the DSM scheme. It is **expected** that this group would include headteachers and business managers or equivalent posts. It is **recommended** that training should also be considered for depute headteachers, aspiring leaders, LNCT trade union representatives and any other appropriate groups.

It is **recommended** that elected members, as decision makers responsible for the Local Authority corporate budget should also receive a tailored training programme. The National Parent Forum Scotland have advised that additional training for Parent Councils is not required as this may be viewed as a barrier for parental involvement. However, Local Authorities can offer training in conjunction with Parent Councils where they deem it appropriate.

It is **expected** that appropriate training should be available on a recurring basis to ensure new appointments to posts can be given sufficient induction, training and support to allow them to make informed decisions and to allow experienced staff to refresh their knowledge. Training should be available when new systems or processes are introduced. It is **recommended** that Local Authority headteacher induction programmes include a DSM element.

Where school or establishment staff have a delegated budget responsibility, it is **expected** that they will be aware of the aims and principles associated with DSM and best value and that they will adhere to financial regulations and Local Authority procedures and policies for the funds they are responsible for, which should include any staff member with a recognised budget responsibility.

Local Authority Examples

Falkirk run regular training and update sessions for headteachers, deputy headteachers and new staff on all matters to do with Finance, Resource, Property and Planning matters.

Inverclyde Finance training is built into the practical guide to taking a school forward, which is available for any aspiring headteacher. The induction programme also includes one to one sessions on finance with the appropriate finance officer. This covers DSM.

As part of the leadership development programme, **Dumfries and Galloway** run two sessions each year to support current headteachers and aspiring leaders with managing resources - "Strategic Management of Budgets". As part of this session, some of the mechanics of DSM are covered, including the local scheme. The session also focuses on HGIOS4 Section 1.5 Management of Resources to promote equity, using the challenge questions from HGIOS4 to promote discussion, challenge and share experience.

Headteacher training in **Dundee** includes information on their Roles and Responsibilities related to Finance, and the recommendation that schools should have a DSM and School Fund Consultative Committee. Dundee also makes reference to HGIOS4 in training and the use of data when making spending decisions at school level

Dedicated training days are set up for **Shetland Islands** headteachers, as well as one-to one training opportunities for headteachers and their clerical staff.

2.4   Consultation, Engagement and Transparency

It is **expected** that local DSM schemes are accessible and in plain language, maximising engagement and supporting transparency. Local Authorities are **expected** to make information available to all stakeholders in relation to the Local Authority budget, delegated budgets to schools, including identifying areas of expenditure that are not devolved to headteachers.

It is **expected** that there will be meaningful consultation and engagement at all levels among the Local Authority, headteachers and all stakeholders. It is **expected** that meetings take place to inform appropriate resource decisions, including, for example: budget, staffing models and savings. To facilitate meaningful consultation and collaborative decision making, it is **expected** that Local Authorities form appropriate mechanisms or forums for regular engagement and consultation with headteacher

and wider stakeholders. These should be formed in conjunction with headteachers and Local Authority education management. A range of consultation approaches are already in place within Local Authorities including:

- regular finance forums
- headteacher/trade unions/staff working groups
- DSM committees
- area / school cluster meetings
- quality improvement forums
- feedback from surveys at school, school cluster and Local Authority levels
- headteacher short-life work streams

It is an **expectation** that headteachers have an input into areas affecting school resources, at a local, area or schools cluster level. This includes criteria used when determining how a formula is devised, how the formula is applied to schools, methods of calculating and distributing budget, any associated savings, school staffing models and any other appropriate allocations of resources.

Local Authority Examples

The **Dundee** Star Chamber group meets four times per year with all headteachers invited to attend. The Star Chamber meetings specifically focus on budget issues, with the meeting chaired by the Executive Director and Senior Management Team. In addition, Dundee's Staffing review group is chaired by the Chief Education Officer and consists of headteachers and central managers. This group covers all areas associated with the staffing process including allocation of staffing budgets. Lastly, there are sub-groups chaired by headteachers who involve other headteachers in taking forward certain areas. This year these groups were involved in revising staff formulae, given the budget pressures that the authority faced, and also focused on improving the recruitment process.

School Operating Management meetings in **Fife** are held termly; the meetings are chaired by a Head of Service and all headteachers are invited. The meetings focus on business matters including such areas as recruitment, staffing models, budget allocations, savings and facilities management. Three meetings are scheduled over different days to provide headteachers with the flexibility to attend the most suitable meeting to maximize attendance. This format is used for meaningful consultation with all headteachers (over 170 including nursery, special, primary and secondary). In addition, Cluster Chair Headteacher Meetings, Working Groups or sector specific headteacher meetings are also utilised for particular areas of work and for detailed discussion regarding specific budget savings.

In **North Ayrshire**, all schools are required to have a DSM Committee to discuss resource matters, the committee is formed from all staff groups and includes parent council representatives.

Transparency is further supported by the sharing of devolved staffing allocations with all school sectors in the local authority area - Nursery, Special, Primary and Secondary.

As the leaders of learning in their schools, and as senior officers of the Local Authority, headteachers are **expected** to take the lead role in ensuring their school community is empowered at all levels, this includes full consultation with staff. Headteachers are **expected** to consult with staff, parent councils, pupils, trade unions and the wider community on appropriate matters to inform resource decisions. It is **expected** that headteachers provide clear information on local budgets and resource allocation including school staffing models, DSM decisions, allocation of departmental or class resources, formulae, criteria or methodologies used within the school. To facilitate consultation, it is **expected** that headteachers form appropriate mechanisms or forums for regular engagement and consultation with stakeholders to discuss and consult on any relevant area. To facilitate collective decision making a range of consultation approaches are in place within schools which include:

- School committees
- staff meetings
- parent council
- pupil councils
- working groups

Headteachers are **expected** to ensure that any costs on families are minimised to ensure equality of access. However, where charges are deemed unavoidable, it is **recommended** that any anticipated pupil charges for curricular or extra-curricular activities (for example Home Economics, or school trips), or other costs (such as school uniform) requiring funding contributions from parents/carers are clearly detailed in school information published at the start of the academic session, supporting transparency. It is further **recommended** that any potential financial assistance or opportunities available to the pupil, or any discounts or exemptions available, for example in relation to pupils in receipt of free school meals, are included within this information.

2.5   Collaboration

DSM schemes should be informed by local priorities to enable them to contribute towards shared agendas and improved outcomes, allowing stronger partnership working between schools and with other agencies and stakeholders.

Local Authority decisions about education spending are expected to be made in a collegiate and transparent way, paying due regard to their wider responsibilities, including Getting it Right for Every Child (GIRFEC) and the role of Local Authorities as Corporate Parents.

Effective joint working, encompassing headteachers, school staff, Local Authority chief officers, community partners, other schools, colleges, universities and the Regional Improvement Collaborative are key. Meaningful collaboration can support the best use of resources, through arrangements for strategic planning of local provision, economies of scale and the pooling of resources to meet locally identified educational needs. To further develop this, it is **recommended** that Local Authorities consider empowering an area or school cluster, enabling headteachers to influence decisions and resource use across a geographical or cluster basis.

Devolving budget resource on an area or school cluster basis also requires headteachers to be responsible for these resources to their stakeholders and Local Authority.

The Regional Improvement Collaborative should consider developing and sharing models of best practice in empowerment and effective decision making within the funding and resources context.

In an empowered system, headteachers are **expected** to be collaborative and collegiate in their approach, challenging themselves and stakeholders to be solution focused and embrace joint working with the learning community, teachers, support staff, partners, other schools and the Local Authority. It is **recommended** that headteachers work together to share and maximise resources in order to influence outcomes across geographical areas or school clusters.

Local Authority Examples

In **Inverclyde,** the recently implemented ASN review has devolved management of resources to localities of schools. This means that headteachers discuss allocations of support on a locality basis and can allocate resources accordingly.

The **Falkirk** Senior Management Team holds termly meetings with Parent Council Chairs and representatives to discuss all matters relating to budgets, finances and resources. In addition through collaboration, secondary schools now manage the provision and distribution of PE and Music teachers across all primary schools within their cluster.

In **Glasgow**, by headteachers pooling funding together, Secondary schools have engaged STEM staff to work collegiately to deliver training and staff development.

West Dunbartonshire have robust systems in place for the effective management and monitoring of finance, ensuring strong financial governance and delivery of best value at both corporate and project level. At corporate level, the Community Planning Partnership and Educational Services committee ensure accountability for the delivery of Education objectives. The Council provides the conditions and environment for leaders to make innovative decisions on available spend, based on research and self-evaluation activities. Through a variety of consultation processes, headteachers engage well with stakeholders in their school community to gather views on how funding is used, and to report on progress with delivery of projects/interventions. Through a variety of communications channels, headteachers share successes of projects/interventions, ensuring stakeholders are aware of impact to help inform next steps.

Na h-Eileanan Siar Primary and Secondary headteachers have collectively identified a set of nine key actions based on the Department's four priorities and Business Plan as well as current national priorities and developments in education. To deliver the nine actions, a model of Headteacher Hubs has been developed that has created three hub teams of headteachers, each led by one of the headteachers and supported by a Senior Education Officer. Each of the hubs has been assigned three of the nine priorities. Headteacher Hubs serve two key purposes. They

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empower headteachers, as senior officers of the Comhairle, to lead on the delivery of key priorities as well as to take devolved responsibility for budget spending. It also addresses the national priority to tackle bureaucracy through more effective sharing of development work across the three Hubs to benefit all schools, and raise learners' attainment. Each Hub is led by a headteacher with a group of other associated headteachers, as well as any co-opted members they wish to include for the purposes of meeting their specific objectives.

2.6   Staffing

Local schemes are **expected** to devolve the appropriate resources to schools, whilst ensuring that legislative and contractual requirements are met and local circumstances and needs taken into account.

Local Authorities are required to develop and implement staffing models for all school sectors, within which headteachers are **expected** to deliver the most appropriate and efficient use of staff, ensuring equity, transparency and clarity whilst promoting and supporting collaboration and collegiate working. To facilitate this, it is **expected** that headteachers are empowered to design a staffing structure to suit their school's context, within the budget delegated to the school by the authority.

Local Authorities are **recommended** to consider the risks associated with devolving staffing. This includes discussing and consulting with headteacher and appropriate forums around the complexities and risks associated with staffing allocations. Local schemes will vary and may be determined or influenced by systems and processes in place for finance budget setting. This may include budgets based on named individual salary placements, average staff salaries, top of teaching scale salary, cash or points models, or any other methodology used.

Consideration should also be given in relation to long term absence and family leave costs which may impact on budgets. Variances in local schemes may also exist owing to the accounting approach applied for specific individual circumstances noting the salary differentials for roles such as chartered teachers, assimilated teachers, career pathway lead teachers or in relation to conservation of salary or changes to job sizing grades. For all staffing matters, it is **expected** that headteachers must adhere to the appropriate legislation, Local Authority, SNCT and LNCT agreements, Working Time Agreements and guidelines.

Headteachers are **expected** to play an active role in designing and reviewing the recruitment processes and staffing approaches, both for their own school/s and for the Local Authority.

It is **expected** that headteachers are consulted on the allocation of all staff groups to their schools, including support staff. Staffing allocations of support staff should be supported by a clear and transparent methodology for the distribution of staff either to schools or clusters.

Local Authority Examples

A primary school in **Dumfries and Galloway** was entitled to two depute headteachers. The headteacher has chosen to put in place only one depute headteacher post and utilise the funding from the other position to support development opportunities across the staff group. These are project type arrangements to complete designated pieces of work.

A Primary School in **East Lothian** had an increasing school roll and were entitled, per the staffing model to receive an additional depute headteacher, increasing from one to two depute headteachers. The headteacher elected to utilise the budget resource to maximise the existing depute headteacher's management time, thereby removing the teaching commitment. This further enabled the headteacher to create a principal teacher post through use of the balance of resource available.

In **Falkirk** the annual teacher recruitment and probationer intake exercise for primary schools is centrally coordinated with input from headteachers groups to reduce the demands on their time. Primary headteachers have also used their devolved budgets to collectively fund a central support post to source and manage supply cover on their behalf.

Fife manage a generic recruitment campaign for class teacher posts for the new August academic session. This generic campaign is led by headteachers, supported by the central team. Headteachers attend a centrally led recruitment session at which the headteachers devise the interview format and questions. The interview panels are solely formed by headteachers who make a recommendation to appoint candidates to Fife, or not. The central team then undertake all reference and recruitment checks before allocating the candidate to a post in Fife. To staff schools, headteachers submit a 'Staffing Return' for the new August session whereby they identify vacancies or surplus staff. For vacancies, the headteacher identifies the nature of the vacancy (permanent/temporary/full time/part time) and can identify how they wish the post to be filled, for example the allocation of a new probationer or the appointment of a teacher.

Furthermore, for the allocation of a new probationer they can request a student who has completed a placement within their school, or are allocated a name by the central team. For the allocation of a teacher, they can request a named individual from the generic interviews and this allows headteachers to request to retain their current probationer if they wish to do so. Through this system headteachers are able to greatly influence their school staffing allocation. The Directorate seeks to accommodate headteacher requests whilst taking account of any other factors, including staff members requiring transfer, the overall school pupil roll, the authority's probationer allocation and any other local matters.

Perth & Kinross Headteachers are authorised to organise their support staff structure as required. Resources continue to be allocated to schools using the DSM funding allocation annually.

Renfrewshire engaged extensively with primary headteachers in order to design a revitalised recruitment process for the annual staffing exercise, which sees

headteachers lead the selection procedures forming interview panels and recommending deployment based on a competence based approach. This is backed up by support from HR and recruitment professionals within the Local Authority in order to ensure openness, fairness and transparency. By empowering headteachers in this way, workload has been reduced and both schools and individual teachers feel more valued for their contribution.

2.7   Professional Support

To support empowered schools, Local Authorities are **expected** to provide the appropriate support and challenge to headteachers. Empowered schools should be underpinned by professional high-quality teams with the appropriate capacity to support headteachers. This may be in the form of business managers (or equivalents), finance, human resources and facilities teams. It is **expected** that access to professional support is available to all headteachers, in all school establishments. It is **expected** that there should be transparency in any formulae or methodology used in allocating professional support to schools.

Local Authority Examples

Argyll and Bute Finance Assistants are assigned to schools to provide financial advice to the headteacher. These roles are managed by the corporate finance teams with the posts being based in schools. The finance assistants provide support to more than one school, usually on a cluster basis.

Each secondary school in **Falkirk** has a dedicated Resource Manager and other schools are supported by a centrally based team of Resource Officers.

Scottish Borders undertook a review during 2016/17, with the aim of developing more integrated and streamlined management and administration arrangements on a locality, cluster basis. A new structure was developed and consulted on, and a Business Manager was appointed for each high school cluster (of which there are 9) and administration staff for both secondary and primary schools were matched into the new, cluster-based structure. The resulting standardisation and improvement of processes and policies has enabled a necessary move away from inconsistencies in approaches to business support across over 70 Scottish Borders schools, and is facilitated by investment in digital improvements for staff, parents and pupils. The clusters vary in size, and contain a mix of rural and urban settings. The Business Manager posts are line managed by a Business Support Service Manager at Council HQ, who reports to the Service Director, Customer and Communities, and funding for the new structure now sits within this service.

Stirling Business Managers are based in each of the 7 secondary schools and support the specific secondary school. The posts are managed by the headteacher and funded by the overall secondary staffing model. 40 primary schools are supported by 2 Primary School Resource Officers, who in turn support a cluster of nursery, primary schools and one special school. They are managed by the Business Improvement Team Leader within the Broad General Education Service. The secondary business managers manage the non-teaching staff, monitor and

report on the school devolved budget; assist the headteacher in the strategic deployment of staff and day to day management and co-ordination of all HR issues devolved to schools. They are responsible for all buildings and facilities management issues and liaise with other Council Services or contractors as appropriate. They assist the headteacher in the strategic management of all finance related issues. The Primary School Resource Officers support, advise and assist headteachers in the strategic management of all resource related issues. They all support the schools in working within the Legal and Financial Framework of the Council and are supported by our Corporate Teams including Finance, HR, procurement and property teams.

2.8 Accounting Matters

Headteachers are **expected** to be given the flexibility to manage and determine the best use of the resources devolved to schools. To facilitate this, headteachers should be permitted to move budgets between devolved budget headings (referred to as budget virement) subject to Local Authority accounting principles, schemes of delegation and financial regulations.

Locally determined virement criteria, including any maximum percentage, financial limits or excluded budget areas, are **expected** to be included within the published local scheme.

Local Authority Examples

In **Angus** headteachers are permitted to divert monies between devolved budgets. However, no funds should be diverted which have an ongoing commitment into future years e.g. diverted funds cannot be used to permanently increase staffing levels as the source of funding cannot be guaranteed in future years.

To support Schools with their individual budget control and financial reporting, **Falkirk** provide schools with 10 unique financial ledger devolved cost codes that allow schools to decide themselves what costs should be charged and monitored against them. A bespoke devolved budget report is also available to headteachers to monitor devolved budgets directly.

In **Glasgow,** virement of up to £1,000 across all supplies and services budget lines and Virement of up to £5,000 across all classroom supplies lines is allowed. However, virement of up to 10% of the entitlement budget of a school's sickness absence cover (5% pre-Christmas and 5% post-Christmas) is subject to approval from the Executive Director of Education Services.

Inverclyde currently allow virements of up to £20,000 out of employee budget lines to any budget lines within the overall DSM budget. They also allow virements of up to 10% of non-salary budget lines to any DSM budget line.

In **Aberdeenshire Council** headteachers are provided with details of devolved budgets at the beginning of each financial year, which are updated post September-Census to reflect roll movements. Although Primary schools do not have access to the General Ledger, transaction reports are provided regularly. Budget monitoring

statements are also provided quarterly by a centrally based Finance team, who are available to provide advice and support to headteachers.

Secondary Teaching staff costs, including long and short-term supply, are now fully devolved to schools. Budgets are based on the actual cost of staff in place and likewise expenditure is also on actual costs charged through the ledger. All schools are provided with an annual monitoring template, which allows them to record actual costs against budget and also to forecast the impact of staff changes.

Secondary schools also have access to monthly payroll reports, which are used to monitor the devolved teaching budget, and members of the Finance team are currently available to provide advice and support to Secondary headteachers and Business Managers. In terms of process, an accountant will visit each secondary at the beginning of the financial year to discuss the devolved budget and associated spending plans. Follow up visits are then offered later in the year to discuss the forecasted budget position and an update on spending plans. A meeting is held with a Head of Service/HR/Finance prior to the commencement of the new financial year to discuss staffing entitlement and address any budget issues. Secondary schools do have access to the Ledger, but also receive regular reports from the centre on all devolved budgets.

Aberdeenshire is also piloting the devolvement of ASN budgets to cluster schools. Two clusters representing different school sizes and demographics have been involved in this pilot. The budgets involved include teaching and non-teaching staff, together with budgets for flexible learning pathways, per capita and Continuing Professional Development. Each cluster collectively is then responsible for determining the spending plan for their budget that best meets the ASN needs within their cluster. Support from the Finance team is provided on a similar basis to that provided to secondary schools.

Headteachers are **expected** to be given the ability to carry forward budget underspends and overspends from one financial year to another in line with Local Authority criteria. This will provide greater flexibility, maximise best value and align school year expenditure with the School Improvement Plan, recognising that expenditure commitments operate on an academic and not financial year basis. Locally determined carry forward criteria, including any maximum percentage or financial limits, or where a carry forward provision is determined by the overall service, directorate or authority budget position, are **expected** to be published within the scheme.

It is **recommended** that local consideration is given to the use of carry forward of underspends and that the intended uses of any carry forwards are identified in School Improvement Plans or school budget plans.

Local Authorities should give consideration to enabling schools and establishments to deposit funds to save budget underspends over a number of financial years for planned and agreed future spending requirements.

It is **recommended** that Local Authorities consider how carry forward of overspends are managed and that associated processes or arrangements are included within the published scheme.

Local Authority Examples

In the **City of Edinburgh Council** headteachers may carry forward any surplus funds from one financial year to another, subject to this surplus being less than 2.5% of the school's total delegated budget. In addition, Nursery schools may carry forward 10% of their total delegated budget. Any budget deficit incurred by the headteacher will be carried forward in full to the next financial year and will have the effect of reducing the total funds available for expenditure in that year. The Executive Director of Communities and Families may instruct headteachers not to budget a deficit where there is reason to believe that this would create financial difficulties for the Council. In exceptional circumstances the Executive Director of Communities and Families may amend the amount of surplus or deficit to be carried forward but will give reasons for doing so.

Over the period 2017/18 to 2019/20 initially headteachers in **East Renfrewshire** have the facility to carry forward a percentage of their DSM allocation as budget underspend at the financial year end, subject to the overall Education Department budget being underspent. For 2017/18 this was set at a maximum of 5% of devolved resources, reducing to 3.5% in year two and 2% the following year with a wider review of DSM thereafter to take account of new national guidance. The budget devolved to a school in any financial year should be targeted at the priorities in the School's Improvement Plan and should be for the benefit of current pupils. Headteachers must therefore ensure that all carry forwards are planned and should not be used as a means of setting aside resources for the future with no identified plans for the carry forward. All carry forwards must be entirely used within a three-year period aligning with the School Improvement Plan and its timeframe. Where an overspend occurs, the shortfall in budget will be deducted from the school's DSM budget via an increased savings target in the following financial year and the headteacher would be required to provide an action plan to evidence how they will deliver a balanced budget by the end of that same financial year. If a school's DSM budget outturn position is unreasonably or persistently overspent, despite strong budget monitoring and support, then such action could be considered by the Director of Education as grounds for disciplinary action.

To reduce bureaucracy **Falkirk** has set financial levels for each school sector whereby underspends falling within these parameters are automatically carried forward. Underspends above these levels are subject of a simple business case being submitted to explain the reason for underspend and what the schools plans are for it. The acceptable parameters are: Early Years establishments £5,000, Primary Schools (Single Stream) - £10,000, Primary Schools (2/3 Stream) - £15,000; Secondary Schools - £30,000; and Special/ASN Establishments - £15,000.

The **West Lothian** the maximum carry forward is set at 2.5% of all fully devolved budget headings. Any balance greater than 2.5% will not be available to the school in the following financial year. Any carry forward above 1% requires Head of

Service. Schools may wish to use this carry forward not only for on-going revenue expenditure, but may also wish to save towards a longer term planned objective (e.g. school refurbishment).

Inverclyde allows a carry forward of up to 10% of the entitlement budget. In addition to this, headteachers are allowed a carry forward of planned underspend to be placed into a capital item replacement fund (CIRF) which can be held for up to 3 years. The minimum deposit is £500 and the maximum is £10,000 annually. This fund can then be used in the future 3 years to purchase planned equipment or resources e.g. reading schemes / smaller capital items .

Renfrewshire allows schools to carry forward a proportion of funds in particularly budget lines. Headteachers are expected to justify the purpose of such carry forward to ensure it is in line with the expectations of the 2012 guidance that 'today's money be for today's children'. This provides a degree of accountability, whilst ensuring flexibility for the purchase of larger items which may not be possible within a single financial year.

2.9   Scheme Review

Local Authorities are **expected** to undertake a full review of their scheme every three years though peer and stakeholder evaluation. Local Authorities may wish to consider utilising the Regional Improvement Collaborative which they are a member of, although consideration should also be given to working with Local Authorities beyond the collaborative where demographics, scale, size and context may be comparable. Peer review should utilise the Scottish Government and COSLA quality assurance template.

In addition to working with a partner Local Authority, it is **expected** that the three-year review should include stakeholders from the home Local Authority and the wider community. It is **recommended** that these stakeholders include headteachers and other Local Authority representatives, for example, business managers or equivalent, school staff groups, trade unions, parents, pupils, corporate partners (such as finance, human resources and procurement) and any other community stakeholders as deemed appropriate.

It is **recommended** that Local Authorities, as part of their ongoing self-evaluation, update the DSM scheme if required following formal agreement of the Local Authority budget, or to recognise any Local Authority policy decisions which may have a consequential impact on their scheme.

It is **recommended** that headteachers undertake self-evaluation of DSM in their own school's context using the most appropriate and current tools available. At date of publication these include; Education Scotland - How Good is Our School 4 (HGIOS4), Quality Indicator 1.5 Management of Resources; GTC Scotland - The Standards for Leadership and Management: supporting leadership and management development; Scottish Government and COSLA – Education Reform Joint Agreement and Headteachers' Charter.

Local Authorities may wish to utilise the "Expected and Recommended Summary" (Appendix A) as their self-evaluation checklist or for use during their annual internal review.

Local Authority Example

East Lothian's Service is incorporating HGIOS4, Quality Indicator 1.5 Management of Resources as part of their internal reviews and improvement processes within their school establishments.

Appendix A: Expected and Recommended Summary

These guidelines recognise that in relation to DSM the functions and roles undertaken within an empowered school system are not restricted to headteachers. Although the role of headteacher is identified throughout, shared and distributed leadership means that other staff members or groups may undertake an area or aspect of DSM. The guidelines support distributed leadership, collaboration and consultation whilst recognising that the accountability and responsibility will reside with the headteacher as the leader of their school, supported by the Local Authority.

In some cases the guidelines note statutory requirements on Local Authorities. For the avoidance of doubt, nothing in these guidelines detracts from those statutory requirements, which all Local Authorities must comply with.

General	
Expected	**Recommended**
Local Authorities schemes adhere to financial regulations, deliver best value and ensure the efficient, fair and equitable distribution of resources.	
Headteachers deploy the school's budget in accordance with best value principles and Local Authority procurement arrangements, with appropriate support and guidance from their Local Authority.	
Local Authorities should ensure that devolution is meaningful and empowers school leaders to make appropriate, and informed decisions to best meet their local need in line with legislation and Local Authority policies, guidance and frameworks.	Local Authorities scheme clearly define areas of resources that are not devolved to schools.
Headteachers are expected to ensure school expenditure is in line with the School Improvement Plan supporting the relevant Local Authority strategic plans, priorities and the National Improvement Framework.	
Local Authorities and headteachers must adhere to legislative requirements, SNCT and LNCT agreements and guidance.	

Format and Publication	
Expected	**Recommended**
	Local Authorities are strongly encouraged to utilise the format of the DSM Framework for their scheme. This is available from https://www.gov.scot/policies/schools/devolved-school-management/.
Local Authorities are expected to publish the DSM scheme on the external facing website.	Where a school has a website, it is recommended that it should include a web link to the Local Authority published scheme.
	Local Authorities should consider publishing a summary of the authority's scheme, providing stakeholders summary information in an accessible way, using plain language.
Published schemes should include the criteria and methodology used to create formulae-based allocations, staffing models and other resource allocations as appropriate. If formulae have been applied, the formulae should be included within the scheme.	

Training	
Expected	**Recommended**
Local Authorities should provide specific DSM training to key staff groups including headteachers and business managers or associated posts.	It is recommended that training opportunities are made available to depute headteachers, aspiring leaders, elected members, and any other appropriate staff who utilise or influence DSM decisions.
Where school or establishment staff have a delegated budget responsibility they should be aware of the aims and principles associated with DSM, best value and adhere to financial regulations and Local Authority policies for the funds they are responsible for.	Training should be available for new and experienced staff members.
Training should be available on a frequent and recurring basis.	School leaders have access to local and/or national leadership programmes and training which ensures an approach to DSM that encourages confident decision-making to promote better outcomes for learners.

Consultation, Engagement and Transparency	
Expected	**Recommended**
Consultation and engagement at all levels between Local Authorities, headteachers and stakeholders should take place to inform appropriate resource decisions, including: budget, staffing models and savings. This includes consultation on criteria used when determining how a formula is devised or applied and other methodology of distributing resources.	
Local Authorities should form appropriate mechanisms or forums for regular engagement and consultation with headteachers and wider stakeholders as appropriate.	
Consultation and engagement between headteachers and staff groups should take place to inform appropriate resource decisions, including: budget, staffing models, department budget allocations and savings.	Headteachers should form appropriate mechanisms or forums for regular engagement and consultation with staff, parents and wider stakeholders as appropriate.
Headteachers should consult with staff, parent councils, pupils and the wider community on appropriate matters, these may include school staffing models, DSM decisions, allocation of departmental or class resources and include formulae or criteria used within the school.	
Headteachers share and discuss local school decisions, budget and resource allocations with staff groups and wider stakeholders as appropriate.	It is recommended that at school level this includes methodology and distribution of budgets and resources.
Local Authorities make information available to all stakeholders in relation to the Local Authority budget, education budget and delegated budgets to schools, including identifying areas of expenditure that are not devolved to headteachers.	
It is expected that DSM schemes, and information published for stakeholders is accessible and is in plain language.	
Headteachers are to ensure that any costs related to the curriculum are minimised to ensure equality of access.	Where charges exist for pupils, including both curriculum or extra-curricular activities (class materials, school trips, school uniform, etc.) they should be clearly detailed in school information published at the start of the academic session.

	Any potential financial assistance, discounts or exemptions available, for example in relation to pupils in receipt of free school meals, should be included within this information.

Collaboration	
Expected	**Recommended**
DSM schemes should be informed by local priorities to enable it to contribute towards shared agendas and improved outcomes, it should enable stronger partnership working between schools and other agencies and stakeholders.	
Local Authority decisions about education spending are made in a collegiate and transparent way paying due regard to Getting it Right for Every Child (GIRFEC) and the role of Local Authorities as Corporate Parents.	It is recommended that Local Authorities consider empowerment on an area or school cluster basis, enabling headteachers to influence decisions across geographical areas or school clusters.
Headteacher are expected to be collaborative and collegiate in their approach, challenging themselves and stakeholders to be solution focused embracing joint working with the learning community, parents, children and young people, teachers and support staff, partners, other schools and the Local Authority.	It is recommended that headteachers work together to share and maximise resources to influence outcomes across geographical areas or school clusters.

Staffing	
Expected	**Recommended**
Local Authorities should empower headteachers to design a staffing structure to suit the school's context within their delegated budget and in accordance with SNCT and LNCT agreements and guidelines.	Local Authorities consider their approach when devolving staffing, this includes discussing with Headteachers the complexities and risks associated with staffing allocations.
Schemes should seek to devolve the appropriate resources to schools, whilst ensuring that legislative and contractual requirements are met and local circumstances and need taken into account.	
The Local Authority with headteachers will seek to deliver the most appropriate and efficient use of staff resource ensuring equity, transparency and clarity whilst promoting and supporting collaboration and collegiate working.	

Headteachers should play an active role in designing and reviewing recruitment and staffing approaches, both for their own school/s and for the Local Authority.	
For all staffing matters, headteachers must adhere to the appropriate legislation and Local Authority, SNCT and LNCT agreements and guidelines.	
Headteachers should be consulted on the allocation of support staff to schools.	

Professional Support	
Expected	**Recommended**
Headteachers in all schools should have access to professional support teams and functions.	
There should be transparency in the formulae or methodology in allocating professional support to schools.	

Accounting	
Expected	**Recommended**
Headteachers should have the provision to carry forward budget underspend or overspend in line with agreed and published Local Authority policy and criteria.	Intended use of carry forward of budget underspends are identified in School Improvement Plans or school budget spending plans.
	Procedures for managing carry forward of overspends are included within the scheme.
	Consideration is given towards enabling schools to deposit funds to save budget for planned and agreed future spend.
Headteachers should have the provision to vire budget between budget headings in line with agreed and published Local Authority policy and criteria.	

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Scheme Review	
Expected	**Recommended**
Local Authorities undertake a three-year review with stakeholders and a peer Local Authority as they determine appropriate.	Stakeholders may include headteachers, business managers, all staff groups, trade unions, parents, pupils and corporate partners such as finance, human resources and procurement as examples.
	Local Authorities are recommended, as part of ongoing self-evaluation, to update DSM schemes if changes are made which have a consequential impact on a scheme.
	Headteachers are recommended to apply national standards and to undertake self-evaluation drawing upon the most appropriate, and current tools, at date of publication these include, but are not limited to: Education Scotland - HGIOS4 QI 1.5 Management of Resources GTC Scotland - The Standards for Leadership and Management: supporting leadership and management development Scottish Government and COSLA – Education Reform Joint Agreement and Headteachers' Charter

Appendix B: Areas of expenditure that are generally not considered suitable for devolution

It is **expected** that Local Authorities support meaningful devolution that empowers school leaders to make appropriate, and informed decisions to deliver the best outcomes for children and young people.

Whilst headteachers should be given maximum flexibility over their budgets, there are areas of expenditure that are generally not considered suitable for devolution. The reasons for this may include, but are not limited to, areas of spend that:

- are outside the influence of a headteacher
- are too bureaucratic
- have unacceptable levels of risk
- benefit from economies of scale
- require specific professional expertise
- are complex by their nature

Through consultation it is clear that for a variety of locally determined reasons, differing approaches exist within the Local Authorities. The first list, presented below (**a**), covers areas that are generally recognised as *not* enhancing headteacher empowerment, and the second list (**b**) presents areas that Local Authorities may have determined locally agreed procedures according to their existing systems and processes.

It is **expected** that each Local Authority identifies and lists any areas that are not devolved to schools within their published schemes.

a. Areas identified as not generally suitable for devolving:

- Rent in relation to school premises
- Capital expenditure, including PPP/PFI costs
- Property Insurance
- Non-Domestic Rates
- Statutory Local Authority contracted work on managing the school estate
- Corporate support function costs for example Finance, HR, and Legal functions
- School clothing grants
- Education Maintenance Allowances
- Home to school pupil transport
- Premature retirement costs
- Local Authority Information Management Systems (currently SEEMIS)
- School meals

b. Areas which consultation highlighted as having a variety of approaches, and requiring local determination:

- Waste Collection
- Energy costs
- Carbon charges
- Janitorial and Cleaning staff costs
- Central support services for example Educational Psychology, Quality Improvement Teams, Learning Support and Behavioural Support Teams, Speech and Language Teams, hearing and visually impaired support, dyslexia or significant and enhanced provision for additional support. Each authority will have their own specialist teams which will differ.
- Examination fees
- Long Term Sickness Absence
- Family Leave Costs
- Visiting Teachers
- Music Instructors
- Parent Council expenditure

Appendix C: Stakeholder Engagement

The following organisations have been consulted during the preparation of this guidance. The draft Guidelines was also published on the Scottish Government website for comment between 5 April 2019 and 8 May 2019 date, to fulfil Scottish Ministers' duty to consult on proposed guidance under section 13 of the Standards in Scotland's Schools Act 2000.

Aberdeen City Council
Aberdeenshire Council
Angus Council
Argyll and Bute Council
City of Edinburgh Council
Clackmannanshire Council
Comhairle nan Eilean Siar
Dumfries and Galloway Council
Dundee City Council
East Ayrshire Council
East Dunbartonshire Council
East Lothian Council
East Renfrewshire Council
Falkirk Council
Fife Council
Glasgow City Council
Highland Council
Inverclyde Council
Midlothian Council
Moray Council
North Ayrshire Council
North Lanarkshire Council
Orkney Islands Council
Perth and Kinross Council

Renfrewshire Council
Scottish Borders Council
Shetland Islands Council
South Ayrshire Council
South Lanarkshire Council
Stirling Council
West Dunbartonshire Council
West Lothian Council
ADES Resources Network
ADES Personnel Network
Association of Headteachers and Deputes in Scotland (AHDS)
Educational Institute of Scotland (EIS)
Education Scotland
National Parent Forum Scotland
The National Association of Schoolmasters Union of Women Teachers (NASUWT)
School Leaders Scotland (SLS)
Scottish Secondary Teachers Association (SSTA)
Voice

Appendix D: Fair Funding Reference Group and Working Group Membership

Fair Funding Reference Group Membership

Scottish Government
Convention of Scottish Local Authorities (COSLA)
Association of Directors of Education Scotland (ADES)
Directors of Finance
Society of Personnel and Development Scotland (SPDS)
Society of Local Authority Chief Executives (SOLACE)
Society of Local Authority Lawyers and Administrators (SOLAR)

Fair Funding Working Group Membership

Scottish Government
Convention of Scottish Local Authorities (COSLA)
Association of Directors of Education Scotland (ADES)
Association of Headteachers and Deputes in Scotland (AHDS)
Educational Institute of Scotland (EIS)
School Leaders Scotland (SLS)

Scottish Government
Riaghaltas na h-Alba
gov.scot

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The Scottish Government
St Andrew's House
Edinburgh
EH1 3DG

CLACKMANNANSHIRE COUNCIL

Report to People Committee

Date of Meeting: 21 November 2019

Subject: Consultation on School Term Dates

Report by: Chief Education Officer

1.0   Purpose

1.1.   The purpose of this report is to seek approval for the Education Service to consult on proposed changes to the pattern of holiday dates in relation to summer and October holidays.

2.0   Recommendations

It is recommended that the Committee:

2.1 Approve the proposal to consult on changes to the pattern of term dates

2.2 Note that a report on the outcome of the consultation will be presented to the People Committee at its meeting on 30 January 2020

3.0   Considerations

3.1   The three Forth Valley local authorities (Clackmannanshire, Falkirk and Stirling) operate the same pattern of school term dates which includes 7 weeks holidays in the summer, 1 week at October and 2 weeks each at Christmas and Easter – 12 weeks in total

3.2   St Modan's Roman Catholic High school is unique in Scotland in that it has a catchment area that covers all 3 local authority areas. As a result, it is very important for parents who have children attending St Modan's and a primary school in one of the 3 local authority areas that the Forth Valley local authorities continue to have the same pattern of school term dates.

3.3   In 2012, Clackmannanshire and Stirling Councils consulted on changing the pattern of holidays to reduce the summer holidays by one week and increase the October holiday by one week. This was overwhelmingly supported by parents and staff. As agreement could not be reached with Falkirk Council, to change the holiday pattern it was not implemented. The revised holiday pattern is common in many authorities in Scotland including in Fife and Perth

and Kinross who share a boundary with Clackmannanshire. Since 2012, officers in Clackmannanshire have had a number of enquiries from parents and staff expressing a desire to move towards this model. No action has been taken on these requests as there is a need to ensure that any changes should be made in consultation with Stirling and Falkirk Councils.

3.4   Officers across the Forth Valley authorities have now agreed to seek approval from their own authorities to consult on changing the term dates to a pattern that would align the summer and October holiday dates with Perth and Kinross and Fife. This change, if agreed, will be advantageous to those parents and staff who may work in one of the five authorities and live in another

3.5   Clackmannanshire currently publishes holiday dates that are up to and including August 2021, so any changes would not commence until August 2022 which would be the first summer to have a reduced holiday period.

3.6   Any consultation would take place between November 2019 and January 2020, with a view to publishing the new term dates prior to the beginning of April 2020. The survey will be undertaken using Citizen Space, Clackmannanshire Council's consultation database and paper copies of the consultation will also be available. Each parent council will also be asked to engage with their parents. Clackmannanshire Youth Council will also be consulted

3.7   The outcome of the consultation will be reported back to the People Committee on 30 January 2020

4.0   Sustainability Implications

4.1.   The report has no sustainability implications

5.0   Resource Implications

5.1.   Financial Details

5.2.   The report has no financial implications.

5.3.   Staffing

The report has no staffing implications but single status and teaching trade unions will be consulted on the proposals

6.0   Exempt Reports

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

7.0 Declarations

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

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

Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all	☐
Our families; children and young people will have the best possible start in life	X
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 **X**   No ☐

9.0 Legality

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

10.0 Appendices

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

None

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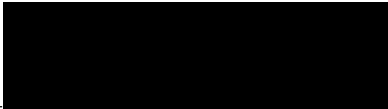
11.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)
Yes ☐ (please list the documents below) No **X**

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Michael Boyle	Education Business Manager	2454

Approved by

NAME	DESIGNATION	SIGNATURE
Anne M Pearson	Chief Education Officer	████████████

CLACKMANNANSHIRE COUNCIL

Report to People Committee

Date of Meeting: 21 November 2019

Subject: Education & Children's Services Senior Manager/Chief Education Officer Recruitment

Report by: Strategic Director (People)

1.0   Purpose

1.1.   This paper concerns the process for the recruitment to the post of the Education & Children's Services Senior Manager/Chief Education Officer.

2.0   Recommendations

The People Committee is invited to:

(i)   Note that there will be a recruitment process for the post of Education & Children's Services Senior Manager/Chief Education Officer recruitment as outlined in this paper;

(ii)   Note that the recruitment will be carried out by the Appointments Committee in accordance with the Scheme of Delegation for the recruitment of senior managers and

(iii)   Note that the Strategic Director (People) and HR Service Manager will support the Appointments Committee as professional advisers.

3.0   Background/Considerations

3.1.   The vacancy of Education & Children's Services Senior Manager/Chief Education Officer has arisen following the formal notification of the current post holder to retire with effect from 29 November 2019.

3.2.   In line with the Scheme of Delegation the Council's Appointments Committee for People services has authority for recruitment of senior managers. The constitution of the Appointments Committee was recruitment of Senior Managers was agreed by Council in June 2019.

3.3.   The post of Chief Education Officer is a statutory post and therefore is required to be filled. The post was included as part of the Council's redesign in March 2018. Council agreed in June 2019 that People Services will operate

on a transition structure and this post will be part of the permanent structure which will be brought forward for Council approval shortly.

3.4.   The Education & Children's Services Senior Manager/Chief Education Officer supports the Strategic Director (People) and Strategic Leadership Group and leads the effective delivery of the Council's People services relating to Education, delivering added value at strategic and operational level for the Council, and contributing to the Council's corporate plan, National Improvement Framework, LOIP and Children's Services Plan.

4.0   Sustainability Implications

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.   Staffing

6.0   Exempt Reports

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

7.0   Declarations

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

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

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

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

8.0 Equalities Impact

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

9.0 Legality

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

10.0 Appendices

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

11.0 Background Papers

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

Author(s)

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Approved by

NAME	DESIGNATION	SIGNATURE
Fiona McOmish	Strategic Director (People)	