CLACKMANNANSHIRE COUNCIL

Report to Council Committee

Date of Meeting: 6 October 2022

Subject: National Improvement Framework Report and Plan, Scottish Attainment Challenge Fund Plan

Report by: Chief Education Officer

1.0 Purpose

1.1. This report presents the National Improvement Framework (NIF) Report 21/22 and Plan 2022/23 and the Scottish Attainment Challenge Fund Plan 2022/23.

2.0 Recommendations

2.1. It is recommended that the Council Committee note and comment on the Report and Plans at Appendices 1, 2 and 3.

3.0 Considerations

3.1. Both the National Improvement Framework Report and Plan and the Scottish Attainment Challenge Fund align with the three strategic themes embedded within Be the Future:

- Empowering families and communities

- Sustainable Inclusive Growth

- Health and Wellbeing

3.1.1 The actions contained within the NIF Plan will ensure that improved outcomes are delivered for children and young people, families, individuals and communities. Additionally, a further improvement priority to embed the United Nations Convention on the Rights of the Child is included in the NIF Plan, as required by Scottish Government.

3.1.2 A redesigned approach to the Scottish Attainment Challenge has seen funding to the current nine Challenge Authorities of £43 million distributed equitably between 32 local authorities. This has significantly reduced the finance available for the Clackmannanshire Programme Plans, with funding tapered down over the next four years (2022-2025).

3.1.3   Further detail on the Scottish Attainment Funding Plan will be brought to the new Children and Young People's Board approved by Council on 11 August.

3.1.4   The service is committed to progressing workforce development and leadership plans to support the transformation of services.

3.2   **Key Developments**

3.2.1   The NIF Report contains detailed progress against the actions agreed in last year's plan. In particular, progress in the following areas should be highlighted:

3.2.2   **Positive Destinations** - 95.9% of young people in Clackmannanshire entered an initial positive destination, which remains higher than the national average. Additionally, 39.5% of young people entered Higher education, an increase of 8.5 percentage points on the previous year.

3.2.3   **Digital Devices** - Year 2 of Education Services 1:1 Device Project focused on secondary schools, with all S2 to S6 cohorts and School Support Services receiving a Chromebook and all EASN learners at Lochies, Alva Primary ASD and Alloa Academy EASN receiving an iPad.

3.2.4   **UNCRC** - Clackmannanshire Council has worked in partnership with the Forth Valley and West Lothian Regional Improvement Collaborative (RIC) on the implementation of the United Nations Convention on the Rights of the Child (UNCRC) Scotland Bill .Children's Parliament Project Team worked with learners in Banchory and St Serf's primary schools on a national project aimed at supporting the implementation of UNCRC, while it is incorporated into Scots law. They produced a range of practical resources for adults to use to make children's rights real in jobs, and to provide practical tips on gathering children's views. These interactive resources were officially launched by the Members of the Children's Parliament (MCPs) in May 2022 and have been shared across the Directorate.

3.2.5   **Family Wellbeing Partnership** - Working in partnership with Columba 1400 and funded by the Scottish Government's Social Innovation Partnership, Clackmannanshire's Family Wellbeing Partnership is taking a whole systems approach, seeking fundamental change across public sector approaches, embedding the ongoing work Clackmannanshire Council is leading on the Wellbeing Economy. Work has commenced towards a 365 school, where, multi-agency partnerships include support for families around benefits and family qualifications.

3.2.6   **Attainment** – Although there have been some dips in attainment as a result of Covid, there have been improvements in certain areas. There is a fall in the attainment of literacy in primary across the authority to *59.6%* and also nationally. Despite the fall in achievement, the poverty

related attainment gap in Literacy in Clackmannanshire narrowed in 2020/21 and is narrower than the national gap. There was also an increase in percentage of S4 pupils gaining 5 or more awards at Level 5 and above in 2020/21 and S5 pupils gaining 5 or more awards at Level 6 and above.

3.2.7 **Area of focus** - Targeted support to raise attainment for children and young people impacted by poverty continues to be a priority within all of our establishments. Scottish Attainment funding has provided Learning Assistant additionality to 12 out of 18 primary establishments to enhance the implementation of small group interventions at first level. However, due to the challenges of Covid and resultant issues with recruitment, there was a delay in the planned appointment of a number of Learning Assistants. This has had implications on the timescales and delivery of the plan. Plans to continue this model will continue in session 22/23 with 5 out of 18 of our primary establishments receiving learning assistant additionality.

4.0 Sustainability Implications

4.1. None

5.0 Resource Implications

5.1. Financial Details

5.2. None

5.3. Staffing

There are no implications for staffing arising from the NIF Plan and Report. The reduction in Scottish Attainment Challenge funding will have implications for staff and this will be progressed in line with Council policy and procedures.

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 ☑   No ☐

10.0   Appendices

(Appendix 1) National Improvement Framework Report 2021/222

(Appendix 2) NIF Plan 2022/23

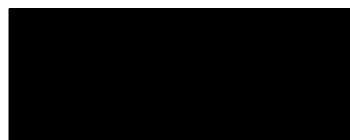(Appendix 3) Scottish Attainment Challenge Fund Plan 2022/23

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)

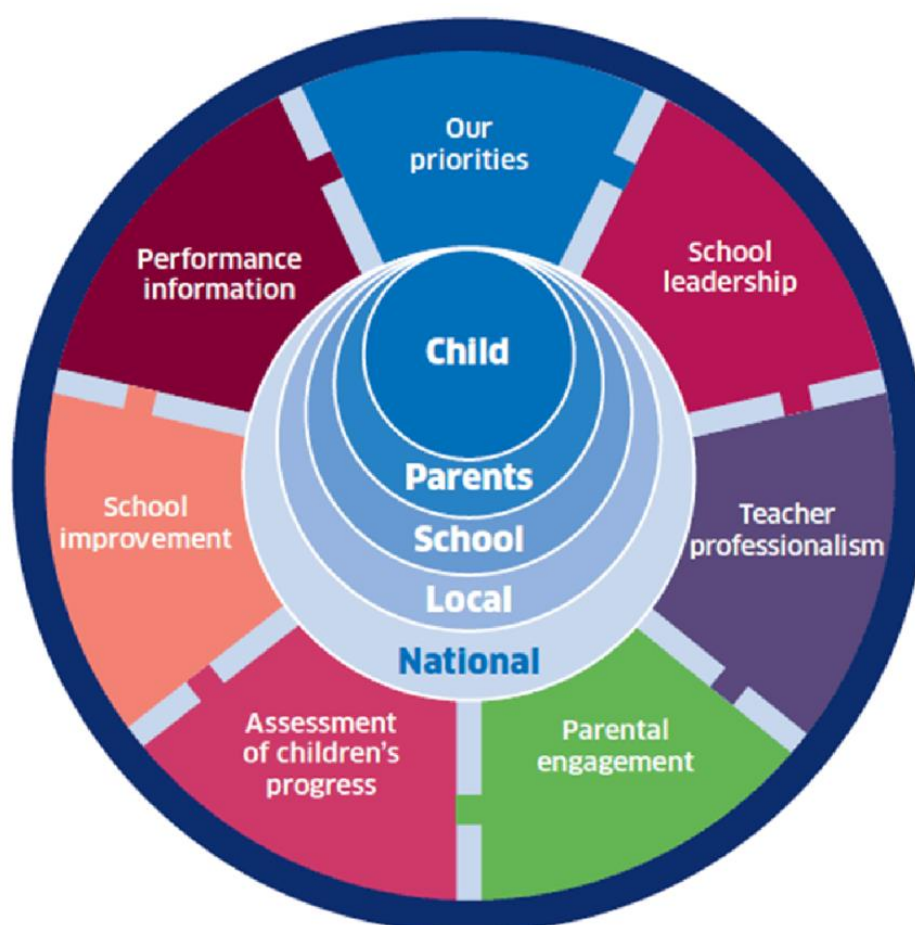Yes ☐ (please list the documents below) No ☑

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Catriona Scott	Senior Manager	2469

Approved by

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Strategic Director	

Education Service

National Improvement Framework

Report 2021/22

Towards an empowered, connected, self-improving system to achieve excellence and equity for all

Clackmannanshire Council | Comhairle Siorrachd Chlach Mhanann

www.clacks.gov.uk

Contents

People Service Overview - Education

The People Service is committed to improving outcomes for children, young people, families and communities.

The People Service brings together Education, Children's Social Work and Criminal Justice into one Directorate. The management functions of these services are coordinated by the Strategic Director, to improve communication, create efficiencies, and develop co-production thereby achieving a more integrated service.

> Our mission is to *educate, protect, support and promote the achievements and health & wellbeing of every child*, with a particular focus on our most vulnerable children, including our Care Experienced children, young people and families.

Emerging Themes for 2021-2022

This report demonstrates how Education, as part of the People Service, seeks to deliver against the strategic priorities of the National Improvement Framework taking into account the following emerging and new areas of development .These have been identified in the 2022-2023 Plan and are referenced in the main report.

● Strategic Equity Funding

In November 2021, the Scottish Government announced the next phase of the Scottish Attainment Challenge and through the publication of the Framework for Recovery and Accelerating Progress set out its mission to

- *"use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap."*
- support education recovery, increase pace of, and reduce variation in progress.
-
https://www.gov.scot/publications/scottish-attainment-challenge-framework-recovery-accelerating-progress/documents

Through Strategic Equity Funding, Clackmannanshire must undertake considered approaches to achieve the mission of the Scottish Attainment Challenge, with a clear focus on delivering equity and excellence through improving outcomes for learners impacted by poverty by

- continuing our collective commitment to equity in education
- mitigating the impact of poverty on children's outcomes
- tackling the poverty-related attainment gap

The refresh of the Scottish Attainment Challenge, (SAC) has created challenges with a reduction in the finance available Interventions supporting closing the poverty related attainment gap and ensuring equity and excellence across the SAC Programme (highlighted within the 2021-2022 National Improvement Framework (NIF) Plan) have been reviewed with those having the greatest impact being the focus of 2022-2023.

The Care Experienced Children and Young People Fund continues to enable Clackmannanshire , as corporate parents, to make strategic decisions around how best to improve the attainment of Care Experienced children and young people. Decisions are informed by robust data (high quality, timely and complete) and take account of care experienced voices in order to ensure that activity is centred on overcoming the barriers to achieving the best outcomes for care experienced children and young people.

Clackmannanshire Council People Directorate remains committed to the Scottish Government's shared ambition of No One Left Behind (NOLB), to deliver an approach to employability that focuses on the needs of the individual first and foremost and to tackle inequalities, including young people with care experience. The Clackmannanshire Local Employability Partnership has commissioned two new programmes for 16 - 19 year olds in vulnerable groups to address this.

By working collegiately, consideration has also been taken to make sure that the utility and reach of Pupil Equity Funding (PEF) supports our shared approaches and stretch aims.

 This is ensuring that the use of all Attainment Scotland Funding at school and local authority level is aligned across wider strategic planning.

● COVID-19 Pandemic – Recovery

The Covid-19 pandemic has been hugely disruptive to children, families and educators. Evidence of progress, as detailed in this report (2021/22) focuses on how our service adjusted to the on-going impact of COVID-19 during the start of the Academic Year 2021 and the on-going adaptations.

Establishments continue to have clear contingency plans and risk assessments for pupils and staff becoming Covid symptomatic/ testing positive. The need for and sufficiency of these protective measures continue to be kept under constant review and have impacted on some planned progress.

Clackmannanshire, in partnership with statutory and third sector partners and agencies continue to offer support to the mental health and wellbeing of children, young people and educators, taking into account those with additional support needs .Balancing progress in learning with children and young people's social and emotional needs, particularly as a result of the pandemic continues to be a priority.

● Family Wellbeing Partnership

The development of the Family Wellbeing Partnership aims to improve the wellbeing and capabilities of families and young people across Clackmannanshire, giving them a voice and agency.

Working in collaboration with the Social Innovation Partnership, (Scottish Government and The Hunter Foundation) the approach seeks to invest in solutions, in partnership with all stakeholders, to tackle poverty and through shared values, attitudes and behaviours, develop innovative and creative solutions to what matters most across our communities.

Improvement Planning

This report sets out the rationale, strategies, actions and performance measures which ensure that ongoing improvement remains the norm.

While the revised NIF (2022) identifies 5 key priorities, this report focuses on the 4 priorities from 2021 with progress reported against its **6 key drivers**:

- School and ELC Leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information

It is clear as we report against our activities within this report there is interconnectivity meaning "success in one [Driver] contributes to success in others".

Our improvement is closely monitored against a comprehensive set of performance measures.

The key priorities and drivers apply to all children, young people, their parents and carers, and all educators within Education: Community Learning and Development, Libraries and Leisure, Educational Psychology, Sports Development, Estates, Early Learning and Childcare, Additional Support for Learning, Strategic Equity Funding and Improving Outcomes (Broad General Education and Senior Phase).

Plans: Our Improvement Plans are informed by the latest research both nationally and internationally, on-going assessment, consultation and review of School Improvement Planning whilst also recognising our local context. We continue to respond to national policy developments, strategies, plans and priorities, aiming to meet the challenges of any new national initiatives. As detailed in our NIF Plan 2021/22, we fully adhere to National Directives such as:

- Children's Rights - United Nations Convention on the Rights of the Child (UNCRC)
- The Promise
- Getting It Right for Every Child (GIRFEC)
- Curriculum for Excellence
- The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009)
- Children and Young People (Scotland) Act 2014
- Developing the Young Workforce

In addition, improvement is focussed through Strategic Equity Funding (Scottish Attainment Challenge, Pupil Equity Funding, and Care Experienced Funding), and working in partnership with Education Scotland and Forth Valley and West Lothian Regional Improvement Collaborative.

Support continues to be provided to all schools by the Improving Outcomes Team including a Data Coach, [funded through the Forth Valley and West Lothian Regional Improvement Collaborative (RIC)] and the Attainment Advisor provided by Education Scotland.

School profiles, accompanying data packs and planned Data for Improvement visits with schools help inform improvement conversations, identifying gaps in learning, teaching and assessment with Education Management Teams, either at an authority level or at school level.

Our NIF Plan remains linked to other strategic plans under the 'People Service' including the Children's Services Plan as well as Clackmannanshire's Local Outcome Improvement Plan.

This report continues to highlight the strong focus on collegiate planning providing opportunities to share effective practice/strategies to support recovery and accelerating progress, ensuring improvement remains closely monitored against a comprehensive set of performance measures.

Clackmannanshire Profile

Establishment Roll

Across Clackmannanshire, there were **6731 pupils** in our schools (3,895 primary school pupils, 2,758 secondary school pupils and 78 pupils who attend our Special Schools), *an increase* of 1.6% over the last 5 years[i].

LEVELS OF DEPRIVATION: 31.8% of all pupils in Clackmannanshire establishments live in our most deprived areas (SIMD Q1); **14.6%** live in our least deprived areas (SIMD Q5); compared nationally to 22.4% and 19.3% respectively.

Additional Support Needs (ASN)

DISABILITY: In 2020/21, the rate assessed and/or declared as having a disability per 1,000 pupils was 13.7, much lower than the Scottish rate of 27.1.Across our schools, **29.6%** of our primary school pupils have Additional Support Needs (ASN), which is slightly higher than the Scottish average of 27.7%. **37.6%** of our secondary school pupils have ASN, lower than the Scottish average of 38.2%.

Free School Meals (FSM)

63.7% of primary school pupils and **18.7%** of secondary school pupils are registered for FSM, an increase 23% since 2017/18 for primary school pupils and 15% for secondary school pupils (reflects changes in living costs).Scottish average 64.9% for primary & 17.7% for secondary).
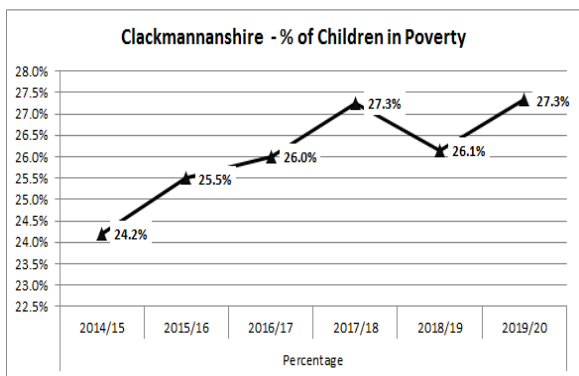
Deprivation

Scottish Index of Multiple Deprivation (SIMD) is an area-based measure of *relative deprivation*; not every person in a highly deprived area will experience high levels of deprivation. If an area is identified as 'deprived', it can relate to people having a low income, fewer resources or opportunities.

SIMD looks at the extent to which an area is deprived across **seven domains**: income, employment, education, health, access to services, crime and housing[ii].

Clackmannanshire consists of **72 datazones** (out of 6976 across Scotland). It has a **25%** share of the 20% most deprived data zones [18 datazones]. One of the datazones in Clackmannanshire features as the **sixth highest** overall deprived data zone and the 10th highest most income deprived data zone across Scotland[iii].

This means that some areas of Clackmannanshire still experience a high number of vulnerable communities associated with high levels of unemployment, including youth unemployment, substance misuse, mental health issues and young parents/one parent families.

Research [most recent data] reported in May 2021, indicates that as high as **27.3%** of children are living in poverty in Clackmannanshire, higher than the Scottish average of 24.3% and higher than the previous year where it was 26.1%[iv].Overall, the rate of child poverty in the area is third highest in Scotland increasing by 3.1 pp since 2014/15; the Scottish average has risen by 2.7 pp over the same period. [According to this research]

The chart opposite illustrates the increasing trend in the percentage of children in poverty across Clackmannanshire.

Research indicates being in paid employment is an effective way out of poverty, and families where all adults are in full-time employment are a low poverty risk. However, where a job does not pay well, is part-time, or of "zero hour" contracts, this is not always enough to prevent poverty. As such, **two thirds of children** who live in poverty are living in working households[v].

Children's Health

Children living in the most deprived areas of Scotland experience significantly worse health outcomes than children living in the least deprived areas and are more likely to experience:

- Lower birthweight
- Poorer dental health
- Higher obesity levels
- Higher rates of teenage pregnancy

Substance Misuse

Clackmannanshire reported **12 alcohol specific deaths** in 2020, a fall on the previous year where there had been 15; equates to 18.4 deaths per 100,000 population, lower than the Scottish average of 21.5. The number of individuals presenting for assessment at specialist drug treatment services from Clackmannanshire over the last five years has been sporadic with the highest percentage of referrals being in the 25 to 29 year old age group in 2020/21, a slight increase on previous years.

Teenage Pregnancies

Across Scotland, the teenage pregnancy rate is at its lowest level since reporting began in 1994. The rate fell from 30 per 1,000 women in 2018 to 28 per 1,000 in 2019.Despite a previous falling trend, the rate of teenage pregnancies increased from 34.9 to **46.8 per 1000 women** – the *highest in Scotland*[vi].

Domestic Abuse

The rate of domestic abuse across Clackmannanshire increased in 2020/21 but not at the same rate as it did the year before. Since 2016/17 there has been **_4.6% increase_** in the rate of domestic abuse across Clackmannanshire; lower than the national rate which is 9.2%.Despite this, the rate of domestic abuse is remains the **third highest** in Scotland with only Dundee City and West Dunbartonshire higher

Juvenile Offending [Referrals to Children's Reporter]

In 2020/21, **161** children were referred to the Children's Reporter, **_a third less_** than the year before. The highest proportion of referrals came from the Police. The highest referral is in relation to parental care/neglect, which accounts for 50% of all referrals in 2020/21; followed by Schedule 1 offences (22%), committed an offence (16%) and experienced domestic abuse (8%).

Care Experienced

The total number of Looked After Children across Clackmannanshire as of 31st July 2021 was **270**; 2.7% of the 0 to 17 year population; higher than the previous year where it was 2.5% and higher than the Scottish average of 1.3%.

Of the LAC "starting to be looked after during 1 August 2020 to 31 July 2021", **21%** were children aged under 5 years.

The largest proportion of LAC continues to be looked after by friends/relatives, almost half at 46%; higher than the Scottish average which is 33%.

Clackmannanshire still has a much higher cost of foster care for LAC at 20% (slight fall on the previous year) compared to the Scottish average of 10%.

Child Protection

The number of children and young persons on the Child Protection Register in 2020/21 was 41, equates to rate of 4.6 per 1000 population; a slight fall on the previous year [43, 4.8 per 1000 population].

The main concerns identified at case conferences for Clackmannanshire continues to be parental substance misuse (alcohol & drugs) followed by neglect then domestic abuse

.Delivery Plan and Measurement

The NIF Plan(2022-2023) and this report continue to provide a focus and structure for gathering evidence to identify where further improvements can be made, for ensuring we have the evidence sources to contribute to our priorities, and to minimise unintended consequences. It also identifies key actions for educational improvement and the evidence gathered to analyse whether progress is being made and where further improvements are required.

Through the tracking of Key Indicators it is possible to evaluate what difference our actions are making to children's lives. See **Appendix A.**

(For 2022-2023, our key indicators will reflect the Scottish Government Stretch Aims to drive improved outcomes for children and young people impacted by poverty. This will also include a "core plus" model reflecting additional local priorities.)

2021-2022

13 Key Indicators (tracked by SIMD 1 & 2 and overall)

COVID Recovery will be integral to all key indicators

- **% Children achieving expected levels of Literacy & Numeracy***

- **% Young people achieving at SCQF Levels in Literacy & Numeracy***

- No of Awards achieved by young people by end of Senior Phase

- No of Children & Young People (C&YP) gaining volunteering awards at school and in the community

- **Attendance figures***

- **Poverty Related Attainment Gap**

- **Sustained Positive Destinations***

- No of C&YP reporting engagement in leadership opportunities

- No of children / families in SIMD 1&2 with access to digital resources

- No of C& YP who area aware of their rights in relation to UNCRC

- No of young people who report drinking alcohol

- Mental Health Indicator – No. of young people (3years-18 years)accessing digital mental health supports

- % of children expected to achieve their chronological vocabulary/communication level

Reporting

In line with the Statutory Guidance, Standards in Scotland's Schools Act 2000, there is a "strategy-based" approach to reporting on the plan, drawing on evidence from each of the six drivers.

The six drivers:
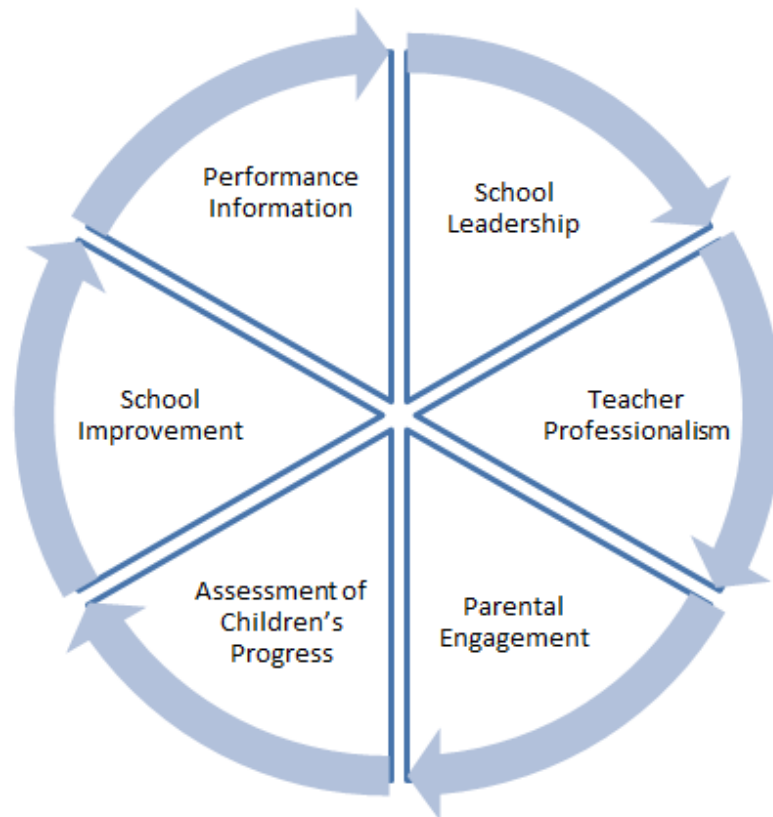
The following details the progress made as a Service during the Academic Year, under the four priorities and six drivers identified in the National Improvement Framework for 2021-2022.

> (It does not include the 2022 priority, "Placing the human rights and needs of every child and young person at the centre of education" as part of the commitment to UNCRC)

- **Improving Attainment, Particularly Literacy and Numeracy**

- **Closing The Attainment Gap**

- **Improving The Health and Wellbeing Of Children and Young People**

- **Improving Employability Skills and Post-School Destinations**

Evidence of improvement in all six areas is included in the following pages where attainment data, attendance, exclusion data and positive destination information is detailed.

A report on the Key Indicators is included at Appendix A.

School Leadership

School leadership is vital in achieving equity and excellence in education across Clackmannanshire.

Leadership programmes build capacity to ensure that educators make a real difference to improving attainment outcomes for children and young people, leading to greater achievement and attainment.

Young people are encouraged to lead their own learning and pupil voice is important across all establishments and in the local community where they are encouraged to become responsible citizens and effective contributors.

Key outcomes/actions for 2021/22

Establishments will be supported and challenged by an Empowered, Connected, Self-Improving System

- All staff are empowered to lead

- Learners are supported and encouraged to actively participate in decision making which impacts them

- Enhanced opportunities for children and young people to develop skills for life and work

Achievements/Impact

There is a continued focus on promoting, encouraging and supporting leadership for all as part of developing and maintaining a highly skilled workforce across our educational establishments. **70%** of schools evidenced QI 1.3 Leadership of Change Evaluations as good or better through self-evaluation.

Data for Improvement' professional dialogue sessions took place each term between primary establishment Senior Leadership Teams and Quality Improvement Officers. **94%** of establishments rate themselves as good or better at planning for improvement as an active process which is reviewed regularly.

In June 2022 a survey was completed by 430 children and young people, identifying a number of themes to be explored - environment and health and wellbeing. CLD have been working with primary aged young people to explore these themes and they have been carrying out a mapping of the local communities to provide recommendations on how to take forward opportunities to address these key concerns. Key findings will be used as a baseline for a planned Youth Assembly in autumn 2022

The Youth Council has secured funding through the Mental Health Transformation Programme for the Youth Bank, where young people make applications on behalf of a group to develop health and wellbeing activities.11 applications were made and 8 were successful.

Teacher Professionalism

Teacher professionalism is a key driver in achieving improvement in attainment and achievement.

The Refreshed and restructured General Teaching Council for Scotland (GTCS) Professional Standards were enacted on 2 August 2021 and include standards for career long professional learning (CLPL) and leadership and management. Once registered, throughout their career, teachers continue to develop their expertise and experience through CLPL and professional practice.

Key outcomes/actions for 2021/22

- Establishments will have a skilled, reflective and professional workforce through collaborative and empowered leadership

- Enhanced opportunities to engage in high quality professional learning with a focus on research and pedagogy

- Staff who can confidently meet the needs of all learners within the context of individual settings

Achievements/Impact

All educational leaders undertook professional learning sessions led by Professor Mark Priestley, Professor of Education at Stirling University, with a focus on the OECD Report 2021, which reviewed Curriculum for Excellence. In collaboration with Forth Valley West Lothian Regional Improvement Collaborative and Education Scotland, a series of professional learning sessions were designed to provide high quality professional learning for leaders in ELC and Primary schools. 100% of our ELC and primary leaders are participating.

A bespoke literacy (Write On) and numeracy (Building Blocks) small group intervention programme to address the attainment 'dip' at first level was developed and implemented during academic session 2021/2022 with the aim of supporting children make faster progress and catch-up with their peers. Professional learning sessions took place throughout the course of the academic session, supplemented with school support visits. 100% of participants report positively on the content and number of professional learning and school support sessions.

A professional learning survey seeking the views of the workforce from ELC, Primary and Secondary closed in June 2022. Of those who responded, 84% have an additional support needs (ASN) specific qualification, 60% have a general additional qualification which is not ASN specific. Of those who responded, 54% identified a preference for local professional learning opportunities, 49% regional preference and 47% national preference.

The analysis of the survey will be used to identify any professional learning gaps across our workforce within early learning and childcare, additional support needs, curriculum and learning, teaching and assessment.

Parental Engagement

Evidence based research highlights that parental engagement has a bigger influence on a pupil's achievement than socio-economic background, parent's education level, family structure or ethnicity.

This research has shown that parents who take on a supportive role in their children's learning make a difference in improving achievement and behaviour. Their active involvement can help promote a learning community in which children and young people engage positively with educators and their peers.

Clackmannanshire Education Services are encouraging parents and carers to actively and meaningfully engage in their child's learning and life at school, as outcomes are improved if schools and families work together. Our educational establishments continue to deliver high quality universal and targeted support enabling families to access the learning and support they need.

Key outcomes/actions for 2021/22

- Increased participation and confidence of parents and carers in supporting their children

- Adult learning makes a positive contribution to health, wellbeing and family life

Achievements/Impact

Increasing involvement of dads – A Dad-Friendly School Audit has been carried out as a pilot with Banchory PS – which generated some ideas they implemented this current session. Staff from Banchory PS and four other settings attended Fathers Network Scotland workshop on "Understanding Dads" in January 2022. More schools will be invited to carry out the Dad Friendly School Audit in 2022.

An SQA centre has now been transferred to the CLD team. SVQ awards are planned for the new academic session. The demand for ESOL has increased and classes are now be based at the larger Ben Cleuch Centre with online programmes added as a supplement CLD partners are now carrying out programmes in the Bowmar Centre to facilitate adult and family learning programme.

Cash First/Families First – families have taken ownership of funding for childcare and summer of wellbeing: for example £30,000 of investment by Clackmannanshire Council allocated to kinship carers, families of children with additional supports needs and families with C1400 leadership experience.

Clackmannanshire Family Wellbeing Partnership seeks to improve the wellbeing and capabilities of families and young people in Clackmannanshire, working with our families to support what matters to them.

Multiple ideas have emerged from the Clax1400 families and Clackmannanshire staff and community members, who have participated in the Columba 1400 VBL Leadership experience. To explore these ideas and catapult these into action, the FWP was supported by The Lens Perspective. For example, The Bowmar Borrowers sought, via The Lens Perspective event, to develop the capabilities of other families affected by poverty.

Next Steps: The partnership is considering a further three residential VBL experiences, the first of which is proposed as an experience for those committed to becoming transformational change makers. Work is also underway to involve families going through the flourishing life process.

Assessment of Children's Progress

Assessment of progress provides rich data which can be triangulated with other data sources to ensure that learning and teaching is improving attainment and closing the poverty related attainment gap.

Teachers' professional judgement is the foundation for quality and improvement and we continue to promote effective use of assessment and moderation by educators and learners to maximise the successes and achievements of our children and young people.

Assessment of children's needs is particularly important for our children and young people with Additional Support Needs and who are Care Experienced.

All our learners' attainment and wellbeing is tracked frequently to ensure the best possible educational outcomes.

Key outcomes/actions for 2021/22

Increased attainment in Literacy and Numeracy

- Attainment of children affected by poverty will improve.

  Learners' progress and achievement will be assessed robustly, evidenced consistently and reported on effectively.

- Improved outcomes for children and young people with additional support needs across educational settings, including specialist ASN provisions.

- Improved outcomes for children and young people with additional support needs across educational settings, including specialist ASN provisions

- Families and young people in Clackmannanshire have confidence in the plans for external assessment 2022

Achievements/Impact

For each session comparison of trends over time has resulted in greater awareness and shared understanding of the barriers to attainment for learners across Clackmannanshire schools. There is a high level of shared professional commitment to affect change and improvement. In response, plans are in place to establish collaborative working groups next session focusing on key areas such as; raising attainment, learning, teaching and assessment, closing the poverty related attainment gap, quality assurance and curriculum.
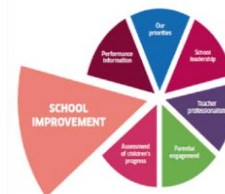
School Improvement

Within our learning communities, there is regular engagement in effective quality improvement activities and agreed standards and expectations. Schools work collegiately to develop, promote and improve a quality curriculum which meets the needs of all learners, reflecting local and national good practice. Seeking and acting on learners' views is integral to this. The curriculum is regularly reviewed and refreshed with the support of partners to ensure it continues to meet the needs of all learners.

Key outcomes/actions for 2021/22

Children and young people have access to and receive integrated support from a range of professionals across health, education, social work, and third sector to ensure that their needs are met in a coordinated way

- Collective efforts ensure that interventions continue to be targeted to those areas of greatest need to improve outcomes and close the poverty related attainment gap
- An agile education service that takes account the UNCRC and meets the needs of learners and their families.
- Children, young people and families are supported with issues around mental health
- Children and young people are informed and supported with issues around substance misuse
- A broad range of physical, outdoor and targeted wellbeing activities meet the individual needs of all learners
- Learners, educators, schools and their wider communities are building a socially-just, sustainable and equitable society, weaving together global citizenship, sustainable development education and outdoor learning
- The provision and access to high quality healthy and nutritious food
- High quality, equitable ELC provision meets the needs of our communities
- An effective, self-supporting and operational model for 1+2 Languages
- Equitable access to digital devices for all children
- Children and young people are equipped with the right skills for learning, life and work and that high numbers of our school leavers are entering positive and sustained post school destinations
- High quality, equitable Secondary curriculum that meets the needs of our communities

Achievements/Impact

It was agreed that the Vulnerable Children's Panel process would be aligned with the Local Authority initiative *Strive* and would be renamed as Child Strive (CStrive). CStrive now consists of two forums; The ASN Forum meets weekly and the Mental Health Forum meets fortnightly. CStrive functions as a single point of access to allocate mental health and wellbeing supports and services. 35 young people have been brought to the Mental Health Forum since it started in October and packages of support have been put in place for these young people.

A Pupil Equity Fund Framework, supporting establishments to plan how they will most effectively invest their Pupil Equity Funding allocation to improve the educational outcomes of children affected by poverty is supporting the development of interventions with targeted children and young people.

Children's Parliament Project Workers have been working with children in Banchory and St Serf's primary schools in Tullibody, in partnership with Clackmannanshire Council, on a project aimed at supporting the implementation of UNCRC while it is incorporated into Scots law.

Performance Information

Performance information is used to inform and drive improvement at all levels.

As part of our continuous cycle of improvement, educators analyse progress and performance across a range of data and evidence to identify where the gaps remain and action is required.

Our service is data rich, gathering appropriate and accurate performance information which is reported nationally as well as data which applies to a single school, class or child. This information, appropriately triangulated and analysed, helps educators to take early action to improve outcomes for children and young people and meet their particular learning needs.

Young people, parents/carers and other stakeholders have an essential role in helping school leaders identify areas for improvement and also to contribute to and celebrate their school's identified strengths and learners' successes. Stakeholder views play a key role in school self evaluation and shaping and delivering school improvement plans

Key outcomes/actions for 2021/22

Establishments are skilful in their use of data for improvement

- Improved Learning and Teaching in all establishments

- Improved impact of targeted interventions

- Analysis of Health and Wellbeing census informs improvements and supports the delivery of targeted interventions

Achievements/Impact

The use of robust systems to track and monitor progress and achievement is established across the Broad General Education (BGE) in most schools, with 83% of establishments reporting that they rate themselves good or better at this. This is becoming more robust within Early Learning and Childcare settings. Our aspiration is that 100% of settings will be good or better at using this to track and monitor progress and achievement by the end of Session 2022/
The majority of schools evidenced QI 2.3 Learning, Teaching and Assessment Evaluations as good or better through self-evaluation.

A review of comparison of trends over time has resulted in greater awareness and shared understanding of the barriers to attainment for learners across Clackmannanshire schools. There is a high level of shared professional commitment to affect change and improvement

The HWB Census was implemented across all educational establishments (P5-S6) between January and April 2022.

APPENDIX A

2021-2022

13 Key Indicators (tracked by SIMD 1 & 2 and overall)

COVID Recovery will be integral to all key indicators

- **% Children achieving expected levels of Literacy & Numeracy***
- **% Young people achieving at SCQF Levels in Literacy & Numeracy***
- No of Awards achieved by young people by end of Senior Phase
- No of Children & Young People (C&YP) gaining volunteering awards at school and in the community
- **Attendance figures***
- **Poverty Related Attainment Gap**

- **Sustained Positive Destinations***
- No of C&YP reporting engagement in leadership opportunities
- No of children / families in SIMD 1&2 with access to digital resources
- No of C& YP who area aware of their rights in relation to UNCRC
- No of young people who report drinking alcohol
- Mental Health Indicator – No. of young people (3years-18 years)accessing digital mental health supports
- % of children expected to achieve their chronological vocabulary/communication level

CURRICULUM FOR EXCELLENCE – PRIMARY SCHOOL ATTAINMENT

IMPROVEMENT IN ATTAINMENT, PARTICULARLY LITERACY & NUMERACY	INCREASE THE PERCENTAGE OF CHILDREN ACHIEVING EXPECTED LEVELS OF CFE

| CLOSING THE ATTAINMENT GAP BETWEEN THE MOST & THE LEAST DISADVANTAGED CHILDREN	PERCENTAGE GAP BETWEEN ACHIEVEMENT LEVELS OF PUPILS FROM SIMD Q1 & NATIONAL SIMD Q5 [WHERE RELEVANT]

LITERACY

> **Percentage of P1, P4 and P7 Pupils Combined Achieving Expected CfE Level in Literacy**

As detailed in the chart opposite, there is a fall in the attainment of literacy across the authority to **59.6%;** a yearly fall of -11.6 pp

Nationally there is also a fall however the drop is smaller; - 5.4 pp

The achievement rate is lower than the national despite in previous years being similar
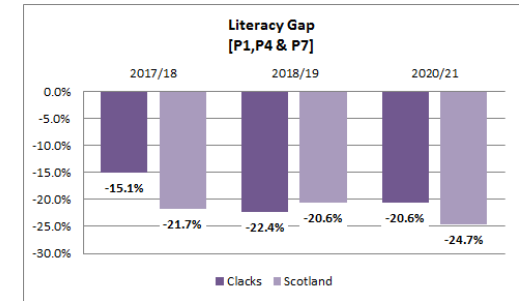
The gap between the national and the authority rate in 2020/21 is 7.3 pp
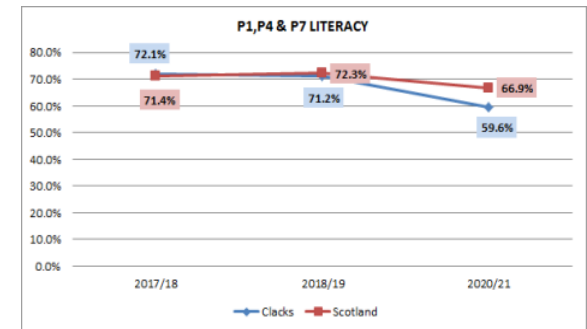
Literacy Attainment Gap (P1, P4, P7 Combined) - Percentage Point Gap between the Least Deprived and Most Deprived Pupils

Literacy Gap
[P1,P4 & P7]

Despite the fall in achievement the poverty related attainment gap in Literacy narrowed in 2020/21 and is lower than the national gap

Gap is narrower than national

NUMERACY

Percentage of P1, P4 and P7 Pupils Combined Achieving Expected CfE Level in Numeracy

P1,P4 & P7 NUMERACY

As detailed in the chart opposite, there is a fall in the attainment of numeracy across the authority to **68.6%;** a yearly fall of -8.2 pp

Nationally there is also a fall however the drop is smaller; - 4.4 pp

The yearly fall in numeracy across the authority is almost double the yearly fall nationally

The gap between the national and the authority rate in 2020/21 is 6.1 pp
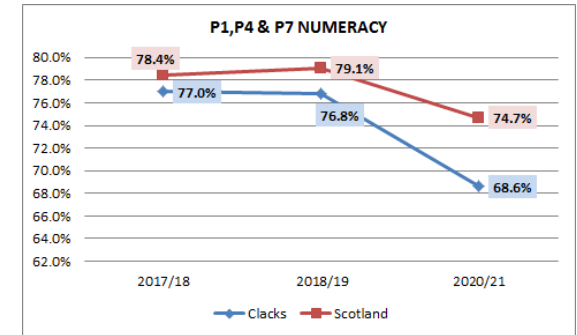
Numeracy Attainment Gap (P1, P4, P7 Combined) - Percentage Point [pp] Gap between the Least Deprived and Most Deprived Pupils

Numeracy Gap
[P1,P4 & P7]

Similar to Literacy, despite the overall fall in achievement the poverty related attainment gap in Numeracy *narrowed* in 2020/21 and is *lower* than the national gap
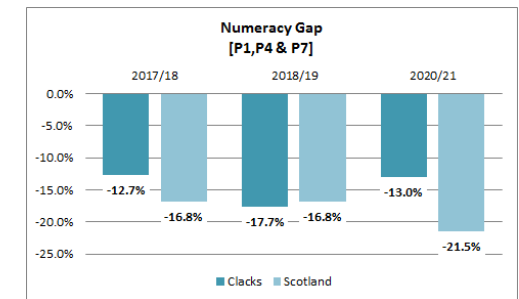
Gap is narrower than national

144

IMPROVEMENT IN ATTAINMENT, PARTICULARLY LITERACY & NUMERACY	INCREASE THE PERCENTAGE OF YOUNG PEOPLE ACHIEVING AT SCQF LEVELS IN ENGLISH [LITERACY] & MATHS [NUMERACY]

| CLOSING THE ATTAINMENT GAP BETWEEN THE MOST & THE LEAST DISADVANTAGED CHILDREN	PERCENTAGE GAP BETWEEN ACHIEVEMENT LEVELS OF PUPILS FROM SIMD Q1 & NATIONAL SIMD Q5 [*WHERE RELEVANT*]

4th Year Pupils Gaining 5+ Awards at Level 5 or Above

Increase in percentage of 4th year pupils gaining 5 or more awards at Level 5 & above in 2020/21: **58%**

Despite increase, remains lower than national average; gap has narrowed to national in 2020/21

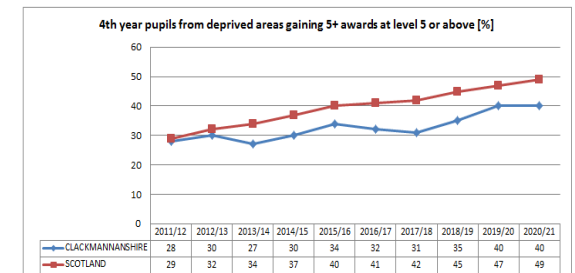Upward trend; increase of 6 pp [11.5%] since 2016/17
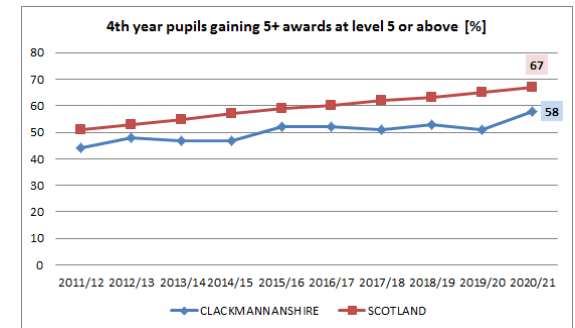
4th Year Pupils from Deprived Areas Gaining 5+ Awards at Level 5 or Above

No change in percentage of 4th year pupils from deprived areas gaining 5 or more awards at Level 5 & above in 2020/21: **40%**

Rate remains lower than national average

Upward trend; increase of 8 pp [25%] since 2016/17

4th year pupils from deprived areas gaining 5+ awards at level 5 or above [%]

|	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
CLACKMANNANSHIRE	28	30	27	30	34	32	31	35	40	40
SCOTLAND	29	32	34	37	40	41	42	45	47	49

145

5th Year Pupils Gaining 5+ Awards at Level 6 or Above

Increase in percentage of 5th year pupils gaining 5 or more awards at Level 6 & above in 2020/21: ***30%***

Despite increase, remains lower than national average

Upward trend; increase of 8 pp [36.4%] since 2016/17
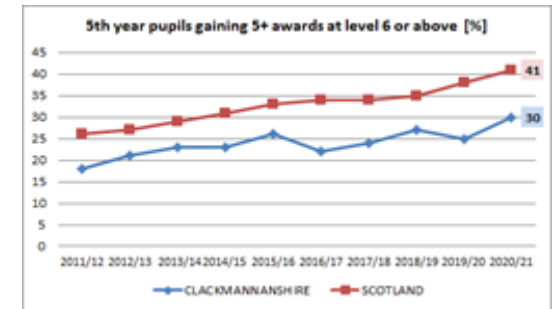
5th Year Pupils from Deprived Areas Gaining 5+ Awards at Level 6 or Above

Slight increase in percentage of 5th year pupils from deprived areas gaining 5 or more awards at Level 6 & above in 2020/21: ***13%***

Rate remains lower than national average – gap has grown with national

Upward trend; increase of 3 pp [30%] since 2016/17 [low percentages]
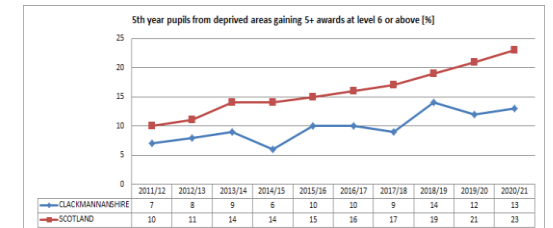
% Young People achieving at SCQF Levels in Literacy (Levels 4, 5 & 6)

Overall all three levels are reporting a ***yearly increase*** in 2020/21 in Literacy with the largest increase being at Level 5 [6.9 pp]

Since 2016/17 all three levels have increased with the biggest percentage increase being at Level 6 Literacy at 3%
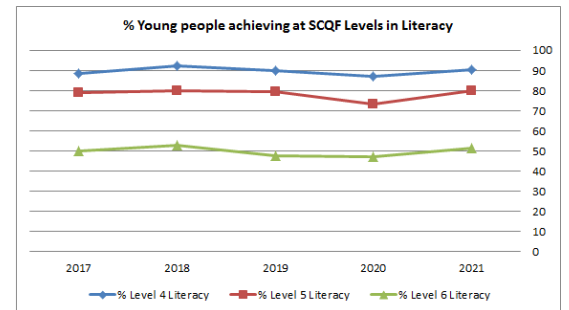
% Young People Achieving at SCQF Levels in Numeracy (Levels 4, 5 & 6)

Only Level 4 & Level 5 are reporting a *yearly increase* in 2020/21 in Numeracy with the largest increase being at Level 4 [7 pp]

Since 2016/17 only Level 4 & Level 5 have increased with the biggest percentage increase being at Level 5 Numeracy at 6%

The achievement of Level 6 Numeracy is falling with a yearly fall of 3.5 pp and 5.5% fall since 2016/17
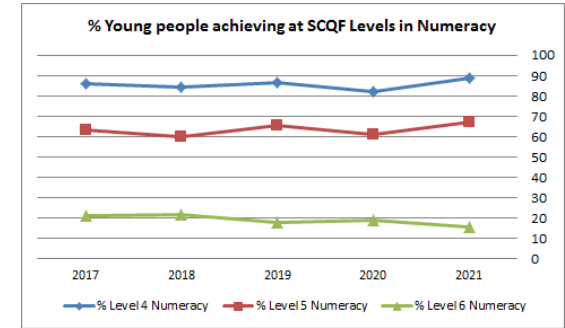
Percentage Gap Between Achievement Levels of Pupils from SIMD Q1 & National SIMD Q5 [where relevant]
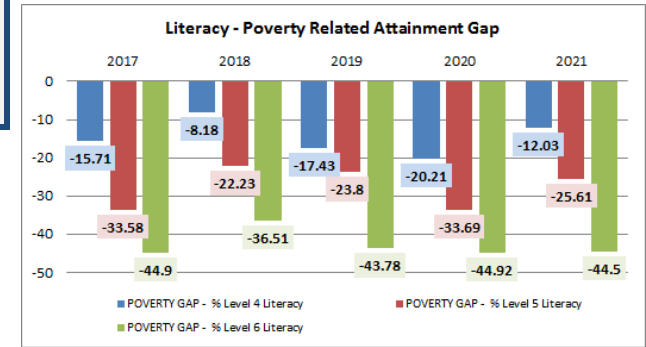

The poverty related attainment gap narrowed in LITERACY in 2020/21 across all 3 levels, as illustrated in the chart opposite.

Level 4: Narrowed by 8.2 pp

Level 5: Narrowed by 8 pp

Level 6: Narrowed by 0.4 pp

[National gap is smaller – at Level 4 the gap is smaller by 4 percentage points and at Level 5 the gap is about 3 percentage points smaller than the Clackmannanshire gap]

The poverty related attainment gap narrowed in NUMERACY in 2020/21 across Level 4 & Level 5 but grew at Level 6, as illustrated in the chart opposite.

Level 4: Narrowed by 8.8 pp

Level 5: Narrowed by 7.2 pp

Level 6: Increase by 6.8 pp

[National gap is smaller – at Level 4 the gap is smaller by 6 percentage points and at Level 5 the gap is about 8 percentage points smaller than the Clackmannanshire gap]

Numeracy - Poverty Related Attainment Gap
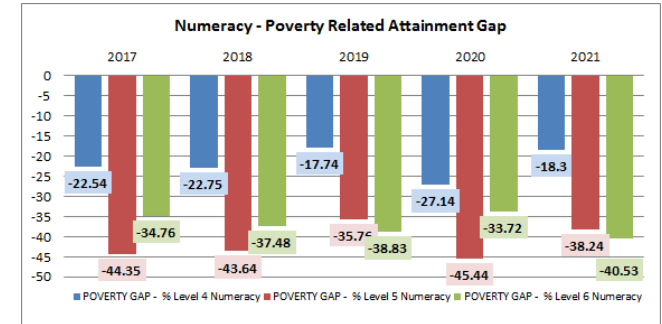
SCHOOL WIDER ACHIEVEMENT

In the last three years, [2018/19, 2019/20, 2020/21] there has been a total of 10 Employability Awards presented to young people from Clackmannanshire; 19 Foundation Apprenticeships (ranging from Accountancy to Social Services)& 10 SVQs (ranging from Agriculture to Sports Coaching)

POSITIVE DESTINATION RATE

PARTICIPATION RATE

Increase initial positive destination rate [All school leavers]

Improvement in employability skills and sustained, positive school leaver destinations

Initial School Leaver Destination Rate

Fall in destination rate of 0.6 pp from 96.5% in 2019/20 to *95.9%* in 2020/21 [smaller cohort of school leavers]

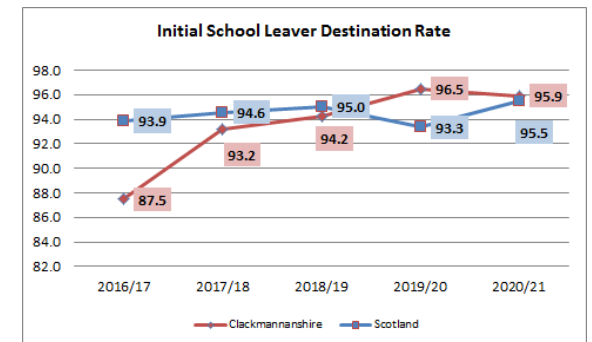Remains higher than the national destination rate of 95.5%

Higher percentage of school leavers entering Higher Education; **39.5%** - increase of 8.5 pp

Despite increase, remains lower than national rate of leavers entering Higher Education; 45.1%

Smaller percentage of school leavers entering Further Education; **27.3%** - fall of 6.8 pp

Despite fall, remains higher than national rate of learners entering Further Education (23.3%)

Higher percentage of school leavers entering employment - 23.2%; an increase of 5.6 pp; higher than the national rate of learners entering employment; 22.6%

16-19 Year-Olds Participating In Employment, Education or Training

Despite the initial destination rate for Clackmannanshire being higher than the national average, the participation measure remains lower at **90%** in 2020/21

Since 2016/17, the participation rate has increased by 0.3 pp

In 2020/21 the gap between the national rate and Clackmannanshire's rate narrowed slightly
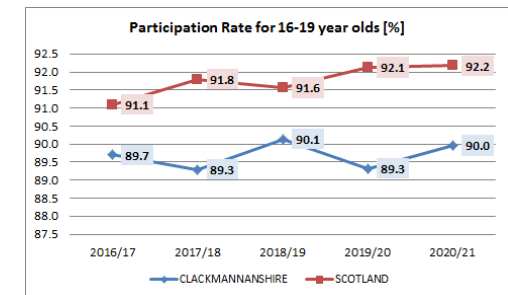
ATTENDANCE

Increase the Attendance Rate


School Attendance – All Pupils: Overall school attendance was beginning to increase prior to COVID 19

Nationally attendance is only collated every two years hence the gap in national attendance rates

In 2020/21 attendance across Clackmannanshire is higher than the national average by 0.9 pp

Since 2016/17 the attendance rate across Clackmannanshire has remained unchanged
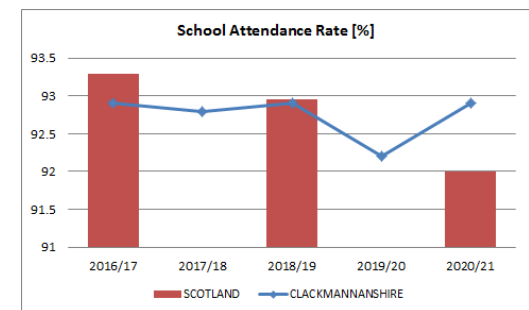
School Attendance – Care Experienced: Attendance Rate for Care Experienced children and young people is sporadic [affected by the difference in numbers]

Data is only collated every two years hence the 'missing data' for the Scottish average

No data was collated nationally for 2020/21 due to the pandemic so the data illustrated in the chart opposite is locally collated data
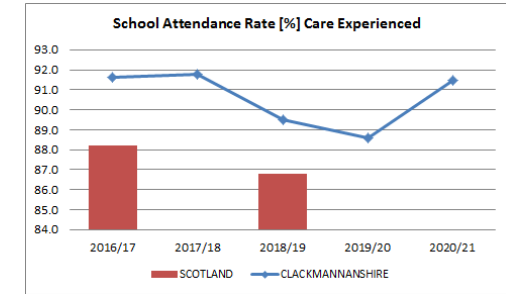

EXCLUSIONS

Reduce the rate of exclusions

The school exclusion rate has **fallen significantly** since 2016/17 due to a new Attendance & Exclusion policy introduced across the authority

[data collated every 2 years]

School Exclusion – Care Experienced: The exclusion rate for children and young people who are care experienced is low in number with no care experienced children & young people excluded from any educational establishment across Clackmannanshire since 2019/20.
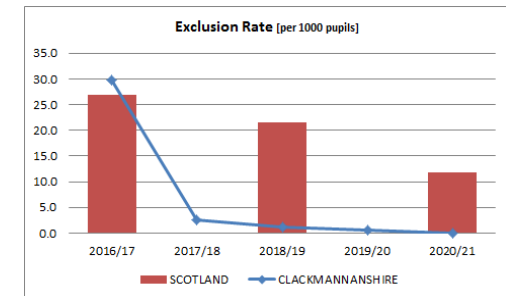
DIGITAL RESOURCES

No. of young people (3 years-18 years) accessing digital mental health supports

Mind Moose: **72%** of Clackmannanshire primary schools using this programme

Kooth: **187 children and young people** registered for Kooth, which is approximately 6% of the total 10-18

"Feedback From Educators Indicates That They Are Valuing The Programme As A Simple Way To Provide Some Structured Early Intervention Support To Pupils In

150

population

37.7% of logins to Kooth take place out of hours; highlighting the continuing need for services that operate outside normal working hours

Text Clacks: 60 conversations taking place across the first year [the majority of which were in the last quarter of the year]

17% of "texters" have used the service more than once indicates a need for "out of hours" services are needed

Just under 30% of conversations mentioned Suicide [risk assessment protocols instigated]

No of children / families in SIMD 1&2 with access to digital resources

---

Year 1: The initial batch of devices were bought with the support of the Scottish Government Digital Inclusion Fund made available to local authorities to help support learning & teaching during the pandemic

Year 2: Education Services 1:1 Device Project: focused on secondary schools; the following received devices:

All S2 to S6 cohorts & School Support Service received a Chromebook

All EASN pupils at Lochies, Alva Primary ASD, Alloa Academy EASN pupils received an iPad

- Alloa Academy ASN Dept: 33 Apple iPads
- Alva Primary ASD: 36 Apple iPads
- Lochies School: 36 Apple iPads
- Alva Academy ASD pupils got either a Chromebook or an iPad
- Alva Academy ASN Dept.: 15 Chromebooks
- Alva Academy ASN Dept.: 15 Apple iPads

YEAR 3: all P5-S6 pupils to be issued with a device [mainly Chromebooks - deployment scheduled for September 2022]

% of children expected to achieve their chronological vocabulary/communication level

The percentage [%] of children meeting developmental milestones across Clackmannanshire fell in 2020/21 to **78.7%;** a fall of 7.6 pp

The Scottish average also fell but not to the same extent as it did across Clackmannanshire [a national fall of 0.6 pp]

The gap with the national achievement rate is 6.4 pp in 2020/21; this is despite in previous years being quite similar to the national [since 2017/18 – as illustrated in the chart opposite]
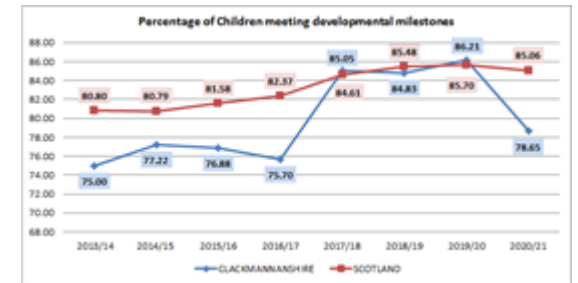
Education Service

National Improvement Framework Plan 2022-23

Towards an empowered, connected, self-improving system to achieve excellence and equity for all

Our priorities

Performance information

School leadership

Child

Parents

School

Local

National

Teacher profes...

School ...ment

...ssessment of children's progre...

Parental ...agement
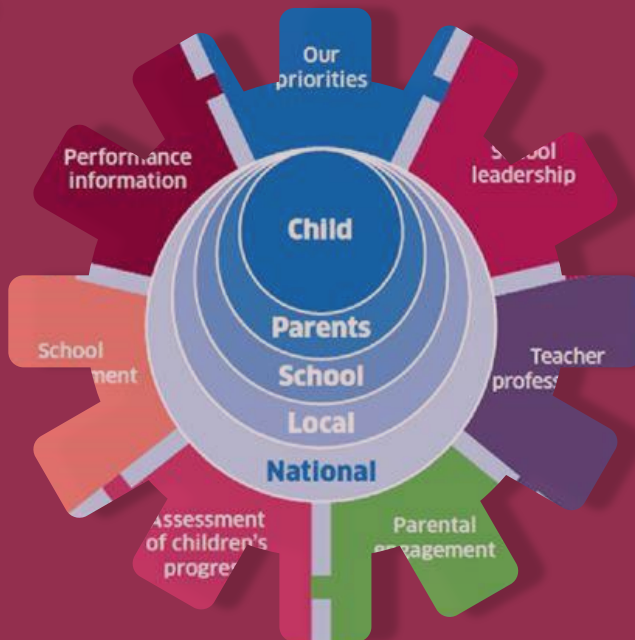
Clackmannanshire Council | Comhairle Siorrachd Chlach Mhanann

www.clacks.gov.uk

Clackmannanshire's mission is to educate, protect, support and promote the achievements and health and wellbeing of every child, with a particular focus on the most vulnerable children within the Clackmannanshire Council area.

Introduction

This National Improvement Framework Plan (NIF) sets out a clear vision for Clackmannanshire based on delivering Excellence and Equity across the five national priorities:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

To deliver this improvement, six 'drivers' are identified. These are:

- **School and ELC Leadership**: how we develop and support our head teachers and how we develop leadership across all parts of our school community
- **Teacher and Practitioner Professionalism**: how we support teachers and practitioners in their professional development
- **Parent/Carer Involvement and Engagement**: how we ensure the maximum benefit of parent and carer involvement and engagement in children's learning and in the life of the school
- **Curriculum and Assessment**: how we gather information about children's progress and how we use this information to support improving outcomes for all
- **School and ELC Improvement**: every school and ELC has a responsibility to evaluate how well it is doing against the National Improvement priorities and other performance measures. These are evaluated by the schools themselves, by the local authority and by HMI inspections
- **Performance Information**: how we gather data and analyse information to help us target areas for improvement, show where we have been successful and where we may need to do more

Our identified improvement outcomes, now grouped under the national priorities for 2022-2023, have been based on the evaluation of the NIF 2021-2022 Report. Progress, performance data, Standards and Quality Reports, School Improvement Planning and evidence collected from a range of sources (youth and parent/carer voice, national surveys, local authority self-evaluation information, planned quality improvement visits, including any new and emerging priorities) have informed the key actions and associated impact measures.

Stretch Aims

The core stretch aims, highlighted below, have been developed to improve outcomes for all children and young people whilst closing the poverty-related attainment gap. They articulate both ambitious and achievable aims and take into account evidence-based self-evaluation, collaboration between and across school planning and have been supported and challenged through professional dialogue with Education Scotland to drive improved outcomes for children and young people impacted by poverty across Clackmannanshire.

Robust contextual analysis has allowed us to set ambitious but achievable stretch aims for raising attainment and closing the poverty related attainment gap in Literacy and Numeracy at P1, P4 and P7. This has included the analysis of historical ACEL data, including pre and post Covid, scrutiny of ACEL data for children affected by poverty, Quintiles 1 and 5, determining the percentage of children 'off track' and using knowledge and impact of interventions to predict the percentage who will be 'on track' by June 2023, benchmarking against national measures and considering the impact of Covid on attainment.

- Increase attainment in Literacy (P1, P4 and P7 combined) to **68%**
- Increase attainment in Numeracy (P1, P4 and P7 combined) to **74.9%**
- Reduce the poverty related attainment gap in Literacy (P1, P4 and P7 combined) to **17.6 pp**
- Reduce the poverty related attainment gap in Numeracy (P1, P4 and P7 combined) to **12pp**

Using the Summary Statistics for Attainment and Initial Leaver Destinations document, we set ambitious but achievable stretch aims for the proportion of school leavers attaining 1 or more at SCQF Level 5 and Level 6 respectively. Both stretch aims were calculated with engagement and feedback from our three secondary schools and Clackmannanshire School Support Service. It was agreed that using the last two years' figures, where the assessment model was different, was not appropriate for working out "averages" and the gap to the Virtual Comparator (VC) should therefore be considered. These stretch aims are calculated using pre-COVID figures and take into account the gap with the VC.

- Increase the percentage of school leavers attaining 1 or more passes at SCQF level 5 to **88.2%**
- Increase the percentage of school leavers attaining 1 or more passes at SCQF level 6 to **64.9%**

We set our stretch aim of increasing the percentage of 16-19 years olds participating in education, employment or training using the Annual Participation Measure (APM) produced by Skills Development Scotland. This stretch aim is calculated on the basis of reducing the gap from initial destination to APM. The gap fell by 1.3 pp using the latest data. Nationally the APM improved by 0.2 pp to 92.4%; 1.7 pp higher than the rate for Clackmannanshire; although our rate improved more at +0.7 pp. If we followed the same yearly improvement of 0.7 pp then our stretch aim would be 91.4%.

- Increase percentage of 16-19 years olds participating in education, employment or training to **91.4%**

Attendance stretch aims are split into overall, primary and secondary. In order to determine a stretch aim, the average attendance rates across a 6 year period prior to COVID were calculated and compared to the June 2022 rate (baseline). The stretch aim is therefore based on pre-COVID levels. Comparing our attendance with other RIC authorities it was discovered that our rate was either the same level or above.

- Increase attendance across all establishments by 3.5 percentage points from 90.5% to **94%.**

Core Plus Stretch Aims

Recognising the importance of wider achievements and a range of other factors that underpin positive outcomes for children and young people, stretch aims have also been detailed for a range of further local priorities, using local measures. These are our Core Plus Stretch Aims.

Given the focus nationally on Care Experienced Children and Young People it was felt that there should be a stretch aim to monitor their attendance, especially the historical difference between LAC Home and LAC Away. The stretch aim for the overall attendance rate remains the same as the overall attendance rate, to ensure there is both equity and equality.

- Increase attendance for Care Experienced children to be the same as the overall attendance rate at **94%.**

Our second core plus stretch aim is to help improve and therefore achieve the Annual Participation Measure (APM) stretch aim. By narrowing the gap between initial and follow up destinations, the expectation is that the APM will improve.

- Narrow the gap between initial and follow up leaver destinations to **2.4pp.**

Service improvement continues to take into account the impact of the Covid pandemic and seeks to drive improvements for children and young people across Clackmannanshire with a particular focus on:

- Robust data analysis and review
- Targeted support to close the poverty related attainment gap
- Strengthening of partnerships
- Alignment of NIF with strategic planning

Progress will continue to be monitored through existing governance across Education Services and within the Children and Young People Strategic Group, People Committee, Education Scotland and Scottish Government.

Establishment Roll

Across Clackmannanshire, there were **6731 pupils** in our schools (3,895 primary school pupils, 2,758 secondary school pupils and 78 pupils who attend our Special Schools), *an increase* of 1.6% over the last 5 years[i].

LEVELS OF DEPRIVATION: 31.8% of all pupils in Clackmannanshire establishments live in our most deprived areas (SIMD Q1); **14.6%** live in our least deprived areas (SIMD Q5); compared nationally to 22.4% and 19.3% respectively.

Additional Support Needs (ASN)

DISABILITY: In 2020/21, the rate assessed and/or declared as having a disability per 1,000 pupils was 13.7, much lower than the Scottish rate of 27.1. Across our schools, **29.6%** of our primary school pupils have Additional Support Needs (ASN), which is slightly higher than the Scottish average of 27.7%. **37.6%** of our secondary school pupils have ASN, lower than the Scottish average of 38.2%.

Free School Meals (FSM)

63.7% of primary school pupils and **18.7%** of secondary school pupils are registered for FSM, an increase 23% since 2017/18 for primary school pupils and 15% for secondary school pupils (reflects changes in living costs).Scottish average 64.9% for primary & 17.7% for secondary).
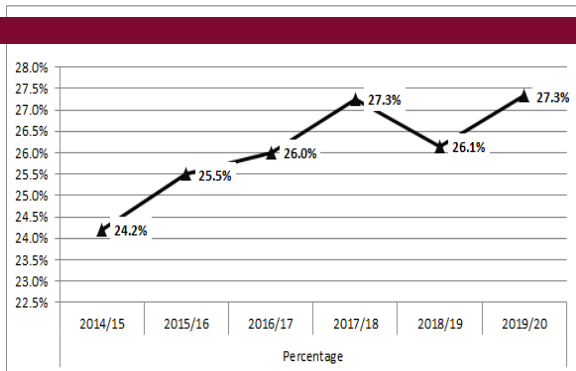
Deprivation

Scottish Index of Multiple Deprivation (SIMD) is an area-based measure of *relative deprivation*; not every person in a highly deprived area will experience high levels of deprivation. If an area is identified as 'deprived', it can relate to people having a low income, fewer resources or opportunities.

SIMD looks at the extent to which an area is deprived across **seven domains**: income, employment, education, health, access to services, crime and housing[ii].

Clackmannanshire consists of **72 datazones** (out of 6976 across Scotland). It has a **25%** share of the 20% most deprived data zones [18 datazones]. One of the datazones in Clackmannanshire features as the **sixth highest** overall deprived data zone and the 10th highest most income deprived data zone across Scotland[iii].

This means that some areas of Clackmannanshire still experience a high number of vulnerable communities associated with high levels of unemployment, including youth unemployment, substance misuse, mental health issues and young parents/one parent families.

Research [most recent data] reported in May 2021, indicates that as high as **27.3%** of children are living in poverty in Clackmannanshire, higher than the Scottish average of 24.3% and higher than the previous year where it was 26.1%[iv].Overall, the rate of child poverty in the area is third highest in Scotland increasing by 3.1 pp since 2014/15; the Scottish average has risen by 2.7 pp over the same period. [According to this research]

The chart opposite illustrates the increasing trend in the percentage of children in poverty across Clackmannanshire.

Research indicates being in paid employment is an effective way out of poverty, and families where all adults are in full-time employment are a low poverty risk. However, where a job does not pay well, is part-time, or of "zero hour" contracts, this is not always enough to prevent poverty. As such, **two thirds of children** who live in poverty are living in working households[v].

Children's Health

Children living in the most deprived areas of Scotland experience significantly worse health outcomes than children living in the least deprived areas and are more likely to experience:

- Lower birthweight
- Poorer dental health
- Higher obesity levels
- Higher rates of teenage pregnancy

Substance Misuse

Clackmannanshire reported **12 alcohol specific deaths** in 2020, a fall on the previous year where there had been 15; equates to 18.4 deaths per 100,000 population, lower than the Scottish average of 21.5. The number of individuals presenting for assessment at specialist drug treatment services from Clackmannanshire over the last five years has been sporadic with the highest percentage of referrals being in the 25 to 29 year old age group in 2020/21, a slight increase on previous years.

Teenage Pregnancies

Across Scotland, the teenage pregnancy rate is at its lowest level since reporting began in 1994. The rate fell from 30 per 1,000 women in 2018 to 28 per 1,000 in 2019.Despite a previous falling trend, the rate of teenage pregnancies increased from 34.9 to **46.8 per 1000 women** – the *highest in Scotland*[vi].

Domestic Abuse

The rate of domestic abuse across Clackmannanshire increased in 2020/21 but not at the same rate as it did the year before. Since 2016/17 there has been ***4.6% increase*** in the rate of domestic abuse across Clackmannanshire; lower than the national rate which is 9.2%.Despite this, the rate of domestic abuse is remains the **third highest** in Scotland with only Dundee City and West Dunbartonshire higher

Juvenile Offending [Referrals to Children's Reporter]

In 2020/21, **161** children were referred to the Children's Reporter, ***a third less*** than the year before. The highest proportion of referrals came from the Police. The highest referral is in relation to parental care/neglect, which accounts for 50% of all referrals in 2020/21; followed by Schedule 1 offences (22%), committed an offence (16%) and experienced domestic abuse (8%).

The total number of care experienced children and young people across Clackmannanshire as of 31st July 2021 was 270; 2.7% of the 0 to 17 year population; higher than the previous year where it was 2.5% and higher than the Scottish average of 1.3%.

Of those care experienced children and young people "starting to be looked after during 1 August 2020 to 31 July 2021", 21% were children aged under 5 years.

The largest proportion of care experienced children and young people continue to be looked after by friends/relatives, almost half at 46%; higher than the Scottish average which is 33%.

Clackmannanshire still has a much higher cost of foster care for care experienced children and young people at 20% (slight fall on the previous year) compared to the Scottish average of 10%.

Child Protection

The number of children and young persons on the Child Protection Register in 2020/21 was 41, equates to rate of 4.6 per 1000 population; a slight fall on the previous year [43, 4.8 per 1000 population].

The main concerns identified at case conferences for Clackmannanshire continues to be parental substance misuse (alcohol & drugs) followed by neglect then domestic abuse

Policy and Planning within the Education Service
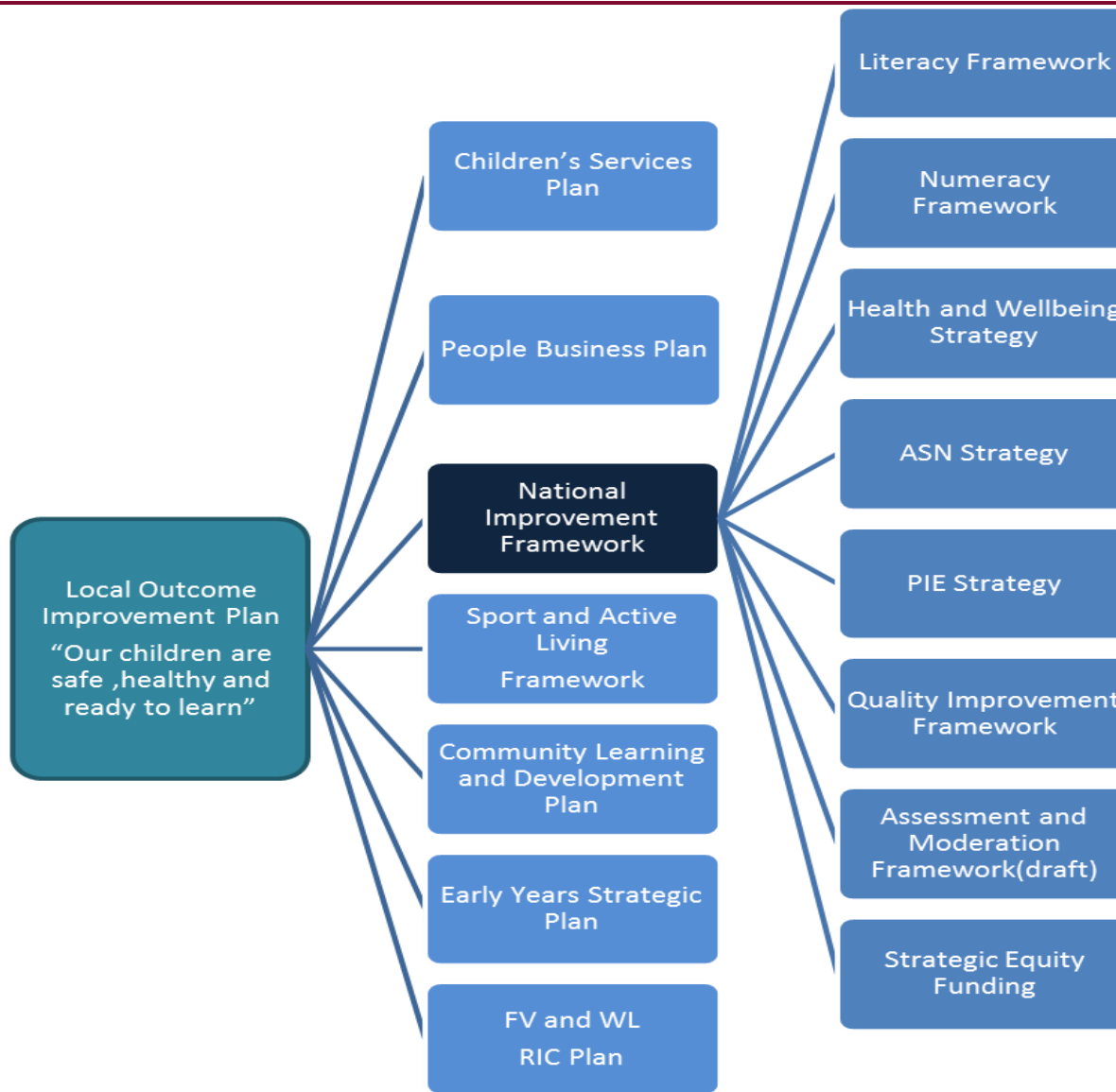
Progress during session 2021/22 with our priorities

Progress made with the main drivers for the Education Service between August 2021 and June 2022 are set out in NIF 2021-2022 Report, highlighting what has been achieved and areas where further progress is needed*.

The Standards in Scotland's Schools, etc. Act 2000 places duties on education authorities in relation to the delivery of school education, to reduce inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage. This Act requires Clackmannanshire to prepare and publish an annual report setting out the steps taken to secure improvements in education provision and outcomes set out in the National Improvement Framework Improvement Plan and those identified by the Service.

The Scottish Government expects every education authority to prepare and submit a National Improvement Framework Plan and Progress Report by the end of August, annually.

This Education Service Improvement Plan continues to take account the priorities set out in the Scottish Government's 2020 National Improvement Framework and Improvement Plan, Clackmannanshire People Business Plan, Clackmannanshire Children's Services Plan and Local Outcome Improvement Plan.

While the refresh of the Scottish Attainment Challenge (SAC) has reduced the finance available for the Clackmannanshire Programme Plans, interventions planned to support closing the poverty related attainment gap and ensuring equity and excellence have been reviewed with those having the greatest impact being the focus of this Plan.

As part of a wider People Service, the aim is to continue to develop an integrated service that seeks to get it right for all of our children, living and learning in Clackmannanshire through the actions taken across our Service areas and in our establishments.

Overall, progress has been made to deliver on almost all of the key priorities and objectives set out in the 2021-2022 Plan .However the impact of the Covid pandemic is still evident and is reflected in the continuation and expansion of some improvement outcomes and key actions in the Plan.

Quality Frameworks, such as How Good is Our School? (4th edition) and the Data for Improvement Framework continue to support the Education Service to benchmark the Service provision, including feedback from key stakeholders.

*New data is not yet available. ACEL (Curriculum for Excellence) data will be published in December 2022, and Insight data will be published in February 2023. We are not permitted to share this data until that time.
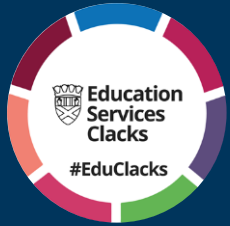
Placing the human rights and needs of every child and young people at the centre of education

Improvement Outcome	NIF Driver(s)	Key Strategic Actions	Responsible	Measurable Outcomes
Increased understanding of UNCRC legalisation by parents, carers and staff.	School and ELC Improvement Teacher and practitioner Professionalism Parent/Carer involvement and Engagement	A. Work with partners, staff, young people and families to ensure that UNCRC legalisation is understood to inform practice. B. Provide professional learning in the UNCRC for all school and ELC staff.	Senior Manager - Education	• 100% of establishment staff will have self-evaluated using the UNCRC toolkit to examine their own practice. • All Education and Children's Services staff will be able to evidence how they are ensuring children and young people, parents, carers and families are aware of the incorporation of UNCRC and children's rights. • 100% of establishments will commit to the incorporation of UNCRC into improvement plans.
Enhanced opporunties for children and young people to actively participate in decision making which impacts them.	School and ELC Leadership	A. Increase the number of children and young people engaging and participating in the Youth Voice network across services, schools and the wider community.	CLD Team Leader	• % increase of children and young people actively participating in the Clacks Youth Voice network.
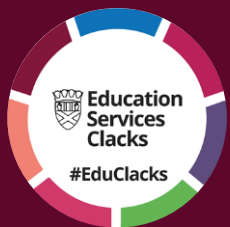
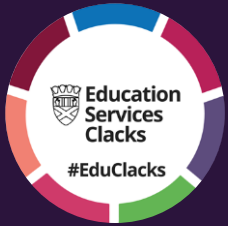# Improvement in children and young people's health and wellbeing

Improvement Outcome	NIF Driver(s)	Key Strategic Actions	Responsible	Measurable Outcomes

Improved confidence and skill of staff in schools and ELCs to support children and young people's health and well-being.	Teacher and ELC Professionalism
	
	Curriculum and Assessment
		A. Implement Phase 3 and 4 of the Icelandic Prevention Model to ensure that all practitioners have access to clear, practical support, training and help to enhance the consistency of response to self-harm and suicidal intent.
		B. Work with '*Clackmannanshire Violence Against Women*' to support practitioners embed the principles and practice within the Scottish Governments Equally Safe at School Strategy to prevent and eradicate violence against women and girls.
		C. Ensure that all practitioners working in schools and ELCs follow a consistent and coherent approach to prevent and respond to bullying by following the Local Authority Guidance, using targeted Career Long Professional Learning, resources and signposting to relevant agencies.
			Quality Improvement Officers	• 3 percentage point (pp) reduction of Secondary pupils reporting that they have seriously considered suicide.
				    - IPM Census Data 2021 – 28%
				
				• 3pp reduction of Secondary pupils reporting that they have self-harmed on purpose.
				    - IPM Census Data 2021 – 44%
				
				• % reduction in the number of young people recorded as being bullied in SEEMiS module.
				
				• Reduce the number of respondents reporting bullying incidents (P5-7) by at least 10pp in 4 identified primary establishments by June 2023.
				    o HW census data 2022 - 60%-71% (in 4 establishments)

Improved outcomes for children and young people in SIMD Q1 to support their health and well-being.	Parent/Carer Involvement and Engagement Curriculum and Assessment	A. Extend the scope of the Wellbeing Service to ensure that there is a continuum of specialist and targeted support to align with the Clackmannanshire Driving Change in Mental Health for Children, Young People and their Families Transformational Project.	Quality Improvement Officers	• CORE Wellbeing Tool shows an increase of at least 2 points across planned interventions for identified children and young people

Improvement Outcome	NIF Driver(s)	Key Strategic Actions	Responsible	Measurable Outcomes
Improved mental health and wellbeing for children and young people	Curriculum and Assessment	A. Extend the continuum of support available within the Mental Health Transformation Project in order that children and young people can access the right support at the right time in the right place. B. Promote 'Shout', our evidence-based trauma-informed text-based service for suicide prevention for 5 – 26 year olds to ensure awareness of crisis support that is available 24/7, 365 days. C. Extend the range of therapeutic supports available through the Intensive Therapeutic Service that are specifically targeted towards the refugee population within Clackmannanshire. D. Re-launch parenting programmes delivered by ELCs post Covid.	Principal Educational Psychologist	• Improvements in a variety of relevant mental health and wellbeing measures for children and young people accessing services (e.g. YP-Core, CROPS/ PROPS, SDQ etc.) • Increase in uptake of digital mental health services (e.g. 6% of target population for Shout; 5% of target population for Togetherall, 10% of target population for Kooth etc.) • Reduction in the rates of completed • Increase parenting programmes available.
Improved confidence and skill of staff in schools and ELCs to support children and young people with additional support needs.	Teacher and Practitioner Professionalism	A. Develop and implement Flexible Learning Spaces in identified schools. B. Develop a tiered approach to professional learning (PL) for staff in schools and ELCs to ensure they have the knowledge and skills to meet the range of ASN in their establishments. C. Develop an ASN moderation group to monitor and support the planning and delivery of support for children with ASN.	Quality Improvement Officer ASN	• Most staff report an increase in confidence and skill to support children and young people with additional support needs. • % of Flexible Learning Spaces self-evaluated as good or better for QI 3.1 Ensuring well-being equity and inclusion – New Measure • The majority of CStrive referrals demonstrate improved use of the wellbeing assessment to assess children and young people's needs.

Enhanced engagement of parents/carers of children and young people with Additional Support Needs.	Parent/Carer Involvement and engagement	A. Develop and implement a programme of support and networking opportunities for parents and carers of children/young people with ASN (Schools and ELCs)	Quality Improvement Officer ASN	• % of parents/carers who report an increase in confidence to share their views and ask for support if required – New Measure • 10% increase in attendance of parents/carers at planned ASN network events compared to 20/21 levels.
Improvement Outcome	**NIF Driver(s)**	**Key Strategic Actions**	**Responsible**	**Measurable Outcomes**
Increased opportunities to engage in a broad range of targeted health and wellbeing activities that meet the individual needs of all children and young people.	School and ELC Improvement	A. Support primary, secondary and special schools at relaunch of the National School Sports Awards to achieve silver/gold. B. Ensure negotiations between local council and Sports Scotland result in a new 4 year partnership agreement. C. Ensure all schools have established school sports committees. D. Relaunch PEPAS (Physical Education, Physical Activity and Sport) to bring ASN, primary PE, active schools and secondary PE together to ensure that the planning of school sport and PE is well coordinated and delivered to a high standard. E. Develop a 'Learn to Swim' staff training programme. F. Review and update Clackmannanshire's Health and Wellbeing Strategy.	Sports Development Manager Quality Improvement Officer	• % of establishments achieving their gold sports awards - New Measure (post covid) • Maintain involvement of active schools co-ordinators in all establishments to provide high quality opportunities to take part in sport and physical activity before school, during lunchtime and after school. • % of schools with well established school sports committees – New Measure (post covid) • Maintain 2 hours (per pupil per week) of high quality curricular PE for all children in all primary establishments. • Number of children and young people attending after school clubs and sport events – New Measure (post covid) • Deliver national training to PE teachers to prepare to teach pupils swimming in new pool.

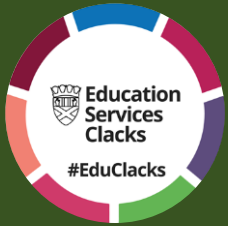| Improvement Outcome	NIF Driver(s)	Key Strategic Actions	Responsible	Measurable Outcomes
		G. Embed Clackmannanshire Family Wellbeing Partnership Community around the School (365 schools) approach within Alloa Academy	Senior Manager Inclusion and Partnerships HT Alloa Academy	• Number of individuals/ families accessing opportunities offered through Clackmannanshire Family Wellbeing Partnership. New Measure. • Progression through Clackmannanshire Family Wellbeing Partnership Flourishing Lives Scorecard. New Measure.

Improved wellbeing, equity and inclusion.	Performance Information	A. Establish systems to support children and young people at risk of non-attendance and late-coming in schools and ELCs.
		B. Develop Clackmannanshire Family Wellbeing Partnership STRIVE (Safeguarding for Rapid Intervention) model to - providing multi- agency responses at an early stage; based around one secondary school catchment
			Quality Improvement Officers
			
			Senior Manager Inclusion and Partnerships
			
			Senior Manager Early Intervention
				• 12% increase in the number of establishments self-evaluated as 'good' or better for QI 3.1 Ensuring wellbeing, equity and inclusion.
				   ◦ Session 20/21 – 88%
				
				• Increase attendance across all establishments to 94%
				   ◦ Session 20/21 – 92.9%
				
				• Increase attendance of Care Experienced children and young people compared to 21/22 levels (90.2%) and 20/21 levels (91.8%)
				
				• 5% reduction in number of individuals/families reaching STRIVE forum at the cusp of statutory measures.
				
				• Progression through Clackmannanshire Family Wellbeing Partnership STRIVE Scorecard. New Measure.

Closing the attainment gap between the most and least disadvantaged children and young people

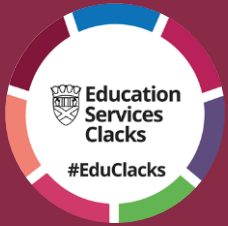| Improvement Outcome	NIF Driver(s)	Key Strategic Actions	Responsible	Measurable Outcomes
Improved arrangements for tracking and monitoring attainment and achievement of targeted groups to be able to make meaningful comparisons.	School and ELC Improvement Teacher and practitioner Professionalism	A. Support Schools and ELCs in using data to identify attainment gaps, plan interventions and evaluate the impact on raising attainment of children affected by poverty. B. Ensure that Strategic Equity Funding (SEF) interventions continue to be targeted to those areas of greatest need to improve outcomes and close the poverty related attainment gap.	Quality Improvement Officers	• 8pp increase in the number of establishments reporting that their improvement planning clearly outlines how Attainment Scotland Funding (Pupil Equity Fund, Scottish Equity Fund, Care Experienced Fund) is used to close the poverty related attainment gap is 'very good' or better. ○ Session 21/22 – 47% (primary establishments only)
Increased capacity and flexibility of childcare offer to enable families to engage in skills improvement, training, pre-employment and employment.	Parental Engagement	A. Audit capacity and flexibility of current provisions of childcare within Clackmannanshire. B. Extend and embed Person Centred Approach to Budgets.	Senior Manager Inclusion and Partnerships	• Number of individuals/families accessing opportunities offered through Clackmannanshire Family Wellbeing Partnership. New Measure. • Number/percentage of parents/carers living in Q1 engaging in self-improvement opportunities, skills improvement, training, pre-employment and employment. New Measure. • % of available funds and supports reaching families at the point of need. New Measure.

Improvement Outcome	NIF Driver(s)	Key Strategic Actions	Responsible	Measurable Outcomes
Increased participation and confidence of parents and carers in supporting their child/children's learning and development.	Parent/Carer Involvement and Engagement	A. Develop opportunities to consult and include parents and carers in establishment's improvement planning, with a focus on the use of Pupil Equity Funding to enhance family engagement, learner participation and democratic education. B. Deliver targeted sessions to increase the engagement of parents and carers in school and ELC activity by June 2023.	Quality Improvement Officers	• At least 1% of PEF budgets across establishments will be subject to participatory budgeting. • % of families, living in Q1 engaged in family learning activities to support children's learning and development – New measure
Improved impact of targeted literacy and numeracy interventions.	Performance Information Curriculum and Assessment Performance Data	A. Provide additionality in targeted schools, to carefully plan for, implement and evaluate the impact of evidence-based approaches and interventions with a focus on closing the gap between pupils in Q1 and Q5. B. Implement key actions outlined in Clackmannanshire's 'Numeracy Framework: Raising Attainment, Accelerating Progress and Closing the Poverty Related Attainment Gap, Improvement Plan 2022 – 2026 to support practice in schools and ELCs. C. Implement key actions outlined in Clackmannanshire's 'Literacy Framework: Raising Attainment, Accelerating Progress and Closing the Poverty Related Attainment Gap, Improvement Plan 2022 – 2026 to support practice in schools and ELCs. D. With the support of the RIC and Education Scotland look inwards and outwards to share effective practice to raise attainment and close the poverty related attainment gap.	Quality Improvement Officers	• Reduce the poverty related attainment gap in Literacy (P1, P4 and P7 combined) to 17.6pp • Reduce the poverty related attainment gap in Numeracy (P1, P4 and P7 combined) to 12pp
Enhanced opportunities to work with Community Learning Development (CLD) and Libraries to close the poverty related attainment gap.	School and ELC Improvement Curriculum and Assessment	A. Library Services to work closely with 2 identified primary schools to develop engagement and positive attitudes to reading. B. Develop family reading groups with parents/carers in two communities.	Senior Manager -Education CLD Team Leader	• % of children reporting increased engagement of reading – New Measure (2 identified establishments). • % of parents/carers reporting increased confidence in supporting child's reading.
Improved attendance of children and young people living in Quintile 1.	Performance Data	A. Review the 'Attend today, Achieve tomorrow' guidance for establishments. B. With the support of the RIC and Education Scotland look inwards and outwards to share effective practice to improve attendance.	Quality Improvement Officers	• 3.0pp improvement in attendance of children and young people living in Quintile 1 compared to Session 21/22.

Improvement in skills and sustained, positive school-leaver destinations for all young people

Improvement Outcome	NIF Driver(s)	Key Actions	Responsible	Measurable Outcomes
Increased awareness and improved understanding of skills development, with an established skills framework for all schools and ELCs.	School and ELC Improvement Curriculum and Assessment	A. Collaborate with employability partners, including colleagues from Place and the City Region Deal on the implementation of a Skills Framework for schools and ELCs.	Senior Manager - Education	• All children and young people are aware of the skills they are developing in each subject area and are able to articulate this, evidenced by focus groups, surveys and interviews.
Enhanced arrangements for tracking progress of vulnerable groups of children and young people.	Curriculum and Assessment School and ELC Improvement	A. Improve tracking arrangements to inform the choices of young people and curricular offer. B. Establish systems to routinely sample those at risk of not securing a positive destination including the care experienced and winter leavers to determine any re-design. C. Work in partnership with others (DYW and SDS) to increase opportunities for young people to talk about their skills for learning, life and work.	Senior Manager - Education	• 100% of care experienced mentored young people stay on until S5 and enter a positive destination thereafter.
Increased number of young people securing a positive destination.	School and ELC Improvement	A. Map the range of courses aligned to growth area learning pathways by 2026 to identify how best to reduce duplication and maximise opportunity. B. Increase mentoring opportunities through Career Ready, MCR pathways and other available programmes.	Senior Manager - Education	• Increase the % of young people securing a positive destination back up to at least 96.5% (2019/20) • Number of young people maintaining engagement with MCR pathways (10 sessions or more) to be maintained at 122 or above.

Improvement Outcome	NIF Driver(s)	Key Actions	Responsible	Measurable Outcomes
Increased number of school leavers attaining SCQF level qualifications.	Performance Information	A. Work with school senior leadership teams and improvement analyst to scrutinise the attainment gap, determine stretch aims and to ensure robust tracking and monitoring is in place to achieve this. B. Enhanced tracking of care experienced young people's attainment and achievement.	Senior Manager -Education	• Increase the number of school leavers attaining 1 or more pass at SCQF level 5 by June 2023 by 3.5pp • Increase the number of school leavers attaining 1 or more pass at SCQF level 5 by June 2023 by 4.4pp • Lower the % gap between care experienced and others attaining 1 or more SCQF awards at SCQF level 5 – New Measure

Improvement in attainment, particularly in literacy and numeracy

Improvement Outcome	NIF Driver(s)	Key Actions	Responsible	Measurable Outcomes
Enhanced approaches to school and ELC improvement planning, evaluating and reporting.	School and ELC Leadership School and ELC Improvement Teacher and practitioner Professionalism	A. Embed approaches to school and ELC improvement planning and standards and quality reporting ensuring feedback supports self-improvement. B. Support schools and ELCs in the effective use of self-evaluation toolkits, HGIOS4, HGIOELC and promote deeper understanding of empowerment within schools. C. Review and enhance model of Quality Assurance to support rigorous Validated Self Evaluation and School and ELC Performance and Improvement Meetings.	Quality Improvement Officers	• % of establishments self-evaluated as 'good' or better for QI 1.1 Self-evaluation for self-improvement – New Measure

Enhanced collaboration, empowered leadership and teacher/practitioner professionalism.	School and ELC Leadership
	
	School and ELC Improvement
	
	Teacher and Practitioner Professionalism
		A. Support aspiring school and ELC leaders through a range of National, Regional and Local programmes.
		B. Support teacher and practitioner leadership through a range of local, regional and national programmes.
			Quality Improvement Officers	• Increase the percentage of establishments self-evaluated as 'good' or better for QI 1.2 Leadership of Learning by 8 percentage points.
				  o Session 21/22 – 69%
				
				• Maintain levels of engagement with formal National leadership and professionalism opportunities:
				  o Session 21/22 - 73 school based individuals
				  o Session 21/22 - 25 early years based individuals

Improvement Outcome	NIF Driver(s)	Key Actions	Responsible	Measurable Outcomes
Improved experiences in schools and ELCs to meet the needs of all children and young people.	School and ELC Improvement Teacher and Practitioner Professionalism	A. Implement key actions outlined in Clackmannanshire's 'Numeracy Framework: Raising Attainment, Accelerating Progress and Closing the Poverty Related Attainment Gap, Improvement Plan 2022 – 2026 to support practice. B. Implement key actions outlined in Clackmannanshire's 'Literacy Framework: Raising Attainment, Accelerating Progress and Closing the Poverty Related Attainment Gap, Improvement Plan 2022 – 2026 to support practice. C. Promote Professional Learning (PL) for education staff to ensure they have the knowledge and skills to meet the needs of all children and young people and in particular the range of ASN in their establishments. D. Implement revised quality assurance/VSE activity to gather evidence of evaluation and improvement	Quality Improvement Officers	• 8pp increase in the number of establishments self-evaluated as 'good' or better for QI 2.3 Learning, Teaching and Assessment. o Session 21/22 – 69% • % of sampled establishments evidencing improvement in QI 2.3 as good or above through validated self-evaluation (VSE). – New Measure • % ELCs graded as good or above by Care Inspectorate • % HMIe inspections evaluated at good or above in schools and ELCs
Enhanced approaches to monitoring and tracking of individual learners' progress, in particular improved arrangements to for tracking groups according to disability, protected characteristics and those who care experienced to be able to make meaningful comparisons.	Curriculum and Assessment	A. Implement Local Authority Performance and Improvement planned actions. B. Extend Performance and Improvement meetings to include ELC and Secondary settings. C. Support schools and ELC to identify, monitor and track the attainment of young people from a care experienced background, to ensure that they fulfil their potential and that any barriers to engagement are removed.	Quality Improvement Officers	• 4pp increase in the number of establishments self-evaluated as good or better at robustly tracking progress and achievement at all stages. o Session 21/22 – 82% • All establishments monitor and track progress of Care Experienced children and young people.

Improvement Outcome	NIF Driver(s)	Key Actions	Responsible	Measurable Outcomes
Improved assessment of children's progress and achievements.	Curriculum and Assessment Teacher and Practitioner Professionalism	A. Review and refresh our Assessment and Moderation Framework. B. Develop skills of teacher/practitioner judgement, including use of SNSA, to support consistent and effective assessment and reporting. C. Provide professional learning, in collaboration with Education Scotland, for Moderation Leads to lead in effective assessment and moderation processes, within and outwith their own school/ELC. D. Review early level progression pathways in literacy and numeracy.	Quality Improvement Officers	• 8pp increase in the number of establishments reporting that they have *'an agreed approach to gathering and making use of learner evidence to inform professional judgements'* as good or above through self-evaluation. o Session 21/22 – 56.5%
Enhanced use of rich data to inform improvements and track and monitor progress.	Performance Information Teacher and Practitioner Professionalism	A. Support schools and ELCs to extend and embed effective use of data tools, including updated monitoring and tracking toolkit, school profiles, FOCUS Toolkit and BGE Benchmarking Tool. B. Develop and deliver a Performance and Improvement Professional Learning Programme to upskill and support senior leadership teams.	Senior Manager - Education Quality Improvement Officers Data Coach/Analyst	• Number of staff upskilled and confident to effectively use a range of data tools to track, monitor and analyse data to inform improvements – New Measure.
Increased participation and confidence of parents and carers in supporting their child/ren.	Parent/Carer Involvement and Engagement Teacher and Practitioner Professionalism School and ELC Improvement	A. Support teachers/practitioners to have the appropriate knowledge, skills, tools and good practice exemplars to work with parents and families to deliver Family Learning to fulfil the aims of the School Improvement Plan (SIP). B. Ensure Parent Councils are supported to fulfil their legally prescribed and constituted role, offering individualised support as identified and required.	Quality Improvement Officers	• Parent surveys demonstrate increased confidence in supporting their child's learning. • All establishments evidence Family Learning Programmes in their SIP and evaluate the impact in SQR. • % of parent volunteers supporting learning in schools – New measure.

Improvement Outcome	NIF Driver(s)	Key Actions	Responsible	Measurable Outcomes
Increased attainment in literacy and numeracy.	Curriculum and Assessment Performance Information	A. Implement key actions outlined in Clackmannanshire's 'Numeracy Framework: Raising Attainment, Accelerating Progress and Closing the Poverty Related Attainment Gap, Improvement Plan 2022 – 2026 to support practice. B. Implement key actions outlined in Clackmannanshire's 'Literacy Framework: Raising Attainment, Accelerating Progress and Closing the Poverty Related Attainment Gap, Improvement Plan 2022 – 2026 to support practice.	Quality Improvement Officers	• Increase attainment in Literacy (P1, P4 and P7 combined) to 68% by June 2023 ○ Session 17/18 – 65.4% ○ Session 18/19 – 71.6% ○ Session 20/21 – 59.8% • Increase attainment in Numeracy (P1, P4 and P7 combined) to 75% by June 2023 ○ Session 17/18 – 76.3% ○ Session 18/19 – 77.2% ○ Session 20/21 – 68.9% • Increase attainment in Literacy at third level to 89% by June 2023. ○ Session 17/18 – 83.4% ○ Session 18/19 – 82.8% • Increase attainment in Numeracy at third level to 83% by June 2023. ○ Session 17/18 – 80.4% ○ Session 18/19 – 77.3%

i https://www.gov.scot/publications/pupil-census-supplementary-statistics/

ii www.gov.scot Scottish Index of Multiple Deprivation 2020

iii www.gov.scot Scottish Index of Multiple Deprivation 2020v2 Revision Notice

iv Research by Loughborough University http://www.endchildpoverty.org.uk/local-child-poverty-data-2014-15-2019-20/

v https://data.gov.scot/poverty/

vi https://publichealthscotland.scot/publications/teenage-pregnancies/teenage-pregnancies-year-of-conception-ending-31-december-2019/

2022-2023

Clackmannanshire-The Scottish Attainment Challenge-Framework for Recovery and Accelerating Progress

Scottish Attainment Challenge- Clackmannanshire 2022-2023
Overview

This Plan has been developed to support the next phase of the Scottish Attainment Challenge, Framework for Recovery and Accelerating Progress across Clackmannanshire.

https://www.gov.scot/publications/scottish-attainment-challenge-framework-recovery-accelerating-progress/documents

It aims to:

"To use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap"

The redesigned approach to the Scottish Attainment Challenge has seen funding to the current 9 Challenge Authorities of £43 million distributed equitably between 32 local authorities. This has significantly reduced the finance available for the Clackmannanshire Programme Plans, with funding tapered down over the next 4 years (2022-2025). The previous term used to describe the fund and programme has been updated from Scottish Attainment Challenge funding (SAC) Strategic Equity Funding (SEF).

- 2022-2023   £1,303,282

- 2022-2023   £1,034,744

- 2023-2024   £766,205

- 2024-2025   £497,666

Interventions supporting closing the poverty related attainment gap and ensuring equity and excellence across the SEF Programme have been reviewed with those having the greatest impact being the focus of this plan. Agreed outcomes, contractual agreements with local authority teams, partners and agencies have been revised so that there is a planned exit and sustainability strategy towards 2025.

Wider engagement, involvement and communication with all stakeholders continues to be undertaken to ensure that there is a clear transition to Year 2 of the refreshed SEF with work streams for 2022-2023 being either retained, refocused, reduced or removed.

Driver	Work stream	Action
Improving Pedagogy and Practice/Learning and Teaching	**Improving Outcomes Team**	**Reduction and Refocus** to targeted schools to close the poverty related gap
	Small Group Interventions	**Retain**-continuation of Primary focus with transition to Secondary work stream
	Speech and Language Therapy	**Reduction** in funding across Forth Valley Transformational programme
	Early Intervention Team	**Reduction** in staff to targeted schools
	Equitable Literacy Programme- Sue Ellis	**Remove**- approach embedded across schools
	Readiness for Learning	**Reduce and refocus-** embedded across schools
	CCPE Stirling University	**Remove**-Programme completed
	Maximising Progress Leads	**Remove**
Families and Communities/Health and Wellbeing	**Wellbeing Workers**	**Retain and Refocus** to children and young people in SIMD Q1
	Family Learning	**Reduce and Refocus** with an emphasis on Family Learning
Research and Evaluation	**Strathclyde University Research**	**Remove**-Phase 2 completed

Through consultation and dialogue with Head Teachers, partners and key stakeholders, a 'core' model has been developed for aims measurable by our National Improvement Framework key measures and local data for health and wellbeing. These locally identified **Stretch Aims**, are being developed to ensure that despite a funding reduction, significant progress continues to be made in recovering from the impact of the Covid-19 pandemic, particularly for those impacted by poverty. A number of stretch aims are work in progress (marked as TBC).

By working collegiately, consideration has also been taken to make sure that the utility and reach of Pupil Equity Funding (PEF) supports our shared approaches and stretch aims. This is ensuring that the use of Attainment Scotland Funding at school and local authority level is strategically aligned to share strategic planning.

Clackmannanshire Core Stretch Aims for 2022-23
- Increase attainment in Literacy (P1, P4 and P7 combined) to 68%
- Increase attainment in Numeracy (P1, P4 and P7 combined) to 75%
- Reduce the poverty related attainment gap in Literacy (P1, P4 and P7 combined) to 24%.
- Reduce the poverty related attainment gap in Numeracy (P1, P4 and P7 combined) to 19%.
- Increase the percentage of school leavers attaining 1 or more passes at SCQF level 5 to TBC
- Increase the percentage of school leavers attaining 1 or more passes at SCQF level 6 to TBC
- Increase percentage of 16-19 years olds participating in education, employment or training to TBC
- Increase attendance across all establishments from 94% to TBC

Clackmannanshire Core 'Plus 'Stretch Aims for 2022-23
An additional "plus" model reflects our local contextual priorities, in particular the importance of wider achievements and positive outcomes for care experienced children and young people.

- Increase the percentage of school leavers achieving a Level 5 qualification (based on Insight figures) to take account of wider achievement TBC
- Increase attendance for care experienced children and young people across all establishments by TBC

While this Plan focusses on 2022-2023, it has considered outcomes to be achieved by the end of the four year cycle of funding (2022-2025) rather than changing longer term outcomes on an annual basis.

The mission "*to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap"* will now feature in our local authority, People- Education Service Improvement Plans. These Plans will articulate how Attainment Scotland

Funding will be used to address this mission as well as how these Plans align to other local authority plans, such as our Children's Services Plan, Business Plan and Child Poverty Action Plans, which all have related aims.

There is a continued focus on supporting our schools to identify their poverty related gaps through planned Improvement Discussions (part of the Authority Quality Assurance Processes) coaching, professional learning and supporting the effective use of the Authority Tracker to ensure that we continue to close the poverty related attainment gap. This combined with the use of the **Scottish Attainment Challenge Logic Model**, (Appendix 1) will ensure that there is a shared understanding of the programme aims and will highlight the monitoring, performance and progress needed to achieve our stretch aims.

Collaboration with a range of services across the local authority, in local communities and with our Regional improvement Collaborative will continue to provide additional contributions to the mission of the Scottish Attainment Challenge to ensure that targeted help and resource benefit children and young people affected by poverty .

Audit and Scruitiny Committee

- ANNUALLY

Children's Services Strategic Group/Children & Young People Board

- TERMLY

SEF Lead, Attainment Advisor and Education Scotland

- MONTHLY

Integrated Team / Performance

- Improving Pedagogy and Practice/Learning and Teaching
- Health and Wellbeing/Families and Communities
- Improvement Analyst
- Parental Involvement and Engagement Lead
- Quality Improvement Officers
- FORTNIGHTLY

Children and Young People's Board.

The Children and Young People's Board will monitor performance in the delivery of services including consideration of:

- service performance reports –progress towards stretch aims

- inspection or other similar reports

- financial performance

Children's Services Strategic Group
This group meets termly; the objectives being:
- To oversee the Scottish Attainment Challenge programme plan, reporting on the stretch aims and alignment with Children's Services planning
- To review and comment on financial spend
- Share good practice and support a collaborative approach to the delivery of Clackmannanshire's Attainment Challenge
- To analyse, support and challenge the performance improvement of the progress across the stretch aims and reports to Scottish Government
- To review and mitigate key risks to the programme
- To support and develop future bids for programmes, in accordance with Scottish Government guidelines
- Consider voice of young people, teachers, parents and other stakeholders

SEF Lead , Attainment Advisor and Education Scotland

SEF Lead and Attainment Advisor meet to:
- complete the monthly written reviews for Education Scotland
- participate in the monthly Education Scotland Progress update meetings
- review data, School Improvement Plans, PEF Plans-alignment with Stretch aims
- engage in school visits where this work stream is being implemented (to further support the Quality Assurance programme)
- review of Task Brief and Risk Register

Integrated Team/Integrated Performance

The Integrated Team meets fortnightly to:
- report on the progress across the stretch aims and associated work stream actions
- provide an update for use in the Authority Performance management System-Pentana
- share good practice and support a collaborative approach
- discuss and evaluate the progress against agreed outcomes and measures of each intervention to align with the Logic Model
- report to and advise the Management Board
- support the development of future bids for programmes, in accordance with Scottish Government guidelines
- consider voice of young people, teachers, parents, partners and other stakeholders.
- develop and maintain a communication plan
- highlight opportunities for sustainability and plan for the reduced funding across the programmes
- review and update the risk matrix for each work stream and associated action plan
- ensure that there is communication and collaboration to create and sustain effective change

Appendix 1
Logic Model

SAC Logic Model - Local/Regional