

**CLACKMANNANSHIRE COUNCIL**

---

**Report to People Committee**

---

**Date of Meeting: 16<sup>th</sup> September 2021**

---

**Subject: People Directorate Business Plans and associated Statutory Plans**

---

**Report by: Lorraine Sanda, Strategic Director (People)**

---

**1.0 Purpose**

This report presents the People Business Plan 2021/22 (**Appendix 1**), along with associated statutory plans as follows:

- National Improvement Framework Report and Plan 2021/22 (**Appendix 2**)
- Children's Services Plan 2021/24 (**Appendix 3**)
- Scottish Attainment Report and Plan 2021/22 (**Appendix 4**)
- 2021-24 Community Learning and Development Partnership Plan (**Appendix 5**)

**2.0 Recommendations**

- 2.1. It is recommended that the Committee note, comment on and challenge these reports.

**3.0 Considerations**

- 3.1. The People Business Plan is focused on supporting continued response and recovery to COVID, as well as transformation and in particular the Be the Future programme.
- 3.2. The National Improvement Framework Report and Plan, Children's Services Plan, Scottish Attainment Report and Plan and 2021-24 Community Learning and Development Partnership Plan are all focused on:

- Empowering Families and Communities
- Sustainable Inclusive Growth
- Health and Wellbeing

The actions contained across the reports will ensure that improved outcomes are delivered for children, families, individuals and communities.

3.3 In addition, the service is committed to progressing workforce development and leadership plans to support the transformation of services.

#### 4.0 Sustainability Implications

#### 5.0 Resource Implications

5.1. *Financial Details*

5.2. None

5.3. *Staffing*

There are no implications for staffing arising from this report.

#### 6.0 Exempt Reports

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

#### 7.0 Declarations

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

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

Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all	<input checked="" type="checkbox"/>
Our families; children and young people will have the best possible start in life	<input checked="" type="checkbox"/>
Women and girls will be confident and aspirational, and achieve their full potential	<input checked="" type="checkbox"/>
Our communities will be resilient and empowered so that they can thrive and flourish	<input checked="" type="checkbox"/>

(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)* People Business Plan 2021/22
- (Appendix 2)* National Improvement Framework Report and Plan 2021/22
- (Appendix 3)* Children’s Services Plan 2021/24
- (Appendix 4)* Scottish Attainment Report and Plan 2021/22
- (Appendix 5)* 2021-24 Community Learning and Development Partnership Plan

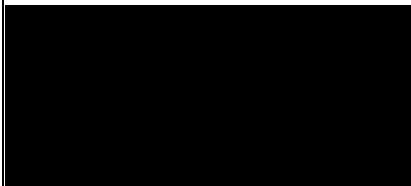
**11.0 Background Papers**

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

**Author(s)**

NAME	DESIGNATION	TEL NO / EXTENSION
Lorraine Sanda	Strategic Director (People)	

**Approved by**

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Strategic Director (People)	





# People

---

## Business Plan 2021-22

A large teal circle graphic containing the text "Be the FUTURE".

Be the  
FUTURE

## 1 SERVICE OVERVIEW

### 1.1 SERVICE PURPOSE & OBJECTIVES

The People Service plays an integral role in supporting the delivery of the Council's vision and outcomes. The Service and the Health and Social Care Partnership (HSCP) are committed to improving outcomes for children, families and communities, with a particular focus on the most vulnerable.

#### **The Council's Vision – Be the Future**

We will be a valued, responsive, creative organisation, through collaboration, inclusive growth and innovation, to improve the quality of life for every person in Clackmannanshire.

#### **Our Values**

- **Be the customer** - Listen to our customers communicate honestly and with respect and integrity.
- **Be the team** - Respect each other and work collectively for the common good.
- **Be the leader** - Make things happen, focusing always on our vision and outcomes, and deliver high standards of people leadership and corporate governance.
- **Be the collaborator** - Work collaboratively with our partners and communities to deliver our vision and outcomes.
- **Be the innovator** - Look outwardly, be proactive about improvement and strive always for innovation and inclusive growth.
- **Be the future** - Work always towards ensuring that we deliver our vision and live our values, so that we become a valued, responsive Council with a reputation for innovation and creativity.

---

This People Plan sets out the key actions that will be delivered by the People Service and the Health and Social Care Partnership in 2021-22 and will contribute to the delivery of key strategic objectives as set out within:

- Council's Corporate Plan 2018-22
- Local Outcomes Improvement Plan 2017-27(Refresh)
- Clackmannanshire Council's Children's Services Plan 2021-24
- Clackmannanshire Community Justice Plan 2018-23
- Health and Social Care Partnership Transformation Plan

[Type text]

It is guided by, and aligned with, the Be the Future Programme, The Promise, UNCR and the National Improvement Framework Planning and Reporting.

In light of the COVID-19 pandemic, the plan sets out targeted aims, outcomes, priorities and activities for 2021-22. It focuses on collaboration to support recovery, drawing on the experiences of responding to the impact of COVID-19 since March 2020, and the intelligence gathered from across the system – in particular stakeholders’ needs. There is a specific focus on Health and Wellbeing– of our staff, our families and communities as we continue to address the short, medium and long term effects and learning from the COVID crisis. .

Given the uncertainty around the future path of the COVID-19 pandemic in Scotland, the approach to planning for the coming year and beyond will need to be agile and flexible. As set out in the Be the Future Programme, we need to work differently to deliver sustained and improved outcomes for our communities, connecting and collaborating with our public sector and third sector partners, business, and empowering our families and communities. This means embracing new ways of working, structuring and delivering our services differently, in a more integrated and collaborative way, based on the principle of continuous improvement.

Any updates to the 2021-22 plans will be shared as required to ensure all stakeholders are aware of these.

The HSCP Transformation Plan sets out the priorities and programmes and projects. This is attached at Appendix x.

The People Service will deliver improved outcomes in the following areas:

<b>Be the Future Workstreams</b>	<b>People Service Priorities</b>
<b>Sustainable Inclusive Growth</b>	<ul style="list-style-type: none"><li>● Reducing Poverty</li><li>● Ensuring Digital Equity and Safety</li><li>● Developing the Young Workforce</li><li>● Learning Estate</li><li>● Learning for Sustainability</li><li>● Regional Improvement Collaborative</li></ul>
<b>Empowering Families &amp; Communities</b>	<ul style="list-style-type: none"><li>● United Nations Convention on the Rights of the Child</li><li>● The Promise</li><li>● Attainment</li><li>● Family and Community Support</li><li>● Learning and Teaching</li><li>● Covid-19 Recovery and Renewal</li><li>● Community Engagement</li></ul>

[Type text]

	<ul style="list-style-type: none"><li>● Early Learning and Childcare (ELC) Provision</li><li>● Additional Support Needs</li><li>● Youth Justice</li><li>● Workforce and Leadership</li></ul>
<b>Health &amp; Wellbeing</b>	<ul style="list-style-type: none"><li>● Sport, Physical Education and Outdoor Learning</li><li>● Substance Misuse</li><li>● Mental Health</li><li>● Child Protection</li><li>● Getting it Right for Every Child (GIRFEC)</li><li>● Domestic Abuse / Violence Against Women</li><li>● STRIVE – Safeguarding through rapid intervention</li><li>● Health and Social Care Partnership</li></ul>

## 1.2 SERVICE STRUCTURE

The new organisational structure is designed to promote a deeper integration of People Services and supports. With a new senior management structure in place, the Service will progress with networks of collaborative teams, clearly focused on the needs of children, families, individuals and communities. These teams will work in a much more integrated way across Education, Children’s Social Work, HSCP, Justice Services, Sport, Leisure, Libraries, and Community Learning and Development, as well as more closely with other Directorates, Place in particular.



[Type text]



### 1.3 BUDGET

This budget is based on the current People Service allocations and is subject to change due to additional financial burden cause by the Covid-19 pandemic.

<u>People</u>	<i>Annual Budget</i>
	<b>2021/22</b>
	£'000
Education	59,922
Leisure	1,603
Social Work	15,429
<b>Division Expenditure Budget</b>	<b>76,954</b>

#### Capital Budget

Digital Learning Strategy	£'000 426
Social Services IT system	700
ICT replacement secondary schools	125
Fitness Equipment	12
Wellbeing Campus	400
<b>Total</b>	<b>£1,223</b>

[Type text]

## 1.4 KEY SERVICE STRATEGIES & POLICIES REVIEW SCHEDULE

The policy landscape for the People Service is multifaceted and subject to change and tight implementation timescales. The ambition is to improve approaches to service delivery in the face of current pressures including:

- reduced funding
- COVID -19 recovery
- Transformation
- reduced availability of qualified staff
- demographic and socio-economic pressures

People Services operate within a highly complex environment and its key objectives are driven by a number of overlapping strategic plans, legislation and policies.

- National Improvement Framework – a key driver for dynamic and agile improvement in education. It underpins work on the all the Attainment Funding ( Scottish Attainment Challenge, Pupil Equity Funding, Care Experienced Funding Children and Young People (Scotland) Act 2014
- Getting It Right For Every Child
- Children’s Rights - United Nations Convention on the Rights of the Child (UNCRC)
- Expansion of Early Learning and Childcare entitlement
- Curriculum for Excellence
- Community Empowerment (Scotland) Act 2015
- Gaelic Language (Scotland) Act 2005
- Community Learning and Development (Scotland) Regulations 2013
- Review of the Parental Involvement (Scotland) Act 2006 and national Parental Involvement and Engagement Action Plan “Learning Together” launched in August 2018
- Developing the Young Workforce and Youth Employment Strategy
- Senior Phase Pathways
- Child Poverty (Scotland) Act 2017 and “Every child, every chance – The Tackling Child Poverty Delivery Plan 2018-22”
- The Promise
- Forth Valley and West Lothian Regional Improvement Collaborative (RIC)
- Public Bodies (Joint Working) (Scotland) Act 2014 and the integration of adult health and social care services.
- Social Care (Self-directed Support) (Scotland) Act 2014
- Carers (Scotland) Act 2016

[Type text]

- Framework for Risk Assessment Management & Evaluation (FRAME) with children aged 12-17. Standard, Guidance & Operational Requirements for risk practice June 2021
- Age of Criminal Responsibility (Scotland) Act 2019
- Section 13 of the Children’s (Scotland) Act 2020 (Standing Up for Siblings)
- Secure Care Pathways and Standards Scotland October 2020
- National Youth Justice Vision and Strategy June 2021
- National Guidance for Child Protection in Scotland 2020.

This schedule includes key strategic documents and publications:

<b>Service Strategy or Policy</b>	<b>Approved / Last Reviewed</b>	<b>Date for Review</b>
Clackmannanshire Children’s Services Plan, 2021-2024	Launched August 2021	August 2024
Community Justice Improvement Plan, 2018-2023	2018 (following LOIP Plan)	2023
The Promise 2021-24	May 2021	May 2024
Clackmannanshire and Stirling HSCP Carer’s Strategy, 2019-2022	2019	2022
National Improvement Framework (NIF) Education Plan 2021-22	August 2021	August 2022
Digital Learning Strategy, 2019-22	October 2019	October 2022
Additional Support for Learning Strategy, 2019-22	October 2019	October 2022
Scottish Attainment Challenge (SAC Plan), 2021-22	Annual Report	March 2022
Health and Wellbeing Strategy	Implementation Phase	August 2022
Learning Teaching and Assessment Strategy	Implementation Phase	August 2022
Outdoor Learning Strategy	Implementation Phase	August 2022
Numeracy Strategy	Implementation Phase	August 2022

[Type text]

Literacy Strategy	Implementation Phase	August 2022
Early Learning and Childcare Expansion to 1140 hours entitlement	Implementation phase	August 2022
Learning Estate Strategy, 2019-40	Implementation phase	2022
Community Learning and Development Plan, 2021-24	Launched August 2021	August 2024
Sport and Active Living Framework for Clackmannanshire, 2018-28	2018	2028
Equally Safe	Implementation Phase	Scottish Government Engagement 2021
Safe and Together	Implementation Phase	Scottish Government 2022
Forth Valley Care and Risk Management Procedures	Under Development	Under Development
Forth Valley Social Work Operational Child Protection Procedures	Implementation Phase	2022
Forth Valley Guidance Getting our Priorities Right for Children and Families affected by Parental Alcohol and Drug Use (2019)	Implementation Phase	Implementation Phase
Rights , Respects and Recovery; Alcohol and Drug Treatment Strategy (2018)	Implementation Phase	2021
Forth Valley Secure Pathway and Standards Procedures	Under Development	Under Development

[Type text]

## Planning Framework – incorporating Public Protection and Key Plans

<b>LOIP Outcomes</b>	Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all.	Our families, children & young people will have the best possible start in life.	Women & 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.
All Plans and Strategies link to the LOIP				

Governance Bodies	Key Plans	Action Groups
People Committee	People Business Plan / NIF / CF&JSW	→ Service Teams and accountable leads
	Scottish Attainment Challenge Plan	→ Service Teams and accountable leads
Clackmannanshire Alliance	Children's Services Plan	→ Children's Strategic Group
	The Promise	→ The Promise Working Group
	Community Learning & Dev. Plan	→ Clackmannanshire Alliance
	Community Justice Improve. Plan	→ Community Justice Steering Group
Chief Officers Group	Child Protection Strategic Plan	→ Child Protection Sub - Groups
	Criminal Justice Improvement Plan	→ FV MAPPA Strategic Group
	Alcohol and Drugs Partnership Strategy	→ Alcohol and Drugs Partnership
	Gender Based Violence Strategy	→ Gender Based Violence Sub - Group
	Adult Support Improvement Plan	→ Adult Support and Protection Group

## 2 KEY ISSUES FOR THE SERVICE

The global pandemic has had a profound impact on our citizens, our communities, our partners, our suppliers and our staff. Though these challenges are changing, it is reasonable to expect that it will continue to overlay everything we do and therefore impact significantly on the operations of the Council and thus People service and the HSCP for at least the next 12 to 18 months and likely beyond.

Financial sustainability has been a key challenge and theme for the Council for many years; the pandemic has necessitated respective governments to provide unprecedented sums into various response activities, a consequence of which is that public sector budgets are likely to come under even greater pressure in the near future. As a result, our focus must remain on supporting transforming services and ways of working.

The People Service is leading a number of projects through the *Be the Future* Transformation Programme. The People Redesign will seek to address the pressures on existing staff as well as paving the way for new ways of working which will support transformation. A Workforce Development Plan and Leadership Plan will support the Council's ambition set out in *Be the Future* Programme, as well as ensure that statutory requirements continue to be met and service improvements are achieved.

It is essential that there is a seamless service for children, young people and their families, with good communication and early intervention being of paramount importance. This places a clear responsibility on all agencies within the People Service to ensure the early identification and assessment of the needs of vulnerable children, young people and families so that appropriate care and support is made available.

The context of need in our communities continues to be challenging:

- Higher than average incidences of looked after children and child protection cases, often due to areas of significant deprivation, and parental drug and alcohol misuse.
- Increasing numbers of children with additional support needs in schools and Early Learning Centres
- Challenges around workforce: recruiting and retaining staff
- Increased emphasis on Public Protection incorporating Child Protection, Adult Support and Protection, substance misuse, gender-based violence and Multi-Agency Public Protection Arrangements in respect of Community Justice.
- Identification, with partners of new and innovative community payback placements for unpaid work

Analysis of 2020 data:

- 15.5% of our children live in families with limited resources [defined as combined low income & not being able to afford certain basic necessities] (Scottish average is 20.7%)
- 27.3 % of children living in poverty against the national average of 24%
- Above National Average rates of Domestic Abuse across Scotland (9 per 10,000 Clackmannanshire/11 per 10,000 national average)

[Type text]

- High rate of alcohol consumption among young people (aged 13-15 years) (more than double the national weekly rate)
- Double the National Rate of suicides(11-25 year olds)
- 4.6 per 1000 children subject to registration. One of the highest in the country. (Scotland average is 2.9 per 1000)
- Our looked after and accommodated population is heavily dependent on externally provided placements – ratio is 2:1

### **3 APPROACHES**

#### **3.1 TRANSFORMATION, INNOVATION AND COLLABORATION**

Delivering sustainable public services by improving the economic performance of the area and creating the conditions to ensure our people, businesses and communities enjoy the benefits of greater prosperity is critical to our Be the Future ambitions. This is not a quick fix and represents a significant and challenging programme of longer term transformation and investment.

Over the last 18 months, transformation has been delivered against the socio-economic impact of COVID. However the COVID crisis has demonstrated that transformation is needed now more than ever for our social and economic renewal and to tackle the underlying health and well-being inequalities. Moving forward, we will continue to deliver Be the Future against the on-going COVID response, delivering on business continuity and improving our core statutory services. Achieving the balance of these priorities is reflected in this business plan.

The Budget Strategy approved in 2020/21 cemented a series of priorities that recognised how we spend, plan and connect our investment now will lay the foundation for economic recovery for future generations. The budget approved a long term financial planning approach that established a 20 year capital budget, organised around the Council's Be the Future Programme priorities of Sustainable inclusive growth; Empowering our families and communities and Health and well-being.

The convergence of this 20 year capital programme with other significant developments including the City Region Deal moving into delivery, the focus of the Scottish Government budget and programme for government on Community Wealth Building, the Well-being economy and Place-based developments presents a significant opportunity in our journey towards sustainable public services. The hard work of the past 2 years to create the conditions means we are better positioned to take advantage of this alignment to increase the pace, scale and impact of our Be the Future programme for the benefits of people, businesses and communities.

The HSCP has set out ambitious plans in its Transformation Plan. This is monitored and reviewed by the Transforming Care Board.



[Type text]

### 3.2 STAKEHOLDER ENGAGEMENT

Stakeholder Engagement remains of highest priority, particularly as we move forward with different ways of working and empowering families and communities.

Some examples of engagement with stakeholders this year are listed below:

- Participation with Children and Families Forum and Clackmannanshire Third Sector Interface and community partners on Family Learning projects
- Public engagement regarding Cycling Development
- Engagement with families, children and young people of Additional Support Needs who attended the Summer of Well-being programme to collate feedback and ideas for future provision
- Online information engagement sessions within the community on MCR Pathways (Young Clacks Talent)
- Monthly Parent Council Forum Chairs meetings throughout COVID
- Engagement webinar with Youth Council and all schools to share information on areas such as Climate Change
- Working group in action to collaborate on E- Safety Partnership Stakeholder Group
- Collaboration and engagement across the Regional Improvement Collaborative (RIC) with teachers, unions, Heads, CLD, Educational Psychologists across Stirling, Falkirk, Clackmannanshire and West Lothian
- Partner engagement stakeholders to develop key priorities for Service Development – Columba 1400, MCR Pathways, Youth Link Scotland, Winning Scotland Foundation, DyW, Skills Development Scotland, NHS, etc
- Implementation of Clacks Youth Voice Framework to influence service provision locally and nationally. Clacks Youth Voice Forum will engage with Children and Young People in Clacks. A range of engagement sessions will take place through - Clacks 100, Oor Clacks Voices, Pupil Parliament, Focus Groups and Assemblies
- Extensive public and partner engagement informing the development of the Wellbeing Hub and future Leisure Provision
- Corporate Parenting Group
- Children and Young People's Strategic Partnership
- Developing the Young Workforce including employers and college
- Engagement with Kinship Carers

[Type text]

- Oor Clacks Voices and Oor wee Clacks voices with some of our care experienced children and young people
- Young Carers' Groups in schools
- LGBT Youth –Clax LGBT Youth Group(13-25 yrs)

### 3.3 MANAGING SERVICE PERFORMANCE

Across the People Service there is a *relentless focus* on improving outcomes to determine the positive impact our actions have on our children, young people and families.

There is a robust planning methodology, which ensures that there is a clear rationale for each action with defined outcomes and a measurement plan for evidencing impact

Our outcomes are that

- Our families; children and young people will have the best possible start in life.
- Our communities will be resilient and empowered so that they can thrive and flourish.

and that there is an emphasis on minimising the effects of childhood poverty and raise attainment for all children and young people.

The People performance indicators including from within the Local Government Benchmarking Framework,, are outlined below -

#### **Early Years**

- Cost per ELC registration
- Funded Early Years provision graded good or better
- Communication and vocabulary gap

#### **Attainment**

- 4th year pupils gaining 5+ awards at level 5 or above
- 5th year pupils gaining 5+ awards at level 6 or above
- 4th year pupils from deprived areas gaining 5+ awards at level 5 or above
- 5th year pupils from deprived areas gaining 5+ awards at level 6 or above
- Average tariff score in SIMD quintile 1 (most deprived)
- Average tariff score in SIMD quintile 2 (2nd most deprived)
- Average tariff score in SIMD quintile 3 (middle)
- Average tariff score in SIMD quintile 4 (2nd least deprived)
- Average tariff score in SIMD quintile 5 (least deprived)
- Overall average tariff score – all pupils

[Type text]

### **Schools**

- Cost per primary school pupil
- Cost per secondary school pupil
- Average working days lost through sickness absence per teacher
- School attendance - all pupils
- School attendance - Looked After Children
- School exclusions - all pupils (per 1,000 pupils)
- School exclusions - Looked After Children (per 1,000 Looked After Children)
- School leavers entering positive destinations
- 16-19 year-olds participating in employment, education or training
- Satisfaction with schools (3 year average)

### **Child Care**

- The number of children placed in out of authority placements
- The number of Looked After Children in the community per child per week
- The number of children subject to Compulsory Supervision Orders (CSO)
- The number of children protection referrals
- The number of child protection registrations
- Looked After Children with more than 1 placement in the last year
- Child Protection re-registrations within 18 months
- Number of children who have been on the register for 12 months or longer

### **Justice Services**

- The key indicators shown below are relentlessly tracked and monitored – termed People \*obsessions\*

**21 Key Indicators (tracked by SIMD 1 & 2 and overall)**  
***COVID Recovery will be integral to all key indicators***

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● % Children achieving expected levels of Literacy &amp; Numeracy*</li> <li>● % Young people achieving at SCQF Levels in Literacy &amp; Numeracy*</li> <li>● No of Awards achieved by young people by end of Senior Phase</li> <li>● No of Children &amp; Young People (C&amp;YP) gaining volunteering awards at school and in the community</li> <li>● Attendance figures*</li> <li>● Poverty Related Attainment Gap</li> <li>● Number of external placements for Care Experienced</li> <li>● Care Experienced young people with more than one placement</li> <li>● Number of children on the child protection register / length of time registered</li> <li>● Number of individuals accessing mental health support (Justice)</li> <li>● Number of individuals accessing drug and alcohol services (Justice)</li> <li>● Number of referrals received for Caledonian Programme (domestic abuse)</li> <li>● Number of orders for Caledonia Programme granted (domestic abuse)</li> </ul> | <ul style="list-style-type: none"> <li>● Sustained Positive Destinations*</li> <li>● No of C&amp;YP reporting engagement in leadership opportunities</li> <li>● No of children / families in SIMD 1&amp;2 with access to digital resources</li> <li>● No of C&amp; YP who are aware of their rights in relation to UNCRC</li> <li>● No of young people who report drinking alcohol</li> <li>● Mental Health Indicator – No. of young people (3years-18 years ) accessing digital mental health supports</li> <li>● % of children expected to achieve their chronological vocabulary/communication level</li> <li>● Permanency Timescales</li> </ul> |
|---|---|

## 4 DELIVERY PLAN

### Business Plan 2021-22

#### Priority – Sustainable Inclusive Growth

- We will take steps to tackle poverty and inequality. We aim to maximize the opportunities for local people and businesses through our improved economic performance. We will also establish standards, delivery models and strategies which allow Clackmannanshire to play a leading role in meeting the climate challenge and protecting our built and natural environment.

Code	KPI	2018-19	2019-20	2020-21	Target	Lead
		Value	Value	Value		
New	Percentage of P1, P4 and P7 pupils combined achieving expected CFE level in literacy.	71%	No data	59%	72%	Chief Education Officer
New	Percentage of P1, P4 and P7 pupils combined achieving expected CFE level in Numeracy	77%	No data	69%	79%	Chief Education Officer
New	Literacy attainment gap (P1,4,7 combined) - percentage point gap between the least deprived and most deprived pupils	22	No data		21	Chief Education Officer

New	Numeracy attainment gap (P1,4,7 combined) - percentage point gap between the least deprived and most deprived pupils	15	No data		17	Chief Education Officer
EDU SPH 15	Positive Destinations	93%	94.2%	96.5%	97%	Chief Education Officer
New	% Young people achieving at SCQF Levels in Literacy (Levels 4, 5 & 6)	71.4%	72.4%		74.5%	Chief Education Officer
New	% Young people achieving at SCQF Levels in Numeracy (Levels 4, 5 & 6)	57.6%	56.9		60.5%	Chief Education Officer
New	% Reduction in children, young people and their families living with limited resources (defined as low income and not being able to afford basic necessities)	--	--	15.5%	N/A	Chief Social Work Officer
New	No. of children / families in SIMD 1&2 with access to digital resources	--	--	58.3%		Chief Education Officer

	% Reduction in children, young people and their families living with limited resources (defined as low income and not being able to afford basic necessities)	--	--	15.5%	N/A	Chief Social Work Officer
--	---	----	----	-------	-----	---------------------------

<b>Pentana Code</b>	<b>Priority</b>	<b>Short Title</b>	<b>Action</b>	<b>Impact TBC</b>	<b>By When</b>	<b>Lead <u>ACCOUNTABLE</u></b>
PPL 21 01	Sustainable Inclusive Growth	Reducing Poverty	Educational establishments and all teams are supported to implement identified actions to reduce the impact of poverty on families including food poverty.	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.	31/08/22	<b><u>Improving Outcomes</u></b> <b><u>Team-Education</u></b>
PPL 21 02	Sustainable Inclusive Growth	Reducing Poverty for Care Experienced CYP	Children's Services are supported to implement identified actions to reduce the impact of poverty on our care experienced children and young people	Care leavers will be supported to access further education and training opportunities and supported into employment and secure housing	31/08/22	<b><u>Social Work</u></b>
PPL 21 03	Sustainable Inclusive Growth	Ensuring Digital Equity and Safety	All learners have equitable access to digital devices to support their learning, prioritizing those with greatest need. They are supported to keep themselves safe online and reduce digital harms.	Access to digital devices improves outcomes and provides a blended model of learning to close the attainment gap. Children and families will know how to stay safe online. Attainment and Health & Wellbeing improves.	31/08/22	<b><u>Improving Outcomes</u></b> <b><u>Manager and Social Work combined</u></b>
PPL 21 04	Sustainable Inclusive Growth	Developing the Young Workforce (DYW)	DYW school coordinator programmes are developed and implemented in 4 secondary schools.	Post School, children and Young People will be ready to enter the world of work or another positive destination. Opportunities for developing skills for work and life long learning are increased	31/08/22	<b><u>Improving Outcomes</u></b> <b><u>Manager and Social Work combined</u></b>
PPL 21 05	Sustainable Inclusive Growth	Schools Estate	Working with housing partners, the school estate is reviewed to ensure that there are sufficient school places to match the number of new	There are sufficient spaces in each school for the children living in the catchment area. The school estate is fit for purpose for learning and teaching in the 21 <sup>st</sup> Century.	31/08/22	<b><u>Improving Outcomes</u></b> <b><u>Manager</u></b>

			houses being built.			
PPL 21 06	Sustainable Inclusive Growth	Learning for Sustainability and COP26	A Learning for Sustainability Action Plan is developed, setting out how Clackmannanshire will implement the recommendations of the Vision 2030+ report (2016) over the next 3-5 years.	Learners, educators, schools and wider communities are building a socially-just, sustainable and equitable society, weaving together global citizenship, sustainable development education and outdoor learning.	31/08/22	<b><u>Improving Outcomes Team-Education</u></b>
PPL 21 07	Sustainable Inclusive Growth	RIC Leadership	The lead Director for the Regional Improvement Collaborative maximises the opportunities for inclusive growth across Clackmannanshire	The poverty related attainment gap narrows. Attainment and Health and Wellbeing improve.	31/08/22	<b><u>Director of People</u></b>



### Priority – Empowering Families and Communities

- We will place people at the heart of service delivery. We aim to prioritise service users, family and community participation and leadership in developing and delivering solutions. We will work in partnership to build individual, family and community skills in support of social and financial independence.

Code	KPI	2018-19	2019-20	2020-21		Lead
		Value	Value	Value	Target	
EDU BGE 03	Attendance figures	92.8%	92.2%	--	--	Chief Education Officer
New	No of external placement reduced				5%	Chief Social Work Officer
New	Reduction in unplanned placement changes for children				10%	Chief Social Work Office
New	Increase in children and young people's participation and consultation, feedback					Chief Social Work Office

Pentana Code	Priority	Short Title	Action	Impact TBC	By When	Lead <u>ACCOUNTABLE</u>
PPL 21 08	Empowering Families and Communities	Recruiting and Supporting Local Carers	Recruitment of local carers and community / family based placements is maximized to ensure children remain connected to their communities wherever possible. Support and training for kinship	The number of Clackmannanshire community and family carer placements increases. Children are safe and looked after within Clackmannanshire. Carers are supported to carry out	31/08/22	<b><i>Social Work and Improving Outcomes Team combined</i></b>

			and foster carers is delivered through development of supportive local, community-based services.	their role. Kinship and provided foster placements are sustained and children have a reduction in placement changes		
PPL 21 09	Empowering Families and Communities	United Nations Convention on the Rights of the Child	People Service, as part of Clackmannanshire Council, ensure the rights of the child under UNCRC legislation are understood, embedded in practice and complied with in accordance to the Scottish Government's UNCRC Incorporation Bill Engagement in UNCRC is part of the principles and practices across the Performance and Place Directorate	Awareness raising and self evaluation ensures that rights based approaches are embedded in practice. Children and families are aware of and can exercise their rights.	31/08/22	<b><u>Improving Outcomes</u></b> <b><u>Manager-Education and all People Partners combined</u></b>
PPL 21 10	Empowering Families and Communities	The Promise	The principles of The Promise in supporting looked after children into adulthood are delivered.	The principles and practices within The Promise to Care Experienced children and young people are embedded. Attainment and Health & Wellbeing improves. Young people's views and voices are evident in service design and delivery		<b><u>Improving Outcomes</u></b> <b><u>Manager and Social Work combined</u></b>
PPL 21 11	Empowering Families and Communities	Attainment Funding	Recovery plans are in place to address the impact of Covid learning loss and to ensure improvements in attainment across health and wellbeing, literacy and numeracy, reducing the equity gap, promoting resilience, and readiness to learn. Data is used to drive improvement.	Recovery of Literacy and Numeracy attainment. The poverty related attainment gap is reducing.		<b><u>Improving Outcomes</u></b> <b><u>Team-Education</u></b>
PPL 21 12	Empowering Families and Communities	Attendance	The Clackmannanshire Policy to support: Included, Engaged and Involved, A Positive Approach to the Promotion and Management of Attendance in Scottish Schools is embedded across all establishments	Barriers to good attendance are removed allowing children and young people the opportunities to fully engage and participate in the life of their school  There are increased positive		<b><u>Improving Outcomes</u></b> <b><u>Team-Education</u></b>

				relationships and an inclusive ethos and culture across establishments		
PPL 21 13	Empowering Families and Communities	Family and Community Engagement	Partnership working supports identified teenage mothers, parents, carers and families to engage with and improve their child's learning and develop their own skills to address the needs of their families.	Parents and carers feedback indicates they are supported to be equitably engaged in their child's learning. Parents have a say in their child's learning. Attainment and Health & Wellbeing improves.		<b><u>Improving Outcomes</u></b> <b><u>Team-Education and Social Work combined</u></b>
PPL 21 14	Empowering Families and Communities	Learning and Teaching Assessment	Early Learning, Primary and Secondary school curricula continue to be developed and implemented.  Robust quality assurance is enhanced and improvement activity is in place.	The quality of learning and teaching improves resulting in raised pupil attainment.		<b><u>Improving Outcomes</u></b> <b><u>Manager and Social Work combined</u></b>
PPL 21 15	Empowering Families and Communities	Early Communication and vocabulary	The Clackmannanshire LIFT programme supports all children and families to improve their engagement and communication to close the vocabulary gap	The communication gap is reduced, particularly for those children in SIMD 1 and 2		<b><u>Improving Outcomes</u></b> <b><u>Manager and Social Work combined</u></b>
PPL 21 16	Empowering Families and Communities	Covid-19 Recovery and Renewal	People Service addresses identified issues related to Covid-19 and implements support plans for Covid-19 recovery.	There is increased capacity and agility to respond to identified issues. Planning tailors support to meet the specific and newly identified needs of families and communities and are the focus for accelerating Recovery		<b><u>Improving Outcomes</u></b> <b><u>Manager and Social Work combined</u></b>
PPL 21 17	Empowering Families and Communities	Family Support	The range of family support provision within communities is enhanced and includes the redesign of and investment in early help and intensive family support services.	Families are given the support they need as soon as they need it. Health and Wellbeing improves.	31/08/22	<b><u>Improving Outcomes</u></b> <b><u>Manager and Social Work combined</u></b>

PPL 21 18	Empowering Families and Communities	Early Learning and Childcare Provision	ELC Provision is shaped according to the needs of our community e.g. sufficient 0-2 places for children of care experienced parents and relevant parenting programmes on offer across Clackmannanshire.	Quality ELC Provision is equitably offered across the whole of Clackmannanshire. Parents are supported to carry out their role. Attainment and Health & Wellbeing improves.	31/08/22	<b><u>Improving Outcomes Manager and Social Work combined</u></b>
PPL 21 19	Empowering Families and Communities	Additional Support Needs	ASN provision, systems and processes are reviewed in the light of the ASN Strategy and support for improvement and new developments is provided to establishments and teams.	Quality ASN Provision is equitably offered across the whole of Clackmannanshire. Attainment and Health & Wellbeing improves.	31/08/22	<b><u>Improving Outcomes Team-Education and Social Work combined</u></b>
PPL 21 20	Empowering Families and Communities	Youth Criminal Justice	A whole system approach is developed for young people who are involved or on the cusp of involvement with youth or criminal justice services.	Children and young people are kept out of the youth or criminal justice system. Youth Crime is reduced.	31/08/22	<b><u>Youth Justice and Social Work combined</u></b>
PPL 21 21	Empowering Families and Communities	People Directorate Redevelopment	A fully integrated People Directorate is developed which is focused on effective ways of working with and for families and communities.	Children, young people, families and communities are given the support they need as soon as they need it. Attainment and Health and Wellbeing improve.	31/08/22	<b><u>Director of People</u></b>

### Priority – Health and Wellbeing

- We aim to improve the environment, quality of life and ease of access to services. Enhanced wellbeing will also provide greater participation opportunities as a consequence of improving economic performance on Clackmannanshire. Delivering increased wellbeing also aims to produce equitable growth.

Code	KPI	2018-19	2019-20	2020-21	Target	Lead <u>ACCOUNTABLE</u>
		Value	Value	Value		
EDU SPH 09	Rates of weekly drinking in young people (% of 13 year olds taken an alcoholic drink in 7days)	47%	-----		Reduce	Chief Education Officer
New	No. of referrals received for Caledonian Programme (domestic abuse)					Service Manager, Youth Justice
New	No. of orders for Caledonian Programme granted (domestic abuse)					Service Manager, Youth Justice
New	Reduction in rates of completed suicide	--	24.6:100k	27.1:100k		Chief Education Officer
EDU BGE 11	% of children and young people who agree with the statement 'I enjoy my life'.	79% (primary & secondary)				Chief Education Officer

	No. of referrals to Children's Reporter	129	239	--	Reduce	Chief Social Work Officer
New	No. of young people (3years-18 years )accessing digital mental health supports					Chief Education Officer

Pentana Code	Priority	Short Title	Action	Impact TBC	By When	Lead <u>ACCOUNTABLE</u>
PPL 21 22	Health and Wellbeing	Substance Misuse	Children and Young People are educated about substance misuse and early intervention models and supports are in place in accordance with local and national strategies to reduce incidence and impact.	Children and young people are informed and supported with issues around substance misuse. Substance misuse in children and young people reduces. The impact of parental substance misuse is understood and supports are identified for children and young people Health and Wellbeing improves.		<b><u>Improving Outcomes Manager and Social Work combined</u></b>
PPL 21 23	Health and Wellbeing	Mental Health	The whole-systems Mental Health Transformation Project is further adapted to support COVID-recovery and alignment with other developments in the Council and wider communities.	Children, young people and families are supported with issues around mental health. Children' and young people's Health & Wellbeing improves and the impact of mental health is reduced. Completed suicide rates, particularly for young men are reduced. Attainment and Health & Wellbeing improves.	31/08/22	<b><u>Improving Outcomes Team-Education and Social Work combined</u></b>
PPL 21 24	Health and Wellbeing	Child Protection	Improve the responses and identification of children in need of protection and the intervention strategies that will support recovery and safety.	Children in need of protection are identified and supported to recover from trauma	31/08/22	<b><u>Improving Outcomes Team-Education and Social Work combined</u></b>


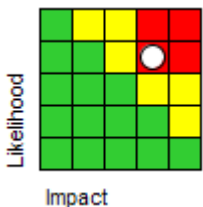
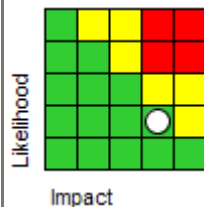
PPL 21 25	Health and Wellbeing	Getting it Right for Every Child (GIRFEC)	Effective GIRFEC systems and processes are in place to allow early identification of needs and provide the right support.	Children get the support they need, when they need it. Attainment and Health & Wellbeing improves.		<b><u>Improving Outcomes Manager and Social Work combined</u></b>
PPL 21 26	Health and wellbeing	Domestic Abuse / Violence Against Women	The Domestic Abuse Bill 2021 is implemented collaboratively across the whole service and with partners, and there is collaborative investment in Safe and Together and the Caledonian Model for working with families and children who have experienced domestic abuse.	Children and families experiencing domestic abuse are supported. Children and families are safer. Domestic abuse reduces. Violence against women reduces.		<b><u>Youth Justice and Improving Outcomes Team combined</u></b>
PPL 21 27	Sustainable Inclusive Growth	STRIVE – Safeguarding through rapid intervention	STRIVE (Safeguarding through Rapid Intervention) gathers and co-ordinates information to provide support from a multi-agency team to families at risk and the most vulnerable people.	Families and vulnerable people get the help and support they need, as early as possible, from agencies working in partnership.	31/08/22	<b><u>Health and Social Care Manager</u></b>
PPL 21 28	Health and Wellbeing	Health and Social Care Partnership	The Health and Social Care Partnership Transformational Plan priorities provide a clear strategic direction and leadership programme to deliver 3 core priorities: Care Closer to Home: Caring and Connected Communities: Primary Care Transformation	Individuals, families and communities are engaged and involved in the design and implementation of the Transformational Plan Individuals, families and communities have improved choice and control over their own outcomes Improved self management and prevention interventions/programmes lead to improved multi-disciplinary approaches and a reduction in demands on formal services	31/08/22	<b><u>Health and Social Care Manager</u></b>


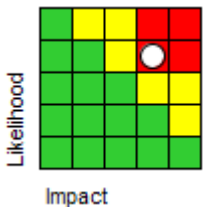
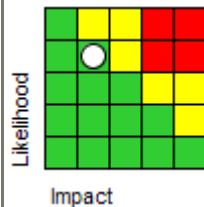
## Priority – People Workforce Plan


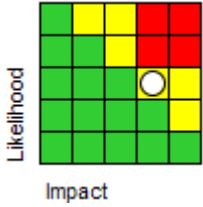
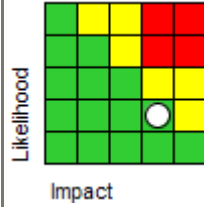
Pentana Code	People Priority	Short Title	Action	Impact TBC	By When	Lead
	Workforce Development	Leadership & Professionalism			31/08/22	People Director
	Workforce Development	Increased Class Teachers	Our number of class teachers is increased to enable class teachers to have increased preparation time.		31/08/22	Improving Outcomes Manager


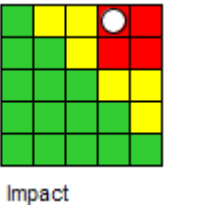
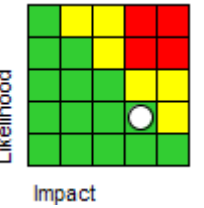



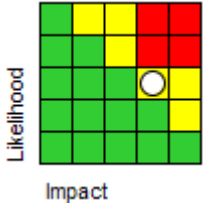
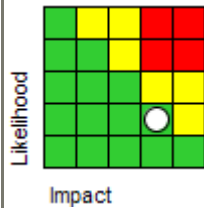
# Service Risk Register


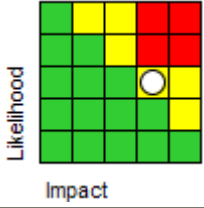
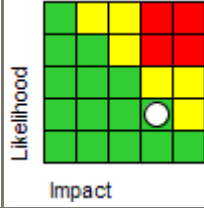
<b>ID &amp; Title</b>	PPL SRR 001 ELC Partner providers gradings	<b>Approach</b>	Treat	<b>Status</b>		<b>Managed By</b>	IO Manager	<b>Current Rating</b>	16	<b>Target Rating</b>	8
<b>Description</b>	ELC Partner providers not achieving gradings of 'Good or above' through inspection								16		8
<b>Potential Effect</b>	Children would not have a high quality ELC experience. Partnership may be withdrawn leading to decreased capacity to deliver 1140 hours expansion.										
<b>Related Actions</b>	PPL 212 014	Early Learning, Primary and Secondary school curricula continue to be developed and implemented. Robust quality assurance is enhanced and improvement activity is in place.	<b>Internal Controls</b>	People Directorate Children's Services							
<b>Latest Note</b>	One ELC partner at risk and meeting arranged										


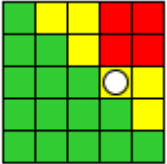
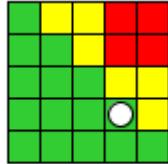
<b>ID &amp; Title</b>	PPL SRR 002 SQA 21 22 uncertainty	<b>Approach</b>		<b>Status</b>		<b>Managed By</b>		<b>Current Rating</b>	16	<b>Target Rating</b>	8
<b>Description</b>	SQA 21 22 uncertainty								16		8
<b>Potential Effect</b>	Young people have not experienced formal SQA assessments for two years. SQA attainment performance may be adversely affected. Further COVID mitigations may result in further loss of learning.										
<b>Related Actions</b>	PPL 212 014	Early Learning, Primary and Secondary school curricula continue to be developed and implemented. Robust quality assurance is enhanced and improvement activity is in place.	<b>Internal Controls</b>	People Directorate Children's Services							
<b>Latest Note</b>											


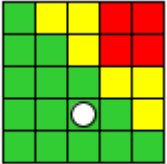
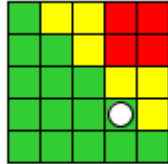
<b>ID &amp; Title</b>	PPL SRR 003 Leadership Recruitment & Retention	<b>Approach</b>	Tolerate	<b>Status</b>		<b>Managed By</b>	Improving Outcomes Manager - Broad General Education	<b>Current Rating</b>	12	<b>Target Rating</b>	8
<b>Description</b>	The Service may struggle to recruit and retain senior leaders within schools due to the national shortage of people willing to undertake such roles										
<b>Potential Effect</b>	Concern around the quality of new leaders in promoted posts, and pressure on other staff members										
<b>Related Actions</b>	PPL 212 015	Talent management of existing staff to ensure aspiring leaders engage with professional learning leadership programmes including those to achieve the GTCS Standard for Headship		<b>Internal Controls</b>	Recruitment & Retention Policy						
<b>Latest Note</b>											


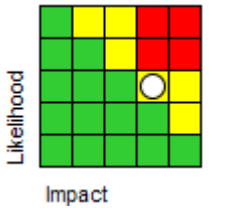
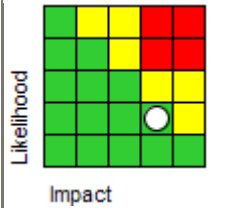
<b>ID &amp; Title</b>	COU CRR 011	A lack of capacity or stability in key roles reduces the Council's ability to fulfil statutory requirements and intervene to prevent the serious harm of a child/children.			<b>Status</b>		<b>Managed By</b>	Strategic Director	<b>Current Rating</b>	20	<b>Target Rating</b>	8
<b>Potential Effect</b>	Effects of injury or death on individual, family, friends & staff members, reputational & legal implications, with associated costs, as well as impact of reputational damage & negative publicity on morale, workforce development and sustainability.											
<b>Related Actions</b>	LOI LP1 102	Develop a workforce plan		<b>Internal Controls</b>	People Directorate							
	PPL CSP	Children's Services Risk Management Plan			Children's Services							
	PPL DBP	People Directorate Business Plan										
<b>Latest Note</b>	New Strategic Director appointed in Sep 20. Planning and measures are in place to address staffing, leadership, assurance and improvement plan. Quarterly reports have been developed and go forward to People Committee. Work has started on mapping for The Promise. New Public Protection Framework is being developed. New CSWO has taken up post March 21.											


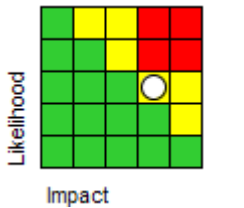
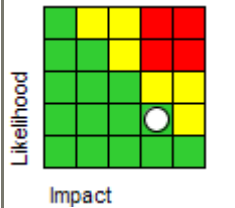
<b>ID &amp; Title</b>	COU CRR 048	The Council fails to reduce the educational attainment gap between pupils from more and less deprived areas due to financial pressures, workforce issues, or wider economic, demographic and poverty-related issues.	<b>Status</b>		<b>Managed By</b>	Improving Outcomes Manager - Senior Phase	<b>Current Rating</b>	12	<b>Target Rating</b>	8
<b>Potential Effect</b>	Reputational damage, implications for inspection & funding, and continued poor school leaver destinations, participation & young people reaching potential, longer-term impacts on social mobility, poverty, life chances and economic growth.									
<b>Related Actions</b>	PPL DBP	People Directorate Business Plan	<b>Internal Controls</b>	Education Senior Management Team			Likelihood	Impact		
	PPL EDU CRP	Covid-19 Education Recovery Plan		Scottish Attainment Challenge						
	PPL EDU SAC	Scottish Attainment Challenge Action Plan 2020/21								
<b>Latest Note</b>	The educational impact of the Covid-19 pandemic, subsequent closure of schools, and reliance on remote home learning has been assessed. School Recovery Plans have been reviewed and now form part of School Improvement Plans (2021-2022) Schools will continue to be supported by the Centre Teams, specific government funding for additional staff, provision of digital learning resources and equipment and a greater focus on outdoor learning across all sectors. Health and wellbeing impacts are being addressed and supported by Educational Psychology and partner agencies. New and emerging challenges in light of Covid will be reviewed and targeted support provided to close any identified attainment gaps.									


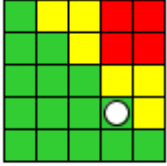
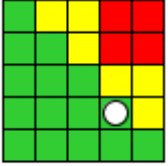
<b>ID &amp; Title</b>	EDU SRR 001	The Service has received significant amounts of short term funding e.g. Early Years, SAC, Covid and as these funds come to an end or are permanently provided to the Council at a different level, the Service will require to adapt its services	<b>Status</b>		<b>Managed By</b>	Improving Outcomes Business Manager	<b>Current Rating</b>	12	<b>Target Rating</b>	8
<b>Potential Effect</b>	This will continue to impact on resources and the ability of Services to meet service demands.									
<b>Related Actions</b>				<b>Internal Controls</b>	Audit Committee			Likelihood	Impact	
<b>Latest Note</b>										


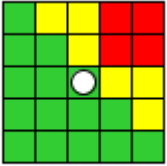
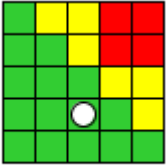
<b>ID &amp; Title</b>	EDU SRR 003	The Service may struggle to recruit and retain senior leaders within schools due to the national shortage of people willing to undertake such roles	<b>Status</b>		<b>Managed By</b>	Improving Outcomes Manager - Broad General Education	<b>Current Rating</b>	12	<b>Target Rating</b>	8
<b>Potential Effect</b>	Lack of leaders in promoted posts, and pressure on other staff members									
<b>Related Actions</b>					<b>Internal Controls</b>					
<b>Latest Note</b>										


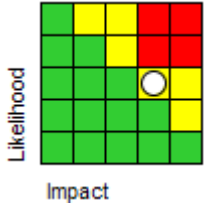
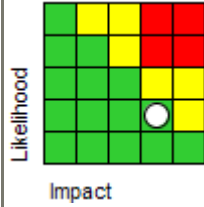
<b>ID &amp; Title</b>	SOS SRR 015	Redesign activity does not match pace and scale of change required	<b>Status</b>		<b>Managed By</b>		<b>Current Rating</b>	6	<b>Target Rating</b>	8
<b>Potential Effect</b>	Impact on financial expenditure, failure to deliver efficiencies, impact on the sustainability of services and ability to meet future needs. Workforce skills profile does not meet redesign activity. Failure to meet standards and deliver action plan improvements in line with Care Inspectorate requirements for internally and externally commissioned services. Services are not redesigned to meet current and future needs.									
<b>Related Actions</b>					<b>Internal Controls</b>	Audit Committee				
<b>Latest Note</b>	Service internal redesign activity now completed within timescales.									


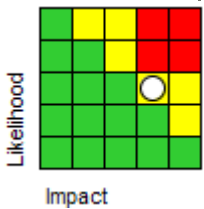
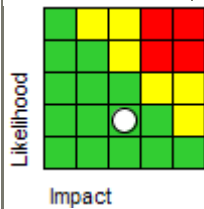
<b>ID &amp; Title</b>	SOS SRR 016	Operational procedures are not fit for purpose and up to date and are not used to support effective service delivery	<b>Status</b>		<b>Managed By</b>	Chief Social Work Officer	<b>Current Rating</b>	12	<b>Target Rating</b>	8
<b>Potential Effect</b>	<p>Risk of harm to current or potential service users.</p> <p>Failure to meet Scottish Government objectives.</p> <p>Failure to meet Council objectives.</p> <p>Failure to deliver the required services.</p> <p>Reputational damage and financial loss.</p>									
<b>Related Actions</b>						<b>Internal Controls</b>				
<b>Latest Note</b>	Work has been completed in relation to updating the operational Child Protection procedures. Further work is in process in updating LAC/LAAC procedures with a multi-agency group meeting across Forth Valley to refresh the GIRFEC processes and paperwork.									


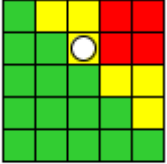
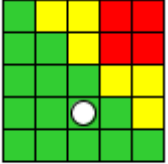
<b>ID &amp; Title</b>	SOS SRR 017	Information is not shared effectively across IT systems and with partner organisations	<b>Status</b>		<b>Managed By</b>		<b>Current Rating</b>	12	<b>Target Rating</b>	8
<b>Potential Effect</b>	<p>Performance reporting difficulties.</p> <p>Poor information exchange.</p> <p>Risk of harm to current or potential service users.</p> <p>Failure to meet Scottish Government objectives.</p> <p>Failure to meet Council objectives.</p> <p>Failure to deliver the required services.</p> <p>Reputational damage and financial loss.</p>									
<b>Related Actions</b>						<b>Internal Controls</b>	Social Care Systems Steering Group			
<b>Latest Note</b>	No changes to this assessment currently as further work required regarding GDPR across agencies given introduction of these new regulations.									

<b>ID &amp; Title</b>	SOS SRR 022	We may fail to have sufficient competent, confident and where required, appropriately registered staff and managers to undertake core duties and functions	<b>Status</b>		<b>Managed By</b>		<b>Current Rating</b>	8	<b>Target Rating</b>	8
<b>Potential Effect</b>	Failure to deliver the required services and meet statutory requirements. Risk of harm to current or potential service users. Failure to meet standards and deliver action plan improvements in line with Care Inspectorate requirements for internally and externally commissioned services.						<b>Likelihood</b>  <b>Impact</b>	<b>Likelihood</b>  <b>Impact</b>		
<b>Related Actions</b>			<b>Internal Controls</b>							
<b>Latest Note</b>	Moved to within target due to completion of recruitment of team managers. Reduction in numbers of staff leaving the service over the past year shows improvement in the area of staff retention.									

<b>ID &amp; Title</b>	SOS SRR 025	Failing to engage effectively with staff	<b>Status</b>		<b>Managed By</b>	Chief Social Work Officer	<b>Current Rating</b>	9	<b>Target Rating</b>	6
<b>Potential Effect</b>	Negative impact on Employee morale. Risk of harm to service users or potential service users. Industrial action. Disruption to service delivery.						<b>Likelihood</b>  <b>Impact</b>	<b>Likelihood</b>  <b>Impact</b>		
<b>Related Actions</b>			<b>Internal Controls</b>							
<b>Latest Note</b>	Full team gatherings are in place and program of engagement by CSWO with staff is ongoing.									

<b>ID &amp; Title</b>	SOS SRR 026	The Services commissioned from external providers are not aligned to service requirements and in line with Council Standing Orders	<b>Status</b>		<b>Managed By</b>		<b>Current Rating</b>	12	<b>Target Rating</b>	8	
<b>Potential Effect</b>	<p>Range of services do not meet current and future needs and quality of care is not maintained.  Service delivery standards are not met.  Pressure on contract compliance staff.  Financial risks.  Non compliance with statutory and Council requirements.  Critical services may not be supplied.  Recruitment &amp; retention.  Complaints ignored.  Reputational damage and financial loss.</p>										
<b>Related Actions</b>							<b>Internal Controls</b>	Procurement Strategy			
<b>Latest Note</b>	No change to this target currently as work continuing in relation to this area with commissioning team.										

<b>ID &amp; Title</b>	SOS SRR 027	Engagement with those who use our services, unpaid carers and the wider public is insufficient	<b>Status</b>		<b>Managed By</b>		<b>Current Rating</b>	12	<b>Target Rating</b>	6	
<b>Potential Effect</b>	<p>Services are not redesigned to meet current and future needs.  Failure to deliver the required services.  Failure to deliver efficient services.  Reputational damage.</p>										
<b>Related Actions</b>							<b>Internal Controls</b>				
<b>Latest Note</b>	Who Cares? participation group established (Oor Clacks Voices) and participation sub-group has been set up reporting to CYPCPG										



<b>ID &amp; Title</b>	SOS SRR 028	Lack of capacity to deliver the required learning and development across Children and Families and Criminal Justice Social Work Services	<b>Status</b>		<b>Managed By</b>		<b>Current Rating</b>	12	<b>Target Rating</b>	6
<b>Potential Effect</b>	<p>Failure to deliver the required services and meet statutory requirements.  Risk of harm to current or potential service users.  Failure to meet standards and deliver action plan improvements in line with Care Inspectorate requirements for internally and externally commissioned services.  Failure to deliver service redesign and benefits.</p>									
<b>Related Actions</b>				<b>Internal Controls</b>						
<b>Latest Note</b>	Learning and development program in place and recruitment to public protection training post ongoing.									





## Business Plan 2020-21 Actions Progress Report


### Education Priority 1: Improvement in attainment, particularly in literacy and numeracy


- Support children to be ready for learning
- Increase opportunities for teachers to collaborate and increase their professional capacity
- Empower and support school leaders
- Increase innovative and nurturing approaches to improve behaviour, attendance and achievement



Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
BGE 20 01	Clackmannanshire's Leadership opportunities are further developed through the creation of a 'Leadership for All' pathway supported by relevant programmes across the education service	30-Jun-2021	<div style="width: 75%;"><div style="background-color: #4f81bd; color: white; padding: 2px;">75%</div></div>		Leadership for All Strategy document has been delayed - this is due to be completed 21/22. Evaluation of new programme implemented November 2020 is highly positive. This will move to year 2 and a new cohort will begin year 1. A review of our Probationer Support programme has led to the development of a new programme of professional learning for probationer supporters. This will be implemented from Aug 2021.	IO Officer
BGE 20 03	Our strategic approach to raising attainment and achieving excellence and equity is re-envisaged	30-Sep-2021	<div style="width: 50%;"><div style="background-color: #4f81bd; color: white; padding: 2px;">50%</div></div>		As this is a 3 year plan, time has been taken to complete robust groundwork to ensure that the way we lead and the way we support learning going forward meets the needs of our schools, families and communities. Evaluating the impact of COVID within Clackmannanshire, identifying the successes/challenges of remote learning in our establishments, analysing data and looking at and thinking about research and effective practice nationally and from around the globe has allowed us to develop our thinking as we re-envisage our strategic approach to raising attainment and achieving excellence and equity.  A head teacher consultation group met initially to provide a forum for sharing their views and thoughts on ' <i>the way forward</i> '. Creating local authority Learning, Teaching and Assessment, Literacy and Numeracy strategies were identified as a priority. A series of regular meetings have taken place with work stream leads to take this forward and draft strategies are near to completion.	IO Officer


					<p><b>Next steps will be to;</b></p> <ul style="list-style-type: none"> <li>• Consultation groups for each of the work streams created</li> <li>• Feedback on draft strategies sought and updated as necessary</li> <li>• Learning, Teaching and Assessment Strategy in draft format and ready to be aligned to other Local Authority <b>Strategies before being presented to HTs in Sep '22.</b></li> <li>• Literacy Strategy in draft format and ready to be aligned to other Local Authority Strategies before being presented to HTs in Sep/Oct '22.</li> <li>• Numeracy Strategy in draft format and ready to be aligned to other before being presented to HTs in Sep/Oct'22.</li> </ul>	
BGE 20 04	Our model of professional learning/development is reviewed and renewed which takes cognisance of the value of online, anytime, virtual learning	30-Jun-2021	100%		<p>Providing online, anytime, virtual learning has been a necessary adaptation due to COVID-19.</p> <p>A range of on-line professional learning opportunities have been provided for staff across ELC, Primary and Secondary including: Numeracy and Maths, STEM, Digital skills, Literacy.</p> <p><b>A new 'one stop' website has been built to support</b> Clackmannanshire educators. This is due to be launched at the end of April 2021 and will continue to be developed into next session.</p> <p>The process of PRD for teachers has been reviewed. PRD is <b>the vehicle through which teachers'</b> skills; knowledge and practice are developed and improved. PRD provides teachers with on-going opportunities to reflect on their professional learning and practice, against the professional standards, supported by on-going dialogue and an annual review meeting between reviewee and reviewer. High quality PRD empowers teachers to be leaders of and for learning. An Advisory Group has been established to lead and develop this. A revised Policy has been created and due to be agreed at LNCT, 29th April 2021.</p> <p>Additional work streams are tasked with designing a model of communication, a sustainable coaching for PRD programme and a support model for on-line tool (CPD</p>	IO Officer

					<p>Manger) introduced to support the process.</p> <p><b>GTCS have validated Clackmannanshire's PRD/PU</b> processes and procedures. The established Advisory Group will continue into session 21/22 and beyond. This is a collaborative group with membership from schools, centre officers and LNCT.</p>	
BGE 20 06	The Outdoor Learning Strategy and 3 Year Action Plan are developed and implemented with a targeted focus on providing high quality outdoor learning experiences which are fully integrated into refreshed curriculum design and wider community	30-Sep-2021	50%		<p>As this is a 3 year plan, time has been taken to complete robust groundwork to ensure that the way we support education establishments to deliver quality Outdoor Learning experiences meets the needs of all.</p> <p><b>Work has been done to;</b></p> <ul style="list-style-type: none"> <li>• <b>Identify local green spaces</b></li> <li>• <b>Undertake consultation across primary schools and ELCs</b> to identify identified areas requiring support around developing skills, spaces and resources within the establishments own context</li> <li>• <b>Support schools in finding</b> solutions to identified barriers</li> <li>• <b>Work with partners to provide high quality CLPL</b> programme which supports educators in developing confidence and skills in taking learning outdoors/outdoor learning</li> <li>• <b>Signpost educators to resources and share effective</b> practice in Outdoor Learning/Taking Learning Outdoors</li> <li>• <b>Provide support to target schools to develop</b> skills/confidence and best use of resources and green space to take learning outdoors/deliver outdoor learning</li> <li>• <b>Develop an outdoor based project to develop</b> values based leadership with targeted groups of vulnerable young people and senior pupils in secondary schools to be delivered in partnership with Columba 1400 and CLD</li> <li>• <b>Develop a Local Authority Outdoor Learning Strategy</b></li> <li>• <b>Develop Outdoor Satellite ELC</b> at Redwell</li> <li>• <b>Work in partnership with Glasgow University and THRIVE</b> Outdoors to explore potential for further development of outdoor learning across Clackmannanshire</li> </ul> <p><b>Progress;</b></p> <ul style="list-style-type: none"> <li>• <b>Interim report</b> written July '20 with recommendations for school and LA</li> <li>• <b>Snapshot survey</b> of teachers highlights areas requiring support in terms of CLPL</li> </ul>	10 PT

					<ul style="list-style-type: none"> <li>• <b>Planning</b> took place in July '20 with partners based on actions identified</li> <li>• <b>Communications</b> for parents published on Council Website and shared with schools (July 2020)</li> <li>• <b>'Toolkit'</b> of resources created and shared with schools (ongoing)</li> <li>• <b>Membership of SAPOE</b></li> <li>• <b>Outdoor Learning</b> consultation group set up to co-create a Local Authority Outdoor Learning Strategy. A series of regular meetings have taken place with work stream lead to take this forward.</li> </ul> <p><b>Next steps will be to;</b></p> <ul style="list-style-type: none"> <li>• <b>Draft OL Strategy is now ready following consultation</b> with educators across clusters and services and partners from Education Scotland and Inspiring Scotland.</li> <li>• <b>Feedback from survey of practitioners indicates increase</b> in confidence in learning outdoors. Most respondents have engaged in Outdoor Learning CLPL and would welcome further support next session, including participation in collaborative outdoor learning network.</li> <li>• <b>Support has been given to Banchory PS</b> from IO Team, working alongside Clackmannanshire Outdoor and Woodland Learning Network with 3 classes (P5, 6, 7). Small test of change trialled using outdoor nurturing approaches with identified P5 pupils. Despite only 3 sessions running impact in terms of relationships and engagement is positive.</li> <li>• <b>Strategy will be aligned with other L&amp;T strategies</b> by Centre Team.</li> <li>• <b>Implementation Group will take Draft to Cluster Heads</b> meetings for feedback.</li> <li>• <b>CLPL planning will start in August.</b></li> <li>• <b>Collaboration with Banchory PS/Clacks OWL</b> will continue, building on this year's work by running family outdoor learning sessions (with a view to incorporating supper club approach at a later date).</li> </ul>	
BGE 20 08	Performance data is used to create a new model of support and professional learning to inform and drive improvement	30-Jun-2021	100%		A new model of support and challenge to ELCs and Schools has been designed for implementation 21/22. The new model is based on a range of performance data and will result in each ELC and school being 'profiled' against this performance data set. This will be a basis for Quality Improvement.	IO PT


					CPD Manager will be used to track professional learning uptake and programme feedback for the first time in July 2021. This will provide a baseline for continued tracking and will help inform our future Professional Learning offer to ELCs and schools.	
BGE 20 09	Expertise and capacity of educators continues to be built to effectively analyse progress and performance across a range of data to meet <b>learner's needs</b>	30-Jun-2021	50%		<p>"Expertise and capacity of educators continues to be built to effectively analyse progress and performance across a <b>range of data to meet learner's needs</b>. Staff interrogate and interpret data with increased confidence leading to more effective planning, improving achievement and attainment of learners" - June 2021, Improving Outcomes Team Data Coach</p> <p>Context around the issue -</p> <p>Schools have a wide range of data available them and the improvement goal is to use the data available to ensure effective planning; improving achievement and attainment of all learners.</p> <p>What action / activity for improvement has taken place</p> <ol style="list-style-type: none"> <li>1. The Data Coach produced School Data Packs and School profiles to support all Primary Schools to use whole school data more effectively followed by a coaching and mentoring data meeting with each school.</li> <li>2. The Data Coach completed SNSA analysis for all Primary Schools followed by a coaching and mentoring meeting with an identified educator who is taking this forward at school level. This is a bespoke model produced by the Data Coach for use in Clackmannanshire Council. A model that has been exemplified as good practice by other authorities and Education Scotland.</li> <li>3. The Data Coach has developed and produced INSIGHT Analysis at Local Authority Level and for all three Secondary Schools.</li> </ol> <p>What impact the action / activity has had -</p> <ol style="list-style-type: none"> <li>1. Schools are using the School Data Packs and School Profiles to support their Standards and Quality Reports and their School Improvement Plan. Specifically all Schools can confidently identify their Poverty Related Attainment Gap</li> </ol>	IO PT

					<p>and use data to support how they are ensuring that they are closing the Gap.</p> <p>2. All Primary Schools have used their SNSA analysis to support effective planning, improving achievement and attainment of learners. A lead educator in each school has been identified in each school to take this forward to ensure all educators are using the SNSA data effectively to support more effective planning and address the gaps identified by the SNSA leading to improved outcomes for learners.</p> <p>3. The INSIGHT Analysis has supported the Head of Education and the Improving Outcomes Manager with Secondary School Improvement Meetings.</p> <p>Next Steps -</p> <p>. Support class teachers with using the LA Tracker to ensure the data is used to support more effective planning, improving achievement and attainment of learners</p>	
ELC 20 02	A shared Vision for Early Years is developed which will drive forward a 5 year improvement plan as part of our strategic approach to raising attainment and achieving excellence and equity	30-Jun-2021	<div style="background-color: #4f81bd; color: white; padding: 2px;">50%</div>		<p>Two guidance documents have been written and will be available to establishments from August 2021; Transitions and Play Based Approaches.</p> <p>Year 1 of the action plan will focus on Leadership. A programme has been written in collaboration with EY FVWL RIC colleagues and Ed Scot called, 'Leading Early Level'. 100% of establishments have signed up for this professional learning that will take place Aug - Dec 2021 Collaboration has begun with Moray House to provide a further bespoke leadership programme which will dovetail and advance the 'Leading Early Level' programme. This programme will support ELC middle leadership.</p> <p>Education Scotland will support system level improvement session 21/22. The focus will be developing a cohesive and progressive experience for all across early level. The initial project will be a small test of change within one of our ELC Hubs.</p>	IO Officer
ELC 20 05	The Play Strategy and 3 Year Action Plan are developed and implemented with a targeted focus	30-Jun-2021	<div style="background-color: #4f81bd; color: white; padding: 2px;">75%</div>		Evidence based research highlights the benefits of play-based learning and teaching for learners' holistic	IO Officer

	on providing high quality, developmentally appropriate play based, creative and innovative learning opportunities				<p>development. COVID-19 pandemic and the impact that this may have had for many of our youngest learners has increased the importance of play. To ensure learners within Clackmannanshire have the best start to lifelong learning, we aim to ensure that all learners, across early level, and beyond where appropriate, have access to high-quality, developmentally appropriate play-based learning opportunities.</p> <p>Due to current circumstances, creating a guidance document which will become part of a wider strategy was made a priority. This strategy aligns directly with <b>Clackmannanshire's raising attainment, excellence and equity strategy</b>.</p> <p>A focus group have developed a draft Play Guidance document which will be available to establishments April – <b>June 2021 for feedback. In addition, as part of a Clacks'</b> educators site, resources to support this approach will be available from April 2021. This site will be further developed into the new school session.</p> <p>A small scale Clackmannanshire play network is being piloted across 4 schools as a model to support collaborative working. If successful this model will be scaled up. Final draft will be available for consultation April – June 2021 for implementation August 2021.</p> <p>A programme of Professional Learning (PL) to support play based pedagogy, with a focus on Early level, is currently under development. This will be expanded as part of the wider play strategy across the BGE. The impact of this will be measured session 2021/22.</p>	
SPH 20 07	<b>Clackmannanshire's Digital Strategy continues to be implemented to improve skills, access, curriculum and leadership with regards to digital technology</b>	30-Jun-2021	<div style="background-color: #4f81bd; color: white; padding: 2px; display: inline-block;">50%</div>		<p><b>Clackmannanshire's Digital Education Strategy has continued to make excellent progress since last summer. The ongoing need for remote and connected learning approaches have meant aspects of the strategy progressed at pace.</b></p> <p><b>SKILLS:</b> In terms of professional learning, we offered ongoing support from August with weekly webinars to progress digital efficiency in our educators. The sessions have been dictated by teacher request, as well as influenced by new extensions and apps. These sessions have been well attended. Our baseline audit of 2020</p>	IO PT

				<p>showed that educators felt lacking in confidence with regards to digital technologies for teaching and we have continued to address this. A further skills audit will be collated prior to the final NIF / Business Plan report in August 2021.</p> <p>We retained Digital Leads in every educational establishment as a means of quickly contacting schools with ongoing updates. This was especially useful in lockdown; the leads all helped one another and stayed connected with the Digital Delivery team at centre. This meant our skilled digital educators collaborated and networked to drive innovation in digital technologies across the authority. In addition to this we acquired the services of 8 teachers on a temporary loan from schools to work with the Digital Delivery team for part of the week from August to Christmas resulting in innovative work and ongoing support across schools.</p> <p>We worked in close collaboration with Tablet Academy Scotland to facilitate a national conference “Leaders of Digital Learning” 15th Feb 2021 - nearly 300 educators from Clacks took part in the live event with more requesting the recorded sessions. Our staff made up 50% of the presenting team.</p> <p>As per the <b>Equity Audit Report: “For staff, digital skills and training remain a focus for continued professional learning”</b> and this is something we will continue to progress. We are currently training more teachers who will sit their Google Certified Educator awards next term.</p> <p><b>CURRICULUM:</b> We have supported the curriculum through media rich materials on flipclacks. We have encouraged practitioners to share to the site and in this way help one another. The site has undergone a huge improvement allowing for one click easy upload to facilitate sharing of resources within the LA. We have facilitated clickview training for all our educators and widely published information pertaining to the national offer (NELO) highlighting WestOS and e-sgoil. We continue to work with the FV&amp;WL RIC and play an active role in collating a Digital Needs Analysis and progressing a virtual learning platform between authorities. We are part of the group organising an online Easter revision school for senior phase pupils.</p>	
--	--	--	--	---	--







					<p><b>LEADERSHIP:</b> Secondary's all appointed temporary principal teachers to oversee digital progress in their schools. These leads worked with the centre team effectively. HTs made use of the coaching calls available via flipclacks and have kept in touch with the team now that we are well established. QIO digital also attended HTs meetings to answer questions and problem solve any issues. Leaders in our local authority have experienced the importance of digital technology - and will continue to invest accordingly in schools to maintain progress.</p> <p><b>ACCESS:</b> We have made progress with access to devices. Through Scottish Government funding we received 828 chromebooks which were quickly deployed in August 2020 to our most vulnerable learners from P5 to S6. The bid for capital investment has been successful and will mean a four year roll out of devices for every learner from P1-S6. We also distributed 110 mifi devices to households with no wifi in January 2021 - extending this to households with limited wifi packages in February 2021.</p> <p>Access to devices has meant that learning and teaching has been supported by the appropriate use of technology at home.</p> <p><b>Next Steps:</b> An in depth audit of the strategy. taking cognisance of increased teacher skills.</p> <p>Children and young people engage in digital learning opportunities within the wider community.</p> <p>In terms of 1:1 roll out of devices for all school pupils - The budget was passed by Council and a full project plan for 5 year deployment of devices is being finalised (including timed deliverables, accountabilities, risk register etc.) Initial paperwork has already been sent to Procurement for advice.</p>	
SPH 20 10	A strategic approach is developed to raise attainment in literacy in partnership with the Improving Outcomes Team, local partners, and families/communities	30-Sep-2021	<input type="text" value="50%"/>		<p>During the first period of remote learning all secondary school pupils were given access to the e-reader books provided by the Library Service.</p> <p>Regular communication via Twitter, Facebook and School has seen an increase in user engagement within the community.</p>	IO Officer

					<p>There has been increased engagement between the Library Service and Education. Several meetings have taken place to explore ways to roll this out in primary establishments and increase user engagement of children. Due to issues around GDPR and resourcing this has been delayed.</p> <p><b>Next Steps;</b></p> <ul style="list-style-type: none"> <li>• <b>Seek clarification on GDPR issues and make appropriate arrangements to sign up children to the library service.</b></li> <li>• <b>Identify up to 4 classes from a few schools who can be part of an 8 week trial.</b> (Due to COVID, an issue around GDPR and staff capacity at this time, the 8 week trial was unable to be actioned. Clarity around GDPR systems and processes to be sought in order to take this forward.)</li> </ul>	
--	--	--	--	--	---	--

**Education Priority 2: Closing the attainment gap between the most and least disadvantaged children**

- Ensure barriers to learning are identified and addressed
- Help families and children who most need it
- Increase partnership working and support for most vulnerable / at risk children
- Improve planning and interventions for those with specific additional support needs


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
BGE 20 14	An Education Service Poverty Plan is developed aligned to local and national priorities	30-Jun-2021	<div style="width: 75%;"><div style="background-color: #4f81bd; color: white; padding: 2px;">75%</div></div>		<p>Due to the Clackmannanshire Local Outcome Improvement Plan Refresh and postponement of the finalised Clackmannanshire Local Child Poverty Action Plan, development of the Education Service Poverty Plan has been delayed. While key themes for inclusion in the Education Poverty Plan have been identified, supporting actions are still to be agreed to ensure that there is alignment with wider policy and practice.</p> <p>On-going support and advice from CPAG (Child Poverty Action Group) and signposting to the Cost of the School Day Toolkit for all educational establishments continues to ensure that all School Improvement Planning has a relentless focus on reducing the impact of Poverty.</p>	IO Team Leader
SPH 20 11	Systems are developed to record, monitor and analyse attainment and achievement data for children with ASN to identify strengths and areas for improvement.	30-Jun-2021	<div style="width: 20%;"><div style="background-color: #4f81bd; color: white; padding: 2px;">20%</div></div>		<p>Monitoring and tracking attainment data for children with ASN has always been challenging due to the fact that for some, the progress can be very small incremental steps. This area was highlighted within the ASL Implementation Review Action Plan and it was agreed at ADES CYP ASN that this would be an area of focus moving forward. There is currently a Scottish Government Working Group looking at this area and we are currently awaiting any guidance resulting from this. In the meantime, in Clackmannanshire, we have established a working group of representatives from our ASN Provisions and Outreach Services to consider how we can improve our monitoring, tracking and recording of attainment and achievement for children with ASN, as well as how we can improve how these are celebrated,</p>	ASN Manager

					The working group has agreed consistent approaches to celebrating achievement. Work is still underway looking at how attainment can be measured and collated centrally. This is particularly challenging when considering some of our most complex learners and it involves very small increments. This will be an area for focus next session and once it is agreed at establishment level, discussions will take place with the Data Analyst to agree a system that could be implemented at Authority level.	
SPH 20 12	The Readiness for Learning approach is fully incorporated into recovery and resilience planning for schools and the wider Education Service as establishments return from the COVID-19 closures	30-Jun-2021	100%		<p>All educational establishments received Trauma Recovery Plan documentation containing nine trauma recovery recommendations based on R4L principles which they used to develop action plans for returning from the initial COVID-19 closures.</p> <p>Initial feedback from schools suggested that 69% pupils and 68% of staff returned more settled than expected in August - with the majority of establishments attributing this to a focus on health and wellbeing in general and the use of R4L strategies in particular.</p> <p>A series of R4L COVID-19 modules was written for the Clacks Academy incorporating the latest evidence and advice about how to use R4L to support both staff and learners as they returned - these modules have so far been accessed by 322 staff, with a further 220 in progress. More widely, staff have been able to make use of the Clacks Academy modules to further develop their knowledge and understanding of how the approach can support pupils, with over 7,400 hours of CLPL having been accessed since March 2020.</p>	Senior Psychologist
SPH 20 13	The Transformation Project to improve Mental Health for Children and Families is adapted to support COVID-19 recovery and align with other developments in this area across the Council	30-Jun-2021	100%		<p>Progress to date across all 9 work streams within the Transformation Project includes:</p> <p><b>Co-Production</b> A number of consultation activities have taken place seeking to engage with stakeholders about the transformation project both to gather views on activities already undertaken, and to develop a longer term, strategic group to help co-create the project going forward. These activities include focus groups with parents and young people, digital consultation around proposed logos/branding, and discussions with third sector partners.</p> <p><b>Referral Pathways</b> A referral pathways work stream</p>	Senior Psychologist

				<p>group has met on two occasions since January 2021. Uptake on a digital survey to establish what services are available in the local area did not receive as many responses as hoped. The work stream group is therefore looking at alternative ways to identify what supports are available in the local area to combine with nationally available services in order to produce clear pathways for sharing with all stakeholders.</p> <p><b>Getting It Right Forum (Mental Health and Wellbeing)</b> Progress on this work stream has included consultation with establishments, planning meetings with health colleagues, writing clear guidelines and developing robust GDPR processes. The Forum is now ready for a September launch. It will meet on a bi-weekly basis and work to support a whole-systems approach to getting the right help, to the right people, at the right time and in the right place. Embodying the transformation project's overarching principles of one door, holistic, responsive and closer to Clacks, it is an important time to continue the work to build effective services for our children, young people and their families.</p> <p><b>The Counselling in Schools Service (CiSS)</b> This Service for pupils aged 10 – 18 was fully launched in September 2020 and has received 210 referrals to date. Of these referrals, 64% were for females and 36% were for males. Pupils from all sectors (primary, secondary and specialist schools) accessed the Service, with the majority of referrals (71.5%) coming from secondary schools. Most pupils referred to the Service came from areas of multiple deprivation with 40.9% of pupils living in SIMD 1 and 2 and 65.7%, living in SIMD 1-4, which suggests a potential impact of deprivation on mental health and wellbeing. 16% referrals were for care experienced pupils. Pupils were referred to the CiSS for a variety of reasons including: emotional regulation issues, behavioural difficulties (such as hyperactivity and attention issues), peer and family relationship issues, and mental health difficulties such as anxiety, depression, self-harm and trauma. Pupils also report struggling with transitions, bereavements, family change and the impact of COVID and lockdown. In terms of improvements in wellbeing, 62 pupils have pre and post YP-CORE data to date. Of these, 61 (98%) have shown significant improvements (i.e. not by chance) on their YP-</p>	
--	--	--	--	---	--

				<p>CORE scores (<math>p &lt; 0.01</math>). A subset of pupils was also assessed using pre and post Strengths and Difficulties Questionnaires (SDQ) and Behaviour Rating Index of Executive Function (BRIEF2). Not enough have finished their sessions so far to be able to provide post test data. Finally, case study data for a further subset of 6 pupils was also collected and it was found that self-reported wellbeing scores (as measured by the SHANARRI wellbeing web) showed a significant improvement (i.e. not by chance) at the level of <math>p &lt; 0.05</math>.</p> <p><b>Creative Therapeutic Interventions for Children Service (CTIfCS)</b> This Service was established in March 2021 to complement the Counselling in Schools Service (CiSS) provided for 10 – 18 years olds. The high rates of referral for the CiSS shown above suggests that there is a need for this type of focused therapeutic support for <b>younger children as well. However, 'talking' therapy such as counselling is not developmentally appropriate for children younger than 10, so the CTIfCS was established to offer therapeutic support in a more developmentally-appropriate format such as through music, play, art or family learning. So far 87% referrals were male and 17% were female. The current sample size (which was being run as a pilot study over a short period from April) is too small to calculate overall significant differences in pre and post wellbeing scores. However, data from a subset of 5 case studies shows that after engaging with CTIfCS: 100% of pupils were reported to have increased engagement and focus in sessions by their therapist; 80% showed increase in joint attention during therapy sessions, and 40% showed an increase in confidence and positive self-talk. There was also an observed improvement in self reported mood within the case studies with 100% of pupils reported that they were "Never" or "Sometimes" anxious in the past week as compared to 60% when first asked; 67% reported they were "Always" able to stay calm when angry or upset compared to 20% when first asked; 67% felt they "Always" had someone to talk to as opposed to 40% when first asked; 100% said they "Never" wanted to hurt themselves as opposed to 60% when first asked. Finally, feedback from schools for all pupils accessing the CTIfCS service includes the following themes: engagement in sessions increased once they were delivered face to face following initial remote delivery during lockdown; pupils</b></p>	
--	--	--	--	--	--

				<p>enjoying the sessions and asking for them; an increase in engagement and concentration in the activities and increased regulation during the sessions, and some evidence that skills in supporting regulation are being transferred to home.</p> <p><b>Digital Mental Health Services</b></p> <p>Three new digital services were launched on the 1<sup>st</sup> April 2021 to improve the continuum of supports available to support the mental health and wellbeing of children, young people and their families. i) Mind Moose is a targeted intervention for primary age pupils which will be offered through the Staged Intervention process in schools. ii) Togetherall is a safe, secure online platform for anyone aged 16-24 (26 if care experienced) to access at any time ongoing support for mild to moderate mental health difficulties such as anxiety. iii) A keyword partnership was commissioned with Shout, a text-based crisis service that is available for all aged 5-26 by texting 'Clacks' to 85258. We have developed a communication and marketing plan in collaboration with partners which utilises a mixed methods approach, and have re-allocated time and resources to facilitate this. Through this work we have engaged with a number of colleagues from the local authority, health and third sector, as well as local businesses, to share information about the new digital services. We will receive data and updates from all three of these services as our contracts progress that allow us to better understand the mental health and wellbeing needs of our population, leading to the development of more relevant and targeted services in the future.</p> <p><b>Community Autistic Spectrum Disorder (ASD) Assessment Pathway</b></p> <p>Planning is underway with partners in CAMHS to pilot a new community-based ASD assessment pathway, where CAMHS would join the existing Education staged intervention process, to provide ASD assessment and diagnosis through consultation with the Team Around the Child (TAC), without the need for onward referral to CAMHS. It is intended to pilot this pathway in the new academic year. Further planning around frameworks, assessment tools and processes will take place over the summer and potential children and young people will be identified to take part. In addition, an ASD Mobilisation</p>	
--	--	--	--	--	--




					<p>Team continue to meet to review post-diagnostic supports. Resources for the community have been identified and will be reviewed and up-dated regularly. A peer support network has been created to share good practice for supporting children and young people within mainstream and specialist provision and to discuss new resources as they arise.</p> <p><b>Staff Health and Wellbeing</b>  Staff Health and Wellbeing Guidance for Education has now been finalised and is easily available online. Togetherall is also available at any time for Education Service staff to access online, safe, secure and ongoing support for mild to moderate mental health difficulties. The Educational Psychology Service link with the Council's Healthy Working Lives Group and contribute to education-specific and council-wide delivery of staff development sessions on a variety of mental health and wellbeing topics. Most recently this has included wellbeing webinars which were offered as <b>part of the nation's "Stress Awareness Month" in April and May 2021</b> to all council staff and were attended by staff from IT, Housing, Health and Safety and HR as well as Education and are now permanently available on the Clacks Academy.</p>	
SPH 20 15	Key strands of the ASL Strategy are implemented to establish a whole systems approach to supporting children/young people and their families across education settings, home and the community	30-Jun-2021	<div style="width: 57%; background-color: #4F81BD; color: white; text-align: center; padding: 2px;">57%</div>		<p>The previous ASL Action plan has been evaluated, and further discussions have taken place to review ASN needs across the Authority. Some additions will be made to enable us to adapt support models to meet the changing needs of our ASN population, particularly in relation to the impact of the COVID-19 pandemic,</p> <p>Considerable work has taken place to streamline the ASN procedures and processes in place in Clackmannanshire Education Establishments. Following the initial lock down there was a redesign of the GIRFEC Delivery Forum model. The frequency of the meetings was increased to weekly <b>and the name was changed to 'Vulnerable Children's Panel'</b> terminology used by the Scottish Government at that time. This process has been further refined and a more appropriate name suggested - ASN Forum. The group provides additional support to children/young people and their families from central teams. The ASN Forum will move to a learning community model with representation from <b>educational establishment's management. Draft</b></p>	ASN Manager




				<p>guidance for educational establishments has been written and work is underway to ensure appropriate data sharing protocols and agreements are in place, to enable third sector agencies to become involved in the process. A consultation exercise is planned with the view to embedding the new process this session. Work has also taken place to develop a similar model for supporting Mental Health,</p> <p>The External Resource Group (ERG) process has also been under review with a Education and Social Work group working to ensure there is clarity of purpose, clear chair responsibilities, agreed decision making powers and group membership</p> <p>Four ASD Support Workers are now in post, enabling us to further develop Clackmannanshire <b>Education Service's</b> support to children and young people with Autism Spectrum Disorder (ASD). Their role is to support children/young people and their families who are experiencing challenges due to their Autism Spectrum Disorder (ASD) or ASD type difficulties. Their support will be accessed through the ASN forum and they will support children/young people aged 0-18 years old. Work is underway to also develop supports out with the school day. The Support Workers may also be involved in supporting Flexible Learning Independent Pathways (FLIP) and FLIP Plus for identified children/young people with ASD. Work to further develop this area of the service will continue into next academic session.</p> <p>Work has been undertaken to gather information, resources to support parents/carers of children with ASN. Meetings have taking place with representatives of <b>Clackmannanshire's Council websites to identify</b> opportunities for a more streamlined and easier to navigate site for ASN info for parents. Work is underway to populate this. I have also approached my Line Manager to request support from Flip Clacks to develop a more bespoke 'one stop shop' digital site.</p> <p>A tiered overview of ASN CLPL has been established; this will now need to be linked to CPD Manager to be accessed by all education staff, as per CLPL process. This will provided appropriate, quality ASN CLPL for staff to ensure</p>	
--	--	--	--	--	--

					they are skilled in meeting the needs of all children/young people.	
--	--	--	--	--	---	--


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


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
BGE 20 17	A directory of Health and Wellbeing supports is created for staff across the Education Service in light of COVID 19	30-Jun-2021	100%		The final Health and Well-being Guidance for staff was shared and discussed at a Head Teacher meeting in June 2021. This has been posted on the Head Teacher Hub and Google site for all practitioners to access. Any future updates will be added and all stakeholders notified. A Directory of Mental Wellbeing Supports is currently under development and will complement the existing Guidance.	IO Team Leader
ELC 20 16	Capacity is built for understanding and sharing the positive impact on mental health from participation in physical activity and sport	30-Jun-2021	100%		Intended Outcomes - <ul style="list-style-type: none"> <li>• Staff identified to build capacity</li> <li>• Professional development will increase staff knowledge and understanding</li> </ul> Progress - <ul style="list-style-type: none"> <li>• All Sports Development staff completed two workshops delivered by SAMH</li> <li>• 3rd workshop was held 18th May</li> <li>• All coaches / deliverers completed online 'Mental Wellbeing' module</li> <li>• Assessment of understanding through online e-learning post workshops</li> </ul>	Sports Development Manager
ELC 20 18	A motor/movement skills programme in the Early Years is developed and implemented	31-Aug-2021	25%		Intended impact / outcomes - <ul style="list-style-type: none"> <li>• Improvement basic movement / motor skills of P1 against national standards</li> <li>• Improved staff awareness of motor milestones</li> </ul>	Sports Development Manager



					<p>Progress -</p> <ul style="list-style-type: none"> <li>• All P1 pupils assessed in Aug/Sep 2020 and recorded for analysis</li> </ul>	
ELC 20 19	Clackmannanshire's Active Travel Strategy is reviewed and further developed	30-Jun-2021	100%		<p>Intended Impact / Outcome -</p> <ul style="list-style-type: none"> <li>• Increase the percentage of children and young people actively travelling to school</li> <li>• Targeted interventions and impacting positively on the wider achievements of children and young people</li> </ul> <p>Progress -</p> <p>WOW Survey Stats</p> <ul style="list-style-type: none"> <li>• Cycling up 47%</li> <li>• 10% drop in families driving to school</li> </ul> <p>Hands up Survey</p> <p>Fishcross Transition project</p> <ul style="list-style-type: none"> <li>• 6 pupils cycling to Lornshill</li> </ul> <p>Cycle-Ski-Cycle Project</p> <ul style="list-style-type: none"> <li>• Alva and Strathdevon PS involved</li> <li>• 65 Pupils involved</li> </ul>	Sports Development Manager


**Education Priority 4: Improvement in employability skills and sustained positive destinations for all young people**

- Increase numbers in employment, education or training
- Improve partnership working with employers, families and communities
- Reduce youth offending behaviour
- Increase young people's participation, voice and influence


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
BGE 20 22	Increased opportunities are provided for parental engagement through 'Connected Learning' approaches	30-Jun-2021	100%		<p>During "Lockdown" Connected Learning approaches were reviewed to take into account the initial impact of Scottish Government measures and then consider the use and implementation of the Strategic Framework for the Re-opening of Schools, Early Learning and Childcare Provision (May 2020.)</p> <p>All educational establishments focused on support for parents/carers and the delivery of a blended model of in-school and at-home learning, involving digital, independent and active learning. Consideration was given to the specific requirements of the parents/carers of children and young people with additional support needs, areas of transition and those most in need of support.</p> <p>A review in March 2021 highlighted that all establishments were sensitive to the circumstances of all parents and carers, recognising the contributions they can make. Head Teachers reported an increase in the range and frequency in which parent and carers views were gathered. Common approaches included: surveys; focus groups; emails; newsletters; and social media. All establishments continued to hold Parent Council meetings virtually and made good use of their Parent Councils to gather useful feedback and comments. In a few schools there were regular opportunities for parents to meet online with the Head Teacher or other members of the senior leadership team to share their views and voice any concerns.</p> <p>Greater use was made of technology, such as Google forms to seek parental views. As a result, most establishments reported that parents responded better and more regularly than previous requests for feedback and that this has</p>	IO Team Leader

					helped the future plans for parental engagement and shaped the model of remote learning being offered.	
BGE 20 23	The Clackmannanshire Parental Involvement and Engagement Strategy is refreshed to ensure that every parent and family are supported to be <b>involved and engaged in their child's education and learning journey</b>	31-Aug-2021	<div style="background-color: #4a86e8; color: white; padding: 2px; display: inline-block;">75%</div>		<p>The Clackmannanshire Parental Involvement and Engagement (PIE) Strategy was first published in April 2018. It was based on stakeholder views and data indicating where schools, the local authority and partners, such as Parent Councils, could support improvement leading to better educational outcomes for children, young people and families. The strategy must be refreshed every three years to take account of changed circumstances and be based on any data, evidence of changing priorities and stakeholder views. Much of the strategy refresh in 2021 is influenced by school and parental experiences during school closures due to the pandemic, and it takes account of national research, policy changes and any available national data.</p> <p>Clackmannanshire took part in the national Parental Census in June 2019 - data gathered then showed that Clackmannanshire schools were above the national average in parental satisfaction with the approachability of and contact with staff, parental representation, Family Learning (Primary) and Parent Voice in school planning (secondary). Clackmannanshire schools were below the national averages in parental satisfaction in engaging parents in <b>their child's learning and providing information on what</b> children are learning in school (Secondary). The next issue of the Census has been delayed until November 2021 but the refreshed Clacks Strategy will take account of previous the census data, and findings from school reviews which took place in early 2021 for a post-Covid insight.</p> <p>It was challenging to arrange focus groups for the refresh due to the pandemic restrictions so the approach to consultation was modified. A consultation document was issued to stakeholder groups including Pupil Parliaments, ASN Parents, Parent Councils, Establishment Managers and PIE Leads in each school, asking what changes needed to be made to the strategy, was there anything to add or suggestions for new key priorities for the refreshed version. Phone consultations, school leadership, Parent Council and Pupil Council discussions took place – including a virtual focus group for ASN parents. All comments and suggestions gathered during this exercise – which ran until the end of session in June – influenced the content of the</p>	IO Team Leader

					<p>refreshed strategy.</p> <p>Recognition of the work being done nationally in terms of PIE is also being followed closely – a new Learning Together national action plan is likely to emerge early in the life of the new Parliament and care is being taken to ensure the Clacks PIE strategy will align with that plan when it is published.</p> <p>The final, refreshed Clackmannanshire PIE strategy 2021 - 24 will be launched in August 2021. Each school will be able to identify their particular strengths and areas for improvement when the Parent Census follows in November 2021 and support will be provided to schools by the IO Engagement Officer for any areas of development.</p>	
SPH 20 20	Enhanced employability programmes are developed and implemented for young people leaving school in light of COVID-19: ? Summer 2020? Christmas 2020? Summer 2021	30-Jun-2021	100%		<p>In March 2020, we had 39 young people on the Jumpstart Employability Programme (JEP) - previously Activity Agreements - staff maintained contact with the young people throughout lockdown and the recovery period providing 1:1 support, developing online classroom work and doorstep visits. We provided 34 devices to learners to enable them to engage in online programmes. On average we had 87% engagements in learning per week in the virtual programmes.</p> <p>Working in partnership with RUTS we were able to offer awards for learners with 21 learners gaining an SQA in practical abilities; 10 gaining SQA in Self and Work; and 5 gaining an SQA in Self Awareness. In addition, one learner gained an SQA in Volunteering and another received the Volunteer of the Year Award 2020.</p> <p>During the period there were a further 47 referrals to JEP. All 47 were offered a placement and 36 accepted. During the same period 19 young people went on to their next positive destination e.g. ESF, EF training programme, college and employment.</p>	Team Leader (Community Learning & Development)
SPH 20 21	Youth Engagement policy/framework is implemented enabling the voice of young people to be involved in decision making	30-Jun-2021	100%		<p>Our Youth Engagement is <b>building on 'The Standards for Children and Young People's Engagement and Participation'</b> which was developed by young people and adopted at the Council People Committee in January 2019.</p> <p>Initial engagement with young people was carried out in February 2020 to discuss the development of the Children</p>	Team Leader (Community Learning & Development)




					and Young People's Participation Framework. Initial work has been carried out and a draft framework has been prepared. Currently we are working on the Youth Citizenship panel surveys as we had feedback from young people and staff from the CLD sector that it would be beneficial to include more young people from different ages & stages i.e. primary, secondary and post school. The final draft will be completed to be sent to Chief of Education and Director of People at the end of April 2021 with first stage of implementation in June 2021.	
SPH 20 24	Family Learning programmes are implemented, In partnership with Columba 1400, Strathclyde University, local CLD sector to identify and address the needs of parents/carers, children and young people in recovery of COVID 19 pandemic	30-Jun-2021	100%		<p>COVID19 not only raised issues for the development of family &amp; adult learning in terms of attainment but it highlighted new and emerging issues around poverty, digital skills, health and wellbeing and confidence in <b>supporting the child's home learning.</b></p> <p>Supporting parents to increase their skills in accessing their children's google classroom platforms was identified by parents as a priority, one to one support was provided over the phone and general support was provided through our social media group.</p> <p>We were able to secure digital devices and MiFi through the Connecting Scotland scheme and distributed devices with MiFi to 87 families (63 in the Alloa South East and Sauchie area; 7 to travelling families; 16 to refugee families)</p> <p>It was evident that families were also worried about financial pressures during the pandemic; working in partnership with schools, the Council COVID response team, Wimpy Park Community Group and Sauchie Active 8, we delivered fruit and vegetables every week for 8 weeks to 150 households between August and October 2020.</p> <p>Food poverty was an emerging theme within the family learning programmes, working in partnership with local parents, pupils, community groups and supported by the local supermarkets we were able to implement a Food Top Up Scheme with an average of 60 families accessing this service on a weekly basis.</p> <p>19 Families with 29 children have participated in the Cafacute; Create programme which was implemented in the community in November but went online in January 21. Families carried out music, craft and games programmes in</p>	Team Leader (Community Learning & Development)



					<p>the community then at home.</p> <p>55 families with 125 children have continued to participate in our WOW programme, they have received resources to enable them to participate in challenges, learning programmes and activities during school holidays. The WOW social media page now has 113 members, these being parents/carers of local families participating in programmes</p> <p>143 families have participated in our Cooking programme, working in partnership with Sauchie Active 8 and again supported by Wimpy Park Community Group. 73% of participants wanted to improve their confidence in cooking and 93% wanted their children's confidence in cooking to improve. By the end of the block 86% of participants saw an improvement in their confidence, 94% saw an <b>improvement in their children's confidence.</b></p> <p>We have been posting weekly sessions on Facebook (Clacks Youth Voice). The video remains on the page for anyone to view making it available to all users. The programme is becoming more popular with videos now reaching over 1000 views from 486 views when it started.</p> <p><b>"Kids were so excited to be able</b> to help prepare dinner. Kept asking was it time yet. Staff are fantastic; deserve all the praise in the world. From a Mum that can't cook it was easy to follow and a tasty dinner for all kids have asked if we can make it again so was a hit with them. "</p> <p>"Really great! Would like to be more involved in the future such a great wee team helping the community."</p> <p>Columba 1400 programmes were not implemented during the academic year 20/21, work had been carried out by Columba to offer virtual learning programmes but to date this has not been implemented.</p>	
SPH 20 25	The MCR Mentoring Programme is embedded across establishments to build motivation, commitment and resilience	30-Jun-2021	<div style="background-color: #4F81BD; color: white; padding: 2px;">100%</div>		To ensure that there is alignment with all Attainment Funding, there is now a governance structure to support the delivery of the MCR Pathway Programme. Identified Leads from all participating Secondary Schools meet termly to review progress and plan future actions. Regular meetings between the Attainment Lead and MCR Manager is ensuring that there is coherence between the various	IO Team Leader



					<p>strands of Attainment Scotland Funding (SAC, PEF and Care Experienced Funding) to ensure that all activities are very clearly focused, and result in, a closing of poverty related gaps across all sectors.</p> <p>The MCR Pathway Annual Report was shared at the Towards Excellence and Equity Group in June 2021 to ensure that all cross-party members were updated with progress and planned next steps.</p>	
--	--	--	--	--	--	--


**Social Services & Criminal Justice Priority 1: Review internal staffing capacity, progress and implement structure to ensure the safe delivery of services.**

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
SCJ 20 002	Redesign the functions of strategic commissioning, policy and planning, risk, and performance reporting across the department	30-Sep-2021	100%		The Strategic Commissioning Service transferred to the HSCP in July 2021 to ensure a whole system approach to strategic planning - with leadership direction set by the Head of Service Strategic Planning - in collaboration with the CSWO, Social Work Services. The transfer of the service shall ensure stronger coherence and strategic alignment across the strategic planning landscape, <b>including children's service planning. Moving forward</b> Commissioned Services shall be reporting into the People Committee, the HSCP Board and the IJB in terms of governance and accountability.  Progress: the transfer is complete.	Chief Social Work Officer
SCJ 20 003	Review resource requirements in accordance with service restructure and the workforce plan (link to risk and priorities)	31-Mar-2021	100%		After considerable detailed planning, consultation and collaboration, with a broad range of stakeholders, the People Transformational Restructure was presented to Council on the 19.08.21 by the Director of People. The restructure was approved by Council. The extensive process of workforce planning, workforce development and engagement shall continue at pace, building on the detailed consultation that has already taken place to ensure the People Restructure is implemented timeously.	Chief Social Work Officer
SCJ 20 004	Devise and implement Commissioning framework for Children's and Justice Services	30-Sep-2020	25%		<b>This links to SCJ 20 002 above. Additionally Children's Services are working with the Strategic Commissioning Service to review all third sector children's commissioned services.</b> Reviewing commissioning services is an on-going annual cycle, but this review is a whole system strategic review of all services provided by the third sector to achieve a number of critical strategic planning goals:  1. To ensure the current portfolio of services meets the needs of children and families in Clackmannanshire. 2. To determine gaps in service provision for vulnerable groups e.g. older care leavers.	Chief Social Work Officer



					<p>3. To ensure third sector services remain strategically aligned to the Children's Services Plan 2021-24 and the broader Council and national policy landscape e.g. The Promise.</p> <p>4. To align to the work of the Human &amp; Economic Cost Model (HECM) as a high level strategic work stream of The Promise. The Children &amp; Young Person Strategic Board are working collaboratively using the HECM model aspiring to achieve joint strategic planning, and shared budgets that shift money upstream to early intervention and prevention, particularly in the foundations of universal and targeted / intensive family support co-designed with children and families.</p> <p>5. To ensure Best Value for the Council and Clackmannanshire citizens.</p>	
--	--	--	--	--	--	--

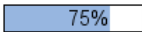

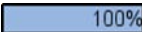

**Social Services & Criminal Justice Priority 2: Improve quality of assessments, our use of data and the quality/sharing of case records to ensure better services and outcomes are delivered.**

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
SCJ 20 005	Develop and progress proposals to replace social work IT system	31-Dec-2020	<div style="width: 25%;"><div style="background-color: #0070C0; color: white; padding: 2px;">25%</div></div>		<p>This is a cross-cutting complex and collaborative large scale project across Stirling &amp; Clackmannanshire Councils. Extensive multi-agency stakeholder work has taken place over a number of years culminating into a detailed Business Plan being submitted to Council, Committees and the IJB across both Councils seeking approval to: 1. Procure the Social Care Management System that meets the needs of Social Work Services and a broader range of critical stakeholders. 2. If approved at Council, a detailed Implementation / Execution Plan with associated budget, and communication Plan. This project is also being supported by the Project Management Office aligned to Be the Future Transformational Strategy.</p> <p>Progress: advanced stages of first phase of Business Case to Council. Implementation is the second and biggest phase of this programme.</p>	Children's Services Manager
SCJ 20 006	Support and improve approaches and planning to assessment and case management	31-Mar-2021	<div style="width: 100%;"><div style="background-color: #0070C0; color: white; padding: 2px;">100%</div></div>		<p><b>Clackmannanshire Children's Social Work Service (with a broad range of stakeholders across Forth Valley) led,</b></p>	Chief Social Work Officer

					designed, developed and delivered an innovate new Getting it Right for Every Child (GIRFEC) Integrated <b>Assessment (1), Chronology (2) and Child's Plan (3)</b> . The document brought over ten documents and streamlined into 3 components in keeping with the GIRFEC National Practice Model. Children and Young People were instrumental in co-designing with the support of Who Cares? Scotland. They chose a range of images, based on <b>children's rights, to ensure the document was more child friendly and visually appealing; while embedding children's rights at the heart of the document.</b>	
SCJ 20 007	Embed consistent approaches to case recording, case load levels and quality assurance	31-Mar-2021	<div style="background-color: #4f81bd; color: white; padding: 2px;">100%</div>		Learning and development of recording practice has been rolled out across the service. Social Work Standards in recording have also been disseminated with other cross cutting work e.g. 7 Minute Briefings developed through the Child / Public Protection Committee. Quality assurance of <b>children's records, outcomes and plans, and the allocation</b> of work is a key responsibility of Team Leaders, overseen by Service Managers to ensure high practice standards. Challenges of increased demand and allocation of children and families remains a pressure with risks being addressed through service improvement planning, risk registers and direct actions. A cycle of self-evaluation and audit by senior mangers across key processes, particularly, child protection processes ensures strong practice is celebrated and shared and practice that requires development and improvement is addressed. The service completed a large <b>scale audit of over 150 children's assessments, care plans</b> tied to our model of relational practice, from the time frame of the start of the pandemic up to September 2020. Strengths, developments and improvement shall be the focus of the learning phase of the audit.	Chief Social Work Officer

**Social Services & Criminal Justice Priority 3: Strengthen internal approaches to learning, development and improvement.**

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
SCJ 20 008	Invest in workforce development, engaging with external consultants to facilitate learning sessions and embed strong approaches to social work practice	31-Mar-2021	100%		<p>The learning and development opportunities across the partnership have been considerably developed by the appointment of a Lead Officer for Learning &amp; Development linked to the CPC / PPC. A strategic learning and development plan, a first in Clacks, has been developed, designed and delivered to 100s of staff across the partnership. In addition there have been a number of learning and development events, including a cycle of training programmes linked to organisational statutory responsibilities and the professional registration requirements of social workers through SSSC.</p> <p>Additionally, expert speakers and guest have presented learning events linked to:</p> <ol style="list-style-type: none"> <li>1. Contact for children who are away from home.</li> <li>2. Permanence Plans for children who are away from home.</li> <li>3. Statutory report writing.</li> <li>4. Presenting evidence in Court.</li> <li>5. How to build rights-respecting and relational strength based practice.</li> <li>6. GIRFEC Risk Assessment &amp; the National Practice Model.</li> </ol> <p>In keeping with councils across Scotland, we also offer social Workers a range of intensive accredited academic studies in:</p> <ol style="list-style-type: none"> <li>1. Diploma in Child Protection Studies.</li> <li>2. Diploma in Practice Education / Teaching</li> <li>3. Diploma in Management Studies</li> <li>4. Diploma in Therapeutic Life Story Work.</li> <li>5. Family Group Decision Making: the role of the FGDM Co-ordinator.</li> </ol> <p>Learning, development and training events are consistently evaluated as high with participants confirming that learning is translated into strengthening practice across roles and responsibilities.</p> <p><b>Our learning and development 'offer' is strongly linked to our recruitment and retention of professionals across social work.</b></p>	Chief Social Work Officer
SCJ 20 009	Implement recommendations arising from Internal	31-Dec-2020	124%		This work is led by the Lead Officer, Child Protection	Chief Social Work

	Case Review and Significant Case Reviews in the areas of child protection and the care system				Committee across the strategic partnership. Learning and Action Planning from a Significant Case Review (independently commissioned by the CPC) is about to be rolled out across the strategic partnership and aligned to the service improvement plan.	Officer
SCJ 20 010	Plan for shorter sentence assumptions by reviewing community services to address offending behaviour	31-Mar-2021			<p>This relates to government guidance applicable to sentences in criminal cases. The Government has indicated that courts, when sentencing individuals, should apply a presumption against short term prison sentences i.e. less than 6 to 12 months. As result of this, the expectation by Justice Social Work was that more individuals would receive a community based sentence as an alternative to prison sentences.</p> <p>In response to this guidance, we enhanced our community range of provisions. This included the recruitment of a dedicated mental health nurse, introduction of on line / other activity capacity via a third sector partner. In addition, we also revised our guidance to Justice Social Workers who now routinely advise courts, via criminal justice reports, of the enhanced community options available to courts when passing sentence.</p> <p>As a result of Covid, the court system has operated at reduced capacity during 20/21. This has had the effect that significant numbers of cases have been deferred until 21/22. As result of this, we have been unable to determine if there has been a change to sentencing practice. During 21/22, as backlog cases appear at court, we will be reviewing and monitoring the situation.</p>	Service Manager
SCJ 20 011	Set regular series of staff engagement sessions as a result of staff survey outcomes	30-Oct-2020			<p>Meaningful staff engagement has many layers and modes of communication. A joint workforce and union group / forum was set up by O.D. and staff from <b>children's social work</b> service were part of the group sharing voice and engaging in this process. In social work there is also a professional requirement to ensure that regular, structured and reflective supervision takes place to ensure high support and high accountability. Moreover, regular supervision is a statutory requirement linked into the professions SSSC registration. Team and Group Supervision / Meetings also take place regularly usually following a monthly cycle. Other layers of engage are evidence through our services Full Team Gathering (FTG) which was initiated in 2017. This forum brings the whole team together to: 1. Celebrate success and acknowledge the work of the team. 2. Share information across teams to ensure a whole team approach 3. A Learning Zone often inviting guest speakers to discuss key practice, policy or legislative developments. E.g. The <b>Promise Team, the Scottish Children's Reporter have attended FTGs and 4. Lead the Vision of Children's Services</b></p>	Chief Social Work Officer

					as detailed in the previous <b>Children's Service Plan 2017-2020</b> .	
SCJ SBP 002	Redesign the functions of strategic commissioning, policy and planning, risk, and performance reporting across the department	31-Mar-2020	0%		<p>This Action is linked / duplicate of</p> <ul style="list-style-type: none"> <li>- SCJ 20 002</li> <li>- SCJ20 004</li> </ul> <p>Progressed as detailed.</p>	Chief Social Work Officer



Transforming Care Board (TCB)  
HSCP Transformation Plan  
V10 – 5 August 2021

HSCP Strategic Plan priorities 2019 - 2022	Programme	Projects	Progress	Benefits	Timescale for Benefits Realisation	Project Risk Register in Place	Sponsor	SRO – (Senior Responsible Officer)
<b>Care closer to home</b>	Adult Social Work Review	Review of assessment and review processes within adult social work	The review of adult social care proposed a number of recommendations to improve performance. A high level pathway and framework has been developed. Next stage is a broader staff engagement and consultation, in partnership with trade unions.	Quality Improvement. (Better outcomes for individuals and increased choice and control.)	Mar 22	Yes	Chief Officer	Head of Community Health and Care
		Establish HSCP Commissioning Consortium	Alignment of investment to Strategic priorities – ensure commissioned services are aligned with priorities. If not disinvest. A programme of work to	Quality Improvement (Cash Releasing through	Partnership wide team in place by Apr 21		Head of Strategic Planning and Health Improvement	Head of Community Health and Care



HSCP Strategic Plan priorities 2019 - 2022	Programme	Projects	Progress	Benefits	Timescale for Benefits Realisation	Project Risk Register in Place	Sponsor	SRO – (Senior Responsible Officer)
			deliver on the Commissioning Consortium is under way.	improved reviews). £200k in plan for 21/22 and further potential to be scoped for future years.				
		Review and Refresh approach to SDS across Clackmannanshire and Stirling	Preferred candidate in recruitment for SDS Lead post.	Quality Improvement	Nov 21	Yes	Head of Strategic Planning and Health Improvement	Post in recruitment
		Adult Support & Protection Improvement Plan	Drafted improvement plan developed and shared with partners within the ASP improvement group.	Quality Improvement	Mar 22	Yes	Head of Community Health and Care	
		Transformation of Carer Support through Carers Investment Plan	Carers' Investment Plan shared with Carers Planning Group for comment. Plan will be	Quality Improvement	Mar 22		Head of Strategic Planning and Health Improvement	

			shared with TCB in Nov 21.					
--	--	--	----------------------------	--	--	--	--	--

	Care Homes and integrated	Re-provision of Menstrie House. Re-provision to provide	Steering Group established Programme of work agreed.	Quality Improvement	May 21 target to commence project initiation.	Yes	Head of Strategic Planning and Health Improvement	
--	---------------------------	---	--	---------------------	---	-----	---	--

HSCP Strategic Plan priorities 2019 - 2022	Programme	Projects	Progress	Benefits	Timescale for Benefits Realisation	Project Risk Register in Place	Sponsor	SRO – (Senior Responsible Officer)
	Housing Programme	appropriate model that reflects client group needs.	Short term aim of bed occupancy reduction from 40 to 32 has been achieved.		Project implementation post Apr 22. Benefits realised post project delivery (Oct 23)			
	Care Homes and integrated Housing Programme	Consultation on the model of care for Rural Southwest Stirling	Final consultation report was presented at the Strategic Planning Group on 26 <sup>th</sup> of May followed by IJB meeting on 16 <sup>th</sup> June 2021. All recommendations approved including closure of Strathendrick House Care Home. Project complete – recommend moving to Benefits Tracking.	Cost Avoidance - £500k p/a.	Jul 21 Cost Avoidance modelled as noted in budget £625k.	Yes	Head of Community Health and Care	
	Care Homes and integrated Housing Programme	Re-provision / de-commission of Beech Gardens and Allan Lodge.	Beech Gardens closed on 30 Jul 21 as planned. Process to hand Allan Lodge and Beech Gardens keys back to Stirling Council is underway.	Cost Avoidance	Aug 21	Yes	Head of Community Health and Care	

HSCP Strategic Plan priorities 2019 - 2022	Programme	Projects	Progress	Benefits	Timescale for Benefits Realisation	Project Risk Register in Place	Sponsor	SRO – (Senior Responsible Officer)
			Project complete – recommend moving to Benefits Tracking.					
	Care Homes and integrated Housing Programme	Provision of Extra Care Housing	A proposal has been shared with Transformation leads within Clacks and Stirling Councils for Transformation Funding for capacity to conduct the scoping.	Quality Improvement and potential Cash Releasing	Apr 22 – Apr 24		Head of Strategic Planning and Health Improvement	Head of Strategic Planning and Health Improvement
	Care Homes and integrated Housing Programme	Housing Adaptation Programme	Identified as an additional project at end of Jun 20. Private sector housing grants are underspent.	Quality Improvement (Outcomes for individuals)	Apr 22 – Apr 24		Head of Strategic Planning and Health Improvement	Head of Strategic Planning and Health Improvement
	Care Homes and integrated Housing	Care Homes Assessment and Review Team (CHART)	Full Team is in recruitment with all posts expected to be filled by Sep 21. Investment for this was	Quality Improvement	Apr 21	Yes	Head of Community Health and Care	Clackmannanshire Locality Manager

	Programme		approved in the May'21 budget funded through covid consequentials - needs recurrent funding solution from Apr 22.					
	Hospital at Home	Enhanced Medical Care	Team enhanced with additional resource -	Quality Improvement	Jan 22	Yes	Chief Officer	

HSCP Strategic Plan priorities 2019 - 2022	Programme	Projects	Progress	Benefits	Timescale for Benefits Realisation	Project Risk Register in Place	Sponsor	SRO – (Senior Responsible Officer)
		Team in the Community; integrated community team focused on prevention of admission (Hospital at Home)	including geriatricians - during the emergency response to the pandemic – analysis of impact ongoing. There was a soft launch of a small scale (10 bed) version of the Hospital at Home service on 10 May 21. Planning to track the impact on bed days. Business Case was approved by NHS Board on 28 May 21.	(patient safety, health, and experience)				
	Partnership wide AHP Pathway Redesign	Pathway Redesign across AHPs – including aligning with assessment & review process	Scoping and draft project charter complete. Project meetings in place and stakeholder analysis complete. Kick-off workshop being planned for 26 Aug 21. 4 test of change projects identified, and leads will be supported with QI training at the end of August.	Quality Improvement (Better Outcomes for individuals)	Implemented (and delivering benefits) by Apr 22	Yes		
		Medicines Optimisation	Through the NHS FV Corporate PMO. Medicines	Cash Releasing - £600k	Aim to bring prescribing	Yes		

HSCP Strategic Plan	Programme	Projects	Progress	Benefits	Timescale for Benefits Realisation	Project Risk Register in Place	Sponsor	SRO – (Senior Responsible Officer)
				134				



priorities 2019 - 2022								
			Optimisation Board & Primary Care Medicines Resources Group. Work carried out to quantify the impact of pandemic on prescribing budget both increases and decreases e.g. (paracetamol, anti-depressants, and inhalers). Presentation provided to May 21 TCB.	savings for 21/22.	budget into balance over time. Ongoing discussion with NHS FV re 21/22 risk.  Report being prepared for Primary Care Medicines Resources Group meeting on 20 May 21 describing the financial position and benefits realisation.			
<b>Caring and connected communities</b>	Systems, TEC, & e-Health Programme	Re-provision of Social Work Recording System	Following a review of project progress with the project sponsors a pause and reset is being applied and additional capacity is being sourced to put robust programme	Quality Improvement, (potentially some cash releasing dependant on results from	New System potentially in place by Apr 23	Yes	Director of People  Chief Officer	Head of Strategic Planning and Health Improvement

HSCP Strategic Plan	Programme	Projects	Progress	Benefits <b>135</b>	Timescale for Benefits Realisation	Project Risk Register in Place	Sponsor	SRO – (Senior Responsible Officer)
---------------------	-----------	----------	----------	------------------------	------------------------------------	--------------------------------	---------	------------------------------------

priorities 2019 - 2022								
			management in place to support the delivery of this complex project. This includes providing the time and expertise required to develop a joint business case covering Children & Families, Justice, and Adult services across both Clackmannanshire & Stirling.	completed outline business case).				
	Systems, TEC, & e-Health Programme	Analogue to Digital Switchover	High level outline plan in place to manage all aspects of the imminent switchover from analogue telephone lines to digital telephone lines for the 4000 Telecare users that live throughout Clackmannanshire & Stirling, by Sep 23.	Quality Improvement	Apr 24	Yes	Head of Community Health and Care	Interim Stirling Rural Locality Manager
	Systems, TEC, & e-Health Programme	Increased use of TEC (Technology Enabled Care) and e-Health	HSCP Lead role identified to scope activity and seek funding to support delivery.	Quality Improvement and potentially Cash releasing	Apr 22	Yes	Head of Community Health and Care	Post in recruitment following confirmation of funding.

HSCP Strategic Plan	Programme	Projects	Progress	Benefits <b>136</b>	Timescale for Benefits Realisation	Project Risk Register in Place	Sponsor	SRO – (Senior Responsible Officer)
---------------------	-----------	----------	----------	------------------------	------------------------------------	--------------------------------	---------	------------------------------------

priorities 2019 - 2022								
	JLES Equipment Programme	Review of the provision of JLES (Joint Loan Equipment Store)	Falkirk HSCP have commissioned Healthcare Improvement Scotland (HIS) to conduct a review of the JLES (Joint Loan Equipment Store) on behalf of both the Falkirk and the Clackmannanshire & Stirling HSCPs. It is expected that the review report will be produced by the end of Sep 21.	Quality Improvement	Update expected at Nov '21 Transforming Care Board	Yes	Head of Community Health and Care	
	Effective demand managem ent and signposting within the community	Establish effective early intervention model linking people with third sector and community supports – Interface from ALICE to SSD (Scotland Service Directory) within NHS 24	SSD interface – a number of HSCP services have active listings. Work planned for spring '21 to expand and refresh range of HSCP services listed as well as community supports listed (via ALICE). There have been some recent problems with ensuring that service representatives update their listings, if this isn't	Quality Improvement- including improvement in self- management and prevention leading to reduced draw on formal services.	Apr 22 – including using SSD analytics.	Yes	Head of Strategic Planning and Health Improvement	HSCP Service Improvement Manager – Post currently vacant.



HSCP Strategic Plan priorities 2019 - 2022	Programme	Projects	Progress	Benefits	Timescale for Benefits Realisation	Project Risk Register in Place	Sponsor	SRO – (Senior Responsible Officer)
			completed SSD have de-listed..					
	Effective demand management and signposting within the community	Locality Planning	Locality Planning – Paper approved by IJB and published on HSCP website. Participation & Engagement Strategy updated, approved, and on web. Consultation exercise undertaken and key themes/geographical priorities identified. Work ongoing to establish virtual network and local task focus group.	Quality Improvement with possible medium term Cash Releasing Benefits	Reportable evidence available Oct 21 This is likely to slip given current vacancy.	Yes	Head of Strategic Planning and Health Improvement	HSCP Service Improvement Manager – Post currently vacant.
	Intermediate Care, Care at Home, and Reablement Programme	Best Value Review of Care at Home	The Care at Home report has been completed and approved by the sponsors. Project complete – recommend moving to Benefits Tracking.	Quality Improvement	Final report approved Jun 21.	Yes	Chief Officer Chief Executive	
	Intermediate Care,	Bellfield Centre & CCHC	Individual workstream options now require	Quality Improvement	Impact of changes being	Yes	Head of Community Health and Care	Interim Stirling Rural Locality Manager

	Care at Home, and Reablement	(Clackmannanshire Community	additional information from supporting teams.	and Cost Avoidance (with possible	planned now during 21/22 will have			
--	------------------------------------	--------------------------------	--	---	--	--	--	--

HSCP Strategic Plan priorities 2019 - 2022	Programme	Projects	Progress	Benefits	Timescale for Benefits Realisation	Project Risk Register in Place	Sponsor	SRO – (Senior Responsible Officer)
	Health Centre Redesign Programme	Health Centre Redesign	Then need to agree a range of complementary models across both sites, making best use of resources and accommodation, and develop a single proposal paper covering the entirety of the project scope.	Cashable Savings to be confirmed) Cost Reduction in budget estimated at £350k in 21/22. As a result of the full year effect of actions taken in 20/21.	effect in 22/23. Full scale of expected impact is not yet known.			
<b>Primary care transformation</b>		Test the model of Community connectors within Clackmannanshire with GPs and Third Sector Interface	Funding available though not yet approved, scoping underway, some clarity still to be achieved on the benefits to be created and how this links to Primary Care and the potential for longer term funding.	Quality Improvement through prevention	Quality improvement measurable by Apr 22		Head of Strategic Planning and Health Improvement	CTSI Manager
		Secure	Further work required to	Quality	Apr 22			

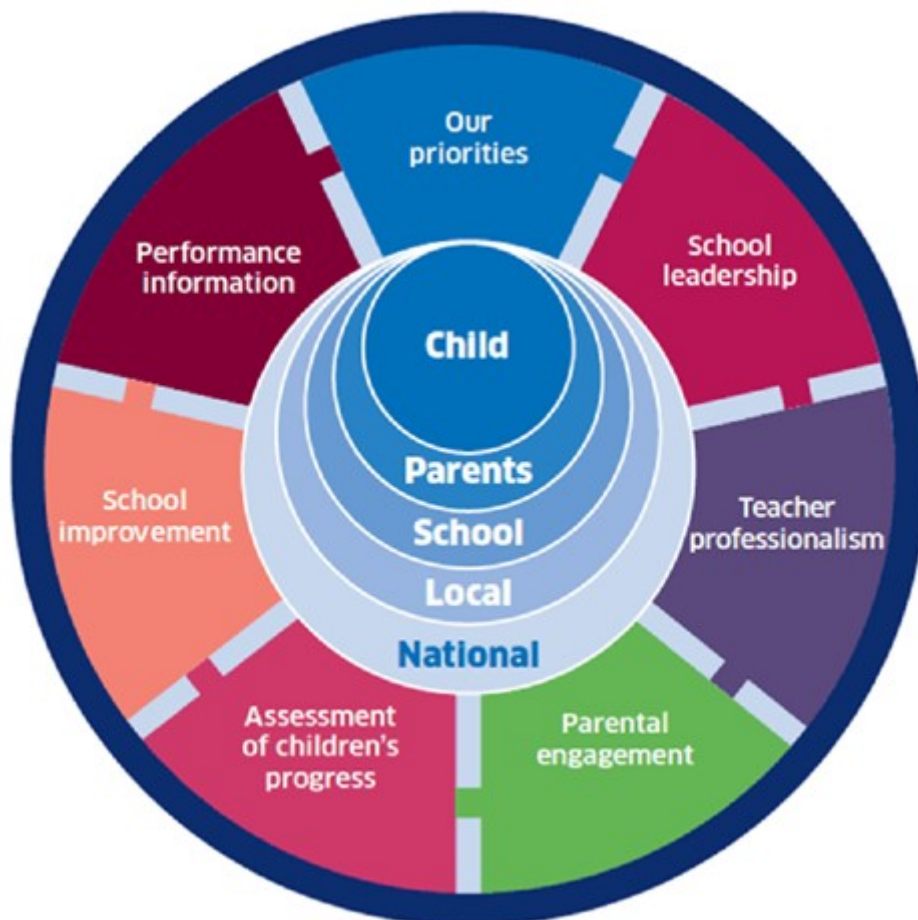
		additional leadership	commence.	Improvement - Likely benefits				
--	--	-----------------------	-----------	-------------------------------	--	--	--	--

HSCP Strategic Plan priorities 2019 - 2022	Programme	Projects	Progress	Benefits	Timescale for Benefits Realisation	Project Risk Register in Place	Sponsor	SRO – (Senior Responsible Officer)
		capacity to bring forward an improvement plan to align all primacy care and community services as well as continuing to develop relationships and ways of working with acute service colleagues.		flowing from expert medical generalists and multi-disciplinary teams.				
<b>next TCB</b>								
<b>New Items to be added for meeting</b>								
<b>Benefits Tracking – Include final removal date</b>								



# Education Service

## National Improvement Framework Plan 2021-22



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

Clackmannanshire's Education Service, now part of the People Directorate, provides a wide range of services for children, young people, families and communities.

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

On-going data capture and analysis during 2020-2021 has identified the challenges facing our communities and highlighted the need for the 2021-2022 Plan to take into account the impact of Covid 19 on children, young people and their families across the following key areas:

- **Mental Wellbeing**-A Clackmannanshire mental health and wellbeing survey carried out during the 2020 Pandemic showed that 58% pupils in primary and 51% of nursery pupils were showing high or very high mental and emotional well being scores( Total Difficulties Scale of the Strengths and Difficulties Questionnaire (SDQ)) compared to an expected average of 7.8% (primary) and 4% (nursery).
- **Poverty**-The latest analysis from the Poverty and Income Inequality in Scotland 2017-20 study indicates that Clackmannanshire has 22% of children living in relative low income families, joint fourth highest in Scotland <https://data.gov.scot/poverty>

Feedback from the **Clackmannanshire Inclusive Growth and Poverty Summit Week of Action for Education (October 2020)** indicated that during Lockdown the focus of school support shifted towards ensuring children and families had access to food ,emergency funding and had the necessary resources available to access learning remotely.

- **Deprivation**-Across the 72 Scottish Index of Multiple Deprivation (SIMD) data zones , Clackmannanshire has 25 % of the “20% most deprived “data zones and a 22 % share in the “20% income deprived “ data zones.

It has required us to reflect on and adapt our core actions and to carefully consider the additional requirements and support needed to address the impact of Covid 19 on interrupted learning and disconnection from school, particularly for those children and families in SIMD 1 and 2.

As an Attainment Challenge Authority much of our work is undertaken in partnership with other services, agencies, communities, children, young people and their families. Improvement is supported by **collaboration** across educational establishments, services, with other regional, national and international partners.

Our priorities and activities to achieve equity and excellence contained in this plan align with those set in the National Improvement Framework. They reflect the areas where we believe we can make the biggest difference to improving the outcomes for the children of Clackmannanshire.

Detailed analysis of the full range of available evidence, including School Improvement Plans and information from stakeholder engagement informed the development of this plan. It is underpinned by a comprehensive Research and Evaluation Strategy.

We are committed to ensuring that the views of our children, families, staff, communities and partners are taken into account when planning and delivering our services. We pride ourselves on being responsive to the needs of the people who use our services.

This plan sets out the rationale, strategies, actions and performance measures which ensure that ongoing improvement remains the norm, despite external challenges and influences in Clackmannanshire and align with the strategic outcomes contained within the people Business Plan and Clackmannanshire Children's Services Plan.

It is structured around the **4 key priorities of the National Improvement Framework** (NIF), with focus on delivering improvements under its **6 key drivers**:

- School Leadership;
- Teacher Professionalism;
- Parental Engagement;
- Assessment of Children's Progress;
- School Improvement; and
- Performance Information.

The activities - **organised by driver** - are inter-connected and all relate to the 4 key priorities. **Success in one contributes to success in others**. Our improvement is closely monitored against a comprehensive set of performance measures.

Improvement in education requires a **holistic, coherent, comprehensive and integrated approach**, which places the learner firmly at the centre.

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

**Plans:** Our improvement plans are informed by the latest research both nationally and internationally; taking into account our local context. We will continue to respond to national policy developments, strategies, plans and priorities, and we will also aim to meet the challenges of new national initiatives. 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
- ASL Act(2004)/(2009)
- Children and Young People (Scotland) Act 2014
- Developing the Young Workforce

In addition, we are focussing improvement through Attainment Funding (Scottish Attainment Challenge, Pupil Equity Funding, and Care Experienced Funding) and working in partnership with Forth Valley and West Lothian Regional Improvement Collaborative.

Across Clackmannanshire we will continue to engage with children and young people in the solutions that will achieve real and lasting change in their own lives and in their communities. We will ensure that participation will be relevant, authentic and consequential rather than tokenistic and ensure that effective participation lead to new practices, relationships and meanings. The processes and outcomes of these actions will be monitored in ways that include children and young people and ensure that the UNCRC principles and practices are embedded.

**COVID-19:** As part of Clackmannanshire’s Education Services response to the COVID-19 Lockdown, and resultant school closures, Recovery Plans have transitioned to School Improvement Planning to ensure that there is targeted support across the following areas:

- Health and Wellbeing –practitioners, children and young people
- Transitions at all levels
- The impact of trauma, disconnection
- Identifying gaps/capturing learning that has taken place
- A renewed focus on closing the poverty related attainment gap

All establishments have used their previous experience well from the first Lockdown in March 2020 to develop positive strategies for any on-going blended learning and have developed approaches to track and monitor levels of engagement .They continue to deploy a range of pro-active measures, involving all staff, to contact families to identify barriers to participation and engagement, assess wellbeing and offer support.

This plan continues to highlight the strong focus on collegiate planning and providing opportunities to share effective practice/strategies to address some of the issues identified during Lockdown and ensures that improvement remains closely monitored against a comprehensive set of performance measures, as detailed below.

Priorities	Aims
Improvement in attainment, particularly in literacy and numeracy	All children achieving appropriate levels for age and stage in Early Years and Broad General Education (BGE), and for relevant Senior Phase Qualifications in line with virtual comparators
Closing the attainment gap between the most and least disadvantaged children	No pattern of lower attainment and achievement for children in lower Scottish Index Multiple Deprivation (SIMD) bands, and for Looked After Children, in line with national and virtual comparators
Improvement in children’s and young people’s health and wellbeing	Improvement in attendance, engagement in learning, and in children’s health and well being, in line with national levels

Improvement in employability skills and sustained, positive school leaver destinations	All young people develop employability skills and move into a positive and sustained destination post-school
--	--

This plan sets out the rationale, strategies, actions and performance measures which will ensure that ongoing improvement is the norm in Clackmannanshire. In collaboration we will continue to -

**Look Inwards** - using self evaluation, project management tools, data gathering and consultation and engagement with our stakeholder groups

**Look Outwards** - seeing what we can learn from research and best practice locally, nationally and internationally and

**Look Forwards** - continually seeking improvement and using recognised change programmes to implement new and innovative practice.

<p><b>13 Key Indicators (tracked by SIMD 1 &amp; 2 and overall)</b></p> <p><i>COVID Recovery will be integral to all key indicators</i></p>	
<ul style="list-style-type: none"> <li>● <b>% Children achieving expected levels of Literacy &amp; Numeracy*</b></li> <li>● <b>% Young people achieving at SCQF Levels in Literacy &amp; Numeracy*</b></li> <li>● No of Awards achieved by young people by end of Senior Phase</li> <li>● No of Children &amp; Young People (C&amp;YP) gaining volunteering awards at school and in the community</li> <li>● <b>Attendance figures*</b></li> <li>● <b>Poverty Related Attainment Gap</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Sustained Positive Destinations*</b></li> <li>● No of C&amp;YP reporting engagement in leadership opportunities</li> <li>● No of children / families in SIMD 1&amp;2 with access to digital resources</li> <li>● No of C&amp; YP who are aware of their rights in relation to UNCRC</li> <li>● No of young people who report drinking alcohol</li> <li>● Mental Health Indicator – No. of young people (3years-18 years )accessing digital mental health supports</li> <li>● % of children expected to achieve their chronological vocabulary/communication level</li> </ul>

**\*Obsessions**

Communications Plan

Good communication is part of the core business of the Education Service.

A revised Communication Plan has been developed to ensure that effective communication is part of the core business of the Service. Internally it helps all practitioners to be aware of current issues and good practice so they can make an informed contribution to improving performance. Externally it helps build

relationships based on honesty, transparency and fosters a sense of partnership where we all work together for a common aim.

Communication is essential during periods of rapid change and uncertainty and education has a duty to ensure that, through our systems and processes, we do not discriminate against those who access, or are part of our service. It is our aim to ensure that all stakeholders can access communications in a manner which affords them equality of opportunity.

## Improvement activity by driver - School Leadership

**School Leadership** plays a vital part in achieving equity and excellence in education across Clackmannanshire. Leadership programmes ensure educators make a real difference to improving attainment outcomes for children and young people, leading to greater achievement and attainment.

We want to build on a *culture of strong leadership at all levels* and in a range of contexts, where educators are empowered to lead in schools, nurseries, teams at centre and across a wide range of educational settings.

Educators lead learning for, and with, all learners. They also collaborate and support the professional development of colleagues and other partners. We work in partnership with national agencies and universities to deliver high quality training and leadership development. Leaders also ensure the best use of resources to ensure the greatest impact on closing the attainment gap.

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

Improvement Outcome	Measures	Key Actions	Timescale	Accountable Team
Establishments will be supported and challenged by an <b>Empowered, Connected, Self-Improving System</b>	<p>Majority of schools can evidence QI 2.3, Leadership of Change Evaluations as good or above through Self-evaluation</p> <p>All establishments report improved partnership working with colleagues at local, regional and national level</p>	<p>Implement Clackmannanshire's Model, <b>Towards an Empowered, Connected, Self-Improving System</b></p> <p>Embed approaches to improvement planning and standards and quality reporting ensuring feedback supports self improvement</p> <p>Support schools in the effective use of self-evaluation toolkits, HGIOELC, HGIOS4</p>	30/06/22	Improving Outcomes
All staff are empowered to lead	<p>Number of educators with a leadership role:</p> <ul style="list-style-type: none"> <li>● Establishment</li> <li>● Cluster/Local Authority</li> <li>● RIC Level</li> <li>● Nationally</li> </ul> <p>Number of Learning Assistants leading small group intervention programmes - New Measure</p>	<p>Continue to develop and provide leadership opportunities through our <b>Leadership for All</b> programmes and including the Regional Improvement Collaborative</p> <p>Support teacher leadership through a range of local, regional and national opportunities</p> <p>Implement <b>Model 3: Small Group Interventions</b> of Clackmannanshire's '<b>Towards an Empowered, Connected, Self-Improving System.</b>'</p>	30/06/22	Improving Outcomes

	<p>Number of aspiring middle leaders accessing:</p> <ul style="list-style-type: none"> <li>● <b>Leadership for All</b> programmes</li> <li>● EDSPLL programmes</li> <li>● Post graduate qualification</li> </ul>	<p>Develop aspiring middle leaders through post graduate qualification, <b>Leadership for All</b> programmes and Education Scotland PLL programmes</p>		
<p>Learners are supported and encouraged to actively participate in decision making which impacts them</p>	<p>Majority of children and young people report that they actively participate in decision making which impacts them</p>	<p>Implement the <i>framework for Youth Voice in Clackmannanshire</i></p>	<p>30/06/22</p>	<p>Community Learning Development</p>
<p>Enhanced opportunities for children and young people to develop skills for life and work</p>	<p>All educational establishments facilitate Sports Young Leader training for children and young people</p> <p>Almost all of young people report an increase in confidence to lead</p>	<p>Sports Young leader training is facilitated for children and young people in all educational establishments</p>	<p>31/08/22</p>	<p>Sports Development</p>



# Improvement activity by driver - Teacher Professionalism

**Teacher Professionalism** is a key driver in achieving improvement in attainment and achievement. In Clackmannanshire, we extend this driver to include all staff working in education - **all staff are educators**.

The General Teaching Council for Scotland (GTCS) professional standards for teachers which were refreshed and restructured in August 2021 set out the standards for partnership, leadership, enquiry and professional learning and management. Once registered, throughout their career, teachers will continue to develop their expertise and experience through CLPL and professional practice.

Early Years Practitioners are registered with the Scottish Social Services Council (SSSC) and are expected to maintain this registration and adhere to the SSSC Code of Conduct.

Educational Psychologists also participate in a range of development and training opportunities and maintain their registration with Health Care and Professionals Council (HCPC).

Educators working in Community Learning and Development (CLD) also have a set of standards for their professional practice.

We have a high quality education workforce in Clackmannanshire, where all educators have a commitment to shared educational values and professional standards. Educators take ownership of their own professional learning and recognise its importance, impacting on children's progress and achievement, closing the attainment gap and ensuring sustained, positive school leaver destination.

Improvement Outcome	Measures	Key Actions	Timescale	Accountable Team
Establishments will have a skilled, reflective and professional workforce through collaborative and empowered leadership	<p>All establishments report improved partnership working with colleagues at local, regional and national level</p> <p>% of teachers who report positively on the impact of professional learning - New Measure</p> <p>% of teachers who report positively on the PRD process - New Measure</p>	<p>Promote collaborative and empowered leadership and teacher professionalism</p> <p>Embed PRD processes and provide CLPL linked to local, regional and national priorities, through own programmes, FVWL RIC and ES</p> <p>Survey all teachers in relation to the impact of professional learning</p>	30/06/22	Improving Outcomes

<p>Enhanced opportunities to engage in high quality professional learning with a focus on research and pedagogy</p>	<p>Majority of staff report an increased skill and confidence in meeting the needs of all learners</p> <p>Increased attainment in Literacy and Numeracy</p> <p>Closing of the poverty related attainment gap</p>	<p>Build capacity in practitioners to ensure effective pupil progression in Literacy and Numeracy skills</p> <p>Provide and promote high quality professional learning</p>	<p>30/06/22</p>	<p>Improving Outcomes</p>
<p>Staff who can confidently meet the needs of all learners within the context of individual settings</p>	<p>Majority of staff report an increased skill and confidence in meeting the needs of identified learners</p>	<p>Implement a Local Authority CLPL audit</p> <p>Offer high quality CLPL which reflects the outcome of the Local Authority CLPL audit</p>	<p>30/06/22</p>	<p>Improving Outcomes</p> <p>Additional Support Needs</p>

# Improvement activity by driver - Parental Engagement

Parents, carers and families are by far the most important influences in a child's life. Their support plays a vital role at all stages of education. Family engagement in school and in early learning has a bigger influence on a pupil's achievement than socio-economic background, parent's education level, family structure and ethnicity.

Parents who take on a supportive role in their children's learning make a difference in improving achievement and behaviour. The active involvement of parents can help promote a learning community in which children and young people can engage positively with educators and their peers.

**Parental Engagement** relates to the involvement of parents and carers in the life and work of the Early Learning and Childcare setting or school. This can include, but is not limited to, parent representation on Parent Councils or associations, involvement in self-evaluation and improvement, and volunteering with fundraising activities or by sharing skills and knowledge to enrich the curriculum.

We want to see parents and carers actively and meaningfully engaged in their child's learning and life at school, because when schools and families work together, the outcomes for children are much improved.

The legislation underpinning this work - the Parental Involvement (Scotland) Act 2006 - has recently undergone a review which generated a set of recommendations. Actions to address these recommendations have been published in the Government's "Learning Together - Scotland's national action plan on parental involvement, parental engagement, family learning and learning at home 2018 - 2021". This work is led by the Scottish Government and key partners such as Education Scotland, local authorities and national parental representation groups

Improvement Outcome	Measures	Key Actions	Timescale	Accountable Team
Increased participation and confidence of parents and carers in supporting their child(ren)	<p>All establishments evidence parent/carer involvement in Improvement Planning</p> <p>Parent surveys demonstrate increased confidence in supporting their child(ren) with Literacy, Numeracy, HWB and the use of digital tools</p> <p>All non-resident parents report feeling that their views are listened to and respected</p> <p>Majority of establishments report an increase in the % of dads engaged in their child's education</p>	<p>Fulfil legal obligations to involve parents/carers in Improvement Planning</p> <p>Involve parents/carers in the co-creation and delivery of identified actions within Improvement Plans</p> <p>Support establishments to ensure inclusive systems are in place for non-resident parent/carers</p> <p>Support establishments to ensure inclusive systems are in place for dads to engage in their child's education</p>	30/06/22	Improving Outcomes

	<p>Almost all parents/carers engaged in online learning programmes report an increase in confidence to support their child's education</p> <p>Increased access to Family Learning opportunities</p> <p>Access to effective practice increases involvement and engagement</p>	<p>Engage parent/carers through targeted online learning to enhance literacy and digital skills</p> <p>Establish a Family Learning network to offer support and share effective practice</p>		Community Learning Development
<p>Adult learning makes a positive contribution to health, wellbeing and family life</p>	<p>Majority of parent/carers accessing the Digital Community Learning Hub report an increased confidence to support their child's learning</p> <p>Feedback from Adult Learning Programmes indicates a positive impact on health, wellbeing and family life</p>	<p>Develop a Digital Community Learning Hub in the Bowmar Centre for all members of the community</p> <p>Develop and implement a range of Adult Learning programmes</p>	31/08/22	Community Learning Development

# Improvement activity by driver - Assessment of Children's Progress

Children and young people progress through a coherent 3-18 curriculum, with strong foundations in literacy and numeracy, health and wellbeing, skills and personal development.

We want all children in Clackmannanshire to enjoy high quality learning experiences, supported by value adding and efficient practices, which provide useful information on the progress of children and young people.

**Assessment of Children's Progress** provides rich data which is triangulated with other data sources to ensure that learning and teaching practice is closing the attainment gap. This gives children and young people the best educational start in life with the support they need and follows through to a positive and sustained destination after school.

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

Assessing children's progress from the earliest stages of learning is important to ensure we identify those children who may need additional support as early as possible.

Assessment of children's needs is particularly important for children with Additional Support Needs who need specific input, including specialist support, in Clackmannanshire schools through to out of authority provision. Care Experienced Children and Young People's attainment and wellbeing is tracked regularly to ensure the best possible educational outcomes.

A range of professionals, with the support of the Educational Psychology Team, will work with educators in schools and nurseries to assist with assessment of children and young people's additional needs.

Improvement Outcome	Measures	Key Actions	Timescale	Accountable Team
Increased attainment in Literacy and Numeracy	<p>All schools consistently track and monitor progress of learners</p> <p>P1 attainment in June 2022 to be as good as or better than that of June 2019</p> <p>P4 attainment in June 2022 to be as good as or better than that of June 2019</p> <p>P7 attainment in June 2022 to be as good as or better than that of June 2019</p>	<p>Implement <b>Model 1: Data for Improvement</b> of Clackmannanshire's '<i>Towards an Empowered, Connected, Self-Improving System.</i>'</p> <p>Implement a range of universal and targeted approaches to raise attainment and close the equity gap</p> <p>Provide enhanced, focussed and proportionate support through Clackmannanshire's self-improving system approach</p> <p>Provide and promote high quality professional learning</p>	30/06/22	Improving Outcomes

<p>Attainment of children affected by poverty will improve</p>	<p>All schools consistently track and monitor progress of learners affected by poverty</p> <p>Poverty related attainment gap in Literacy and Numeracy narrows by at least;</p> <ul style="list-style-type: none"> <li>● 2% points in P1</li> <li>● 2% points in P4</li> <li>● 5% points in P7</li> <li>● 5% points in S3</li> </ul>	<p>Implement <b>Model 1: Data for Improvement</b> of Clackmannanshire's '<b>Towards an Empowered, Connected, Self-Improving System.</b>'</p> <p>Implement a range of targeted approaches to close the equity gap</p> <p>Provide enhanced, focussed and proportionate support through Clackmannanshire's self-improving system approach</p> <p>Support schools in implementation of Pupil Equity Fund (PEF)</p>	<p>30/06/22</p>	<p>Improving Outcomes</p>
<p>Learners' progress and achievement will be assessed robustly, evidenced consistently and reported on effectively</p>	<p>Majority of establishments have identified <b>Moderation Leads</b> to lead and support consistent and effective assessment and moderation</p> <p>All <b>Moderation Leads</b> report an increase in confidence to lead assessment and moderation in their establishment</p> <p>% of learners reporting an understanding of where they are in their learning and their next steps - New Measure</p>	<p>Develop and implement <b>Model 4: Assessment and Moderation</b> of Clackmannanshire's '<b>Towards an Empowered, Connected, Self-Improving System.</b>'</p> <p>Provide professional learning, in collaboration with Education Scotland, for practitioners to lead in effective assessment and moderation processes</p> <p>Further develop use of teacher judgement, including SNSA, to support consistent and effective assessment and reporting</p> <p>Support learners to be actively involved in evaluating progress in their learning</p> <p>Further develop assessment and moderation approaches to support robust teacher judgement</p>	<p>30/06/22</p>	<p>Improving Outcomes</p>
<p>Families and young people in Clackmannanshire have confidence in the plans for external assessment 2022</p>	<p>All learners, parents/carers and staff report confidence in the plans for external assessment of young people</p>	<p>Share the consultation process and findings from the national review with all stakeholders</p> <p>Make effective use of communication channels at establishment and Local Authority levels</p>	<p>30/06/22</p>	<p>Senior Manager Secondary</p>

<p>Improved outcomes for children and young people with additional support needs across educational settings, including specialist ASN provisions</p>	<p>All establishments have robust quality assurance in place for staged intervention processes and agreed actions</p>	<p>Implement updated GIRFEC Guidance</p> <p>Implement <b>Model 1: Data for Improvement</b> of Clackmannanshire's '<i>Towards an Empowered, Connected, Self-Improving System.</i>'</p> <p>Develop robust systems to track and monitor the progress and achievements of children and young people with ASN</p>	<p>30/06/22</p>	<p>Improving Outcomes</p>
---	---	--	-----------------	---------------------------

# Improvement activity by driver - School Improvement

Within our learning communities, we plan for regular engagement in effective quality improvement and moderation activities related to agreed standards and expectations.

Schools work together in clusters to develop, promote and improve a quality curriculum which meets the needs of all learners reflecting local and national good practice.

The curriculum is regularly reviewed and refreshed with the support of partners to ensure it continues to meet the needs of learners. Coherent learning pathways are in place to ensure progression, appropriate challenge, personalisation and choice and develop skills for life and work.

Educators, partners and other stakeholders have a good understanding of the purpose of the school curriculum and how it promotes improvement in attainment and equity for all. All educators, parents and partners should be fully involved in the improving the life and work of the school, with a range of stakeholders taking the lead in aspects of **School Improvement**. Educators will be supported by professional learning activities, clearly linked to self-evaluation and identified areas of improvement.

Our school estate is in good condition and well maintained ready to deliver learning and teaching fit for the 21st century.

Improvement Outcome	Measures	Key Actions	Timescale	Accountable Team
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	Increased attendance for identified groups of children  Baseline of newly introduced measurable indicators - New Measure	The Vulnerable Children's Panel (VCP) is reviewed, redesigned and rebranded to provide a holistic and responsive approach to meet individual needs  Review ASN provision as part of the ASL Strategy  Develop enhanced profiles for individual establishments with a range of measurable indicators  Provide support for improvement in all establishments	30/06/22	Additional Support Needs
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	Almost all establishments reference and implement identified actions from the Cost of the School Day Toolkit in Improvement Planning	Educational establishments implement identified actions from the Cost of the School Day Toolkit  Participate in Clackmannanshire Child Poverty and Inclusive Growth Summit (Oct)  Support collective efforts to ensure that food poverty interventions continue to be targeted	31/08/22	Improving Outcomes



<p>An agile education service that takes account of the UNCRC and meets the needs of individual learners and their families</p>	<p>All establishments evidence learner involvement in Improvement Planning</p> <p>Majority of children and young people report that they actively participate in decision making which impacts them</p>	<p>Develop and roll out mandatory training in the UNCRC for all staff</p> <p>Include reference to UNCRC in Improvement Planning</p> <p>Increase awareness of the implementation of UNCRC and support staff to consider how their practice aligns with this</p>	<p>31/08/22</p>	<p>Senior Manager Secondary</p>
<p>Children, young people and families are supported with issues around mental health</p>	<p>Most children, young people and families report positively on the impact of the Mental Health Transformation Project</p> <p>% of children, young people and families accessing supports provided by the Mental Health Transformation Project</p> <p>Reduction in the suicide intent and completion rates, particularly for young men</p>	<p>Adapt and implement the Mental Health Transformation Project</p>	<p>31/08/22</p>	<p>Educational Psychology Team</p>
<p>Children and young people are informed and supported with issues around substance misuse</p>	<p>Most children and young people report positively on the impact of the targeted early intervention programme</p> <p>All children and young people affected by substance abuse report feeling supported</p> <p>Reduction of substance misuse in children and young people</p>	<p>Support all secondary schools to deliver targeted early intervention models and programmes, e.g. Social Influencing Programme/Icelandic Prevention Model designed to reduce substance misuse</p> <p>Identify supports for children and young people impacted by parental substance misuse</p> <p>Implement the National HWB census</p>	<p>30/06/22</p>	<p>Improving Outcomes</p>
<p>A broad range of physical, outdoor and targeted wellbeing activities meet the individual needs of all learners</p>	<p>All establishments have reviewed their Health and Wellbeing curriculum to meet learners' needs</p> <p>All establishments have robust systems to track and monitor the impact of targeted interventions</p> <p>All establishments report an increased number of outdoor learning opportunities available to learners</p>	<p>Establishments are supported to review and plan an appropriate Health &amp; Wellbeing curriculum that meets the needs of all children and young people</p> <p>Adopt a focused approach to identifying and tracking the impact of children and young people who would most benefit from participating in targeted activities</p> <p>Implement key actions within the Year 2 <b>Outdoor Learning Strategy</b></p>	<p>30/06/22</p>	<p>Improving Outcomes</p>

	<p>Most educators report an increased knowledge and confidence in the planning and delivery of physical literacy</p> <p>All establishments can report on the impact of the physical literacy programmes on their targeted groups of children</p> <p>Improvement of gross and fine motor skills</p> <p>Majority of learners report positively on the impact of physical, outdoor and targeted wellbeing activities</p>	<p>Collaborate with and support ELCs to ensure physical literacy programmes are effectively planned and delivered</p> <p>Offer professional learning to ensure staff are skilled and confident to deliver physical literacy programmes</p> <p>Employ a targeted approach to ensure the implementation of physical literacy programmes meet the needs of learners</p>		Sports Development
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	A ' <b>Learning for Sustainability Action Plan</b> ' is developed	Develop a ' <b>Learning for Sustainability Action Plan</b> ' which will set out how Clackmannanshire will implement the recommendations of the Vision 2030+ report (2016) over the next 3-5 years	31/08/22	Improving Outcomes
The provision and access to high quality healthy and nutritious food	<p>All children in ELC will have access to free milk and fruit</p> <p>All children in Primary 1-5 will have access to a free school meal</p>	<p>Roll out of Government free milk and fruit scheme in ELC</p> <p>Ensure parents of children entitled to free school meals will receive payments for school holiday periods</p> <p>School meal provision is reviewed</p>	31/08/22	Improving Outcomes
An effective, self-supporting and operational model for 1+2 Languages	<p>All schools are fulfilling 1+2 Languages national entitlement</p> <p>All establishments report an awareness and understanding of Clackmannanshire's Gaelic Language Plan</p> <p>The majority of parent councils report they know how to access opportunities for learning Gaelic</p>	<p>Refresh and implement Clackmannanshire's 1+2 Languages Plan</p> <p>Implement the Gaelic Language Plan</p>	30/06/22	Senior Manager Secondary

<p>Equitable access to digital devices for all children</p>	<p>All children and young people in S2-S6 have access to their own Chromebook</p> <p>Majority of children report that they know how to stay safe online</p>	<p>Commence 1:1 digital device roll out</p> <p>Upskill children and young people in digital literacy</p>	<p>30/06/22</p>	<p>Senior Manager Secondary</p>
<p>High quality, equitable ELC provision meets the needs of our communities</p>	<p>Number of 0-2 places taken up by children of young parents and those parents who are care experienced - New Measure</p> <p>Parents/carers report feeling empowered and supported to engage in their child's ELC experience</p> <p>% of newborn babies with their own library ticket - New Measure</p> <p>Parents/carers report an increased access to books, stories and rhymes</p> <p>Parents/carers report positively on how targeted <b>Bookbug</b> sessions have given them the skills and confidence to read and sing to their babies</p>	<p>Promote 0-2 places for children of young parents and those parents who are care experienced</p> <p>Promote and offer a range of parenting programmes through ELC establishments.</p> <p>Provide support to ensure parents and local communities play a role in the day to day life of the ELC</p> <p>Provide, with the support of Library Services and Local Registrars Service, newborn babies with their own library ticket to ensure that every child is a Library Member</p> <p>Provide targeted, tailored <b>Bookbug</b> sessions to young parents and vulnerable families</p>	<p>31/08/22</p>	<p>Improving Outcomes</p> <p>Library Service</p>
<p>A holistic, cohesive, progressive Early Level</p>	<p>All Pedagogical Leaders in Clackmannanshire report having a shared vision and understanding of a developmentally appropriate early level</p> <p>Most educators report an increased knowledge and confidence in implementing the key principles of LIFT</p> <p>All establishments can identify the vocabulary gap between the least and most deprived</p>	<p>Collaborate across the FVWL RIC in shared professional learning and dialogue to implement '<b>Realising the ambition</b>'</p> <p>Support ELCs and schools to use improvement methodology to enhance learning, teaching and assessment approaches across early level numeracy</p> <p>Provide high quality, effective professional learning which reflects the key principles of LIFT to support language development</p> <p>Provide support for data analysis to drive improvement in literacy</p>	<p>30/06/22</p>	<p>Improving Outcomes</p>

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	<p>Majority of schools can evidence QI 3.3, Increasing Creativity and Employability as good or above through Self-evaluation</p> <p>Increased % of our initial school leavers moving into a positive destination</p> <p>Increased % of ASN initial school leavers moving into a positive destination</p>	<p>Develop and implement <b>Developing Young Workforce</b> school coordinator programmes</p> <p>Support schools to ensure that all secondary classroom teachers understand all routes to employment and that each of those routes is valued equally</p> <p>Support schools to use the national standards in Career Education, Work placement and 3.3(HGIOS4) to self-evaluate their practice &amp; identify next steps</p>	30/06/22	Senior Manager Secondary
High quality, equitable Secondary curriculum that meets the needs of our communities	Increased number of qualifications on offer	Implement ' <b>Transforming the Secondary Curriculum</b> ' plan	30/06/22	Senior Manager Secondary
The school estate is fit for purpose for learning and teaching in the 21st Century	Number of spaces in each establishment accommodates the number of children enrolling	Work with partners to ensure sufficient establishment places to match the number of new houses being built	31/08/22	Senior Manager Improving Outcomes

# Improvement activity by driver - 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.

Peer support, planned Data for Improvement discussions and challenge helps educators analyse data and ongoing reflective practice leads to improvements. Schools and Early Learning and Childcare establishments are supported by colleagues at centre to analyse data.

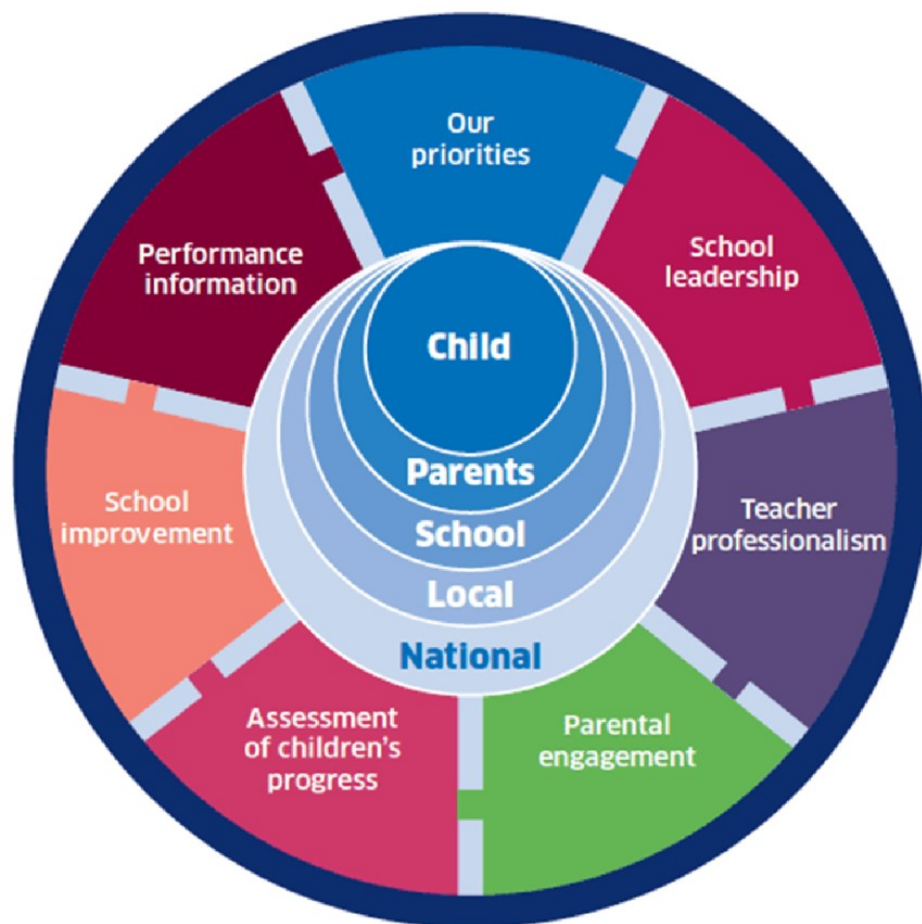
Pupils, parents and other stakeholders have an essential role in helping school leaders identify areas for improvement and also to contribute to and celebrate their school's identified strengths and learners' successes. Stakeholder views play a key role in school self-evaluation and shaping and delivering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

Teams at centre work in partnership with academia and peer local authorities to improve their self-evaluation processes and benchmark their data leading to improvements in service design and delivery.

Improvement Outcome	Measures	Key Actions	Timescale	Accountable Team
Establishments are skilful in their use of data for improvement	<p>All establishments have systems in place to ensure robust/reliable data informs planning for improvement</p> <p>All establishments report confidence in their use of data for improvement</p> <p>All establishments self-evaluate as at least good in use of data for improvement</p> <p>The poverty related attainment gap narrows</p>	<p>Implement <b>Model 1: Data for Improvement</b> of Clackmannanshire's '<i>Towards an Empowered, Connected, Self-Improving System.</i>'</p> <p>Provide enhanced focussed proportionate support through Clackmannanshire's self-improving system approach</p> <p>Support schools in effective use of a suite of data tools</p> <p>Extend effective use of performance information through school data profiles</p> <p>Extend RIC Data Coaches programme to support effective use of data for all practitioners</p>	30/06/22	Improving Outcomes

Improved Learning and Teaching in all establishments	Majority of establishments can evidence <b>QI 2.3, Teaching &amp; Assessment</b> as good or above through Self-evaluation	Implement models of improvement referenced in Clackmannanshire's ' <b>Towards an Empowered, Connected, Self-Improving System.</b> '	30/06/22	Improving Outcomes
Improved impact of targeted interventions	Majority of schools can evidence <b>QI 3.2, Raising Attainment</b> as good or above through Self-evaluation  All schools can evidence the impact of attainment Scotland Funding on improving outcomes for children and young people impacted by poverty  The poverty related attainment gap narrows  Increased attainment in Literacy and Numeracy	Implement <b>Model 3: Small Group Interventions</b> of Clackmannanshire's ' <b>Towards an Empowered, Connected, Self-Improving System.</b> '  Improve arrangements for tracking groups according to SIMD, disability, protected characteristics and those who care experienced to be able to make meaningful comparisons  Monitor and support the range of interventions funded through Attainment Scotland Fund  Quality improvement activity, QI3.2 planned as part of collaborative events	30/06/22	Improving Outcomes
Analysis of Health and Wellbeing census informs improvements and supports the delivery of targeted interventions	Comparison measures with SALSUS, HBSC, and RCS Survey  Baseline data from Scottish Government Health and Wellbeing Census - New Measure	Implement the Scottish Government Health and Wellbeing Census in all schools  Analyse and report on survey data  Support schools to use their data to inform interventions to improve outcomes for young people	30/06/22	Improving Outcomes
CLD Performance Information is used to inform and drive improvement at all levels	Comparison data with improvements	Review and report on progress within the CLD 2018-2021 partnership plan  Develop a 2021-2024 CLD partnership plan	31/08/22	Community Learning Development

## National Improvement Framework Report 2020/21



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



**Clackmannanshire  
Council**

[www.clacks.gov.uk](http://www.clacks.gov.uk)

Comhairle Siorrachd  
Chlach Mhanann

## Contents

PEOPLE SERVICE OVERVIEW - EDUCATION.....	3
CLACKMANNANSHIRE PROFILE .....	6
BUDGET 2019/20 .....	21
DELIVERY PLAN AND MEASUREMENT .....	22
REPORTING .....	24
NATIONAL IMPROVEMENT FRAMEWORK 2019/20 - PROGRESS OVERVIEW .....	25
IMPROVEMENT ACTIVITY BY DRIVER .....	26
APPENDIX A .....	45



## People Service Overview - Education

### Service Mission & Expected Educational Benefits

During 2020, following a restructure of all Council services, the **People Service** brought 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.

The People Service is committed to improving outcomes for children, young people, families and communities, in order to educate, protect, support and promote the achievements, attainment and health and wellbeing of every child, with a particular focus on the most vulnerable children within Clackmannanshire.

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.

### Scottish Attainment Challenge (SAC)

Clackmannanshire is one of nine Scottish Attainment Challenge (SAC) authorities. As an Attainment Challenge Authority much of our work is undertaken in partnership with other services, agencies, communities, children & young people, and their families. Improvement is **supported by collaboration** across educational establishments, other services, and with regional, national and international partners.

Our priorities and activities **to achieve equity and excellence** align with those set in the National Improvement Framework. They reflect the areas where we believe we can make the biggest difference to improving the outcomes for the children & young people of Clackmannanshire.

### COVID-19 Pandemic – Impact on Education

The Covid-19 pandemic has been hugely disruptive to education. It has twice necessitated the closure of schools – except to vulnerable children and young people and children of key workers – from March to July, 2020 and from 4 January, 2021.

Remote learning was established during the two periods of lock-down and robust quality assurance took place to evaluate the impact of COVID and identify the successes/challenges of remote learning in our establishments.

In December 2020, the First Minister announced that most children and young people would learn remotely, rather than in school buildings. During the weeks beginning 1 March 2021, Education Officers engaged in professional dialogue with all primary schools (P4-7 being the focus) and specialist provisions across the local authority to identify what was working well, understand the challenges and provide support where needed.

As part of Clackmannanshire's Education Services response to the COVID-19 Pandemic and resultant school closures – partial & full our COVID-19 Recovery Plans have transitioned into School Improvement Planning to ensure that there is **targeted support** across the following areas:

- Health & Wellbeing –practitioners, children and young people
- Transitions at all levels

- The impact of trauma, disconnection
- Identifying gaps/capturing learning that has taken place
- A renewed focus on closing the poverty related attainment gap

All establishments have developed positive strategies for blended learning and approaches to track and monitor levels of engagement .They continue to deploy a range of proactive measures, involving all staff, to contact families to identify barriers to participation and engagement, assess wellbeing and offer support.

#### **Evidence of Progress against Actions- Remote Learning**

Within the section which details of “evidence of progress” against our actions that were set in the NIF Plan 2020/21 includes, where relevant, how our service adapted to the impact of COVID-19. The result is that some of our actions had to be adapted to the new environment of learning created with the pandemic.

## Improvement Planning

This report sets out the rationale, strategies, actions and performance measures which ensure that ongoing improvement remains the norm, despite external challenges and influences across Clackmannanshire.

### NIF 4 Key Priorities

- Improvement In Attainment, Particularly In Literacy & Numeracy
- Closing The Attainment Gap Between The Most & Least Disadvantaged
- Improvement In Children's and Young People's Health & Wellbeing
- Improvement In Employability Skills & Sustained, Positive School Leaver Destinations

It is structured around the **4 key priorities of the National Improvement Framework (NIF)**, with focus on delivering improvements under its **6 key drivers**:

- SCHOOL LEADERSHIP;
- TEACHER PROFESSIONALISM;
- PARENTAL ENGAGEMENT;
- ASSESSMENT OF CHILDREN'S PROGRESS;
- SCHOOL IMPROVEMENT; AND
- PERFORMANCE INFORMATION.

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

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

Improvement in education requires a holistic, coherent, comprehensive and integrated approach, which places the learner firmly at the centre.

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

**Plans:** Our Improvement Plans are informed by the latest research both nationally & internationally whilst taking into account 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 2020/21, 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
- ASL Act (2004)/(2009)
- Children and Young People (Scotland) Act 2014
- Developing the Young Workforce

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

Our NIF Plan remains linked to other Plans under the 'People Service' 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 address some of the issues identified as being linked to the pandemic ensuring improvement remains closely monitored against a comprehensive set of performance measures.

# Clackmannanshire Profile

May 2021

## AIM:

The following profile includes data available in April/May 2021.

The aim of the profile is to provide background data to inform improvement planning across Clackmannanshire's People Directorate, including Education Services.

## Geography

Clackmannanshire has 9 main localities or neighbourhood settlements:

- Alloa
- Alva
- Clackmannan
- Dollar
- Menstrie
- Muckhart
- Sauchie
- Tullibody
- Tillicoultry



In 2019, more than half of respondents (55.7%) in the latest Scottish Household Survey (SHS) rated the [Clackmannanshire] neighbourhood as a very good place to live; this is an increase on previous years and remains only slightly lower than the Scottish average of 57%<sup>1</sup>.

## Population



In 2019, the population of Clackmannanshire stood at **51,540**; less than 1% of the Scottish population<sup>2</sup>; with the population of young people [aged 0 to 17 years] accounting for 20% of the overall population across Clackmannanshire.

Over 60% of the population consists of people aged 16 to 64 years (62.3%), slightly lower than the Scottish average of 64%<sup>3</sup>.

In 2019, the number of households in Clackmannanshire was **23,890**; an increase of 0.9% on the previous year and a higher percentage increase than the average across Scotland (0.7% increase). Since 2001, Clackmannanshire has seen one of the highest percentage change in the number of households across Scotland. This can be attributed to the rise in the number of new housing developments across the area.



23,890 Households

In Clackmannanshire, life expectancy is higher for females (80.7 years) than it is for males (76.6 years); however, both rates are lower than the Scotland level<sup>4</sup>.

<sup>1</sup> [https://scotland.shinyapps.io/ScotPHO\\_profiles\\_tool/](https://scotland.shinyapps.io/ScotPHO_profiles_tool/)

<sup>2</sup> [www.statistics.gov.scot](http://www.statistics.gov.scot) Key Facts population

<sup>3</sup> Nomis official labour market statistics – Labour Market Profile – Clackmannanshire  
<http://www.nomisweb.co.uk/reports/lmp/la/1946157409/printable.aspx>

<sup>4</sup> <https://www.nrscotland.gov.uk/files/statistics/council-area-data-sheets/clackmannanshire-council-profile.html>

## Deprivation



opportunities.

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

SIMD looks at the extent to which an area is deprived across **seven domains**: income, employment, education, health, access to services, crime and housing<sup>5</sup>.

Clackmannanshire consists of **72 datazones** (out of 6976 across Scotland). It has a 25% share of the 20% most deprived data zones; with a 22% share of the 20% most income deprived data zones<sup>6</sup>.



**High Levels  
of Deprivation**

This means that across some areas of Clackmannanshire there are vulnerable communities with high levels of deprivation. These include areas within Alloa South & East and Tullibody North & South.

These areas often experience high levels of unemployment, in particular youth unemployment, substance abuse, mental health issues and young parents.

## Employment

Clackmannanshire's employment traditionally consisted of industries such as brewing, coal mining and textiles. Now the area relies more heavily on public service employment production and retail.



Latest figures report the percentage of all people **economically active** across Clackmannanshire at **77.8%** with 4.7% unemployed (slightly higher than the Scottish average of 4.3%). A higher percentage of females are in employment (74.3%) compared to males (71.9%).

[Figures for the percentage of people economically inactive only report the percentage that is "long-term sick" and "retired" (as the figures for the other categories' are too small).]

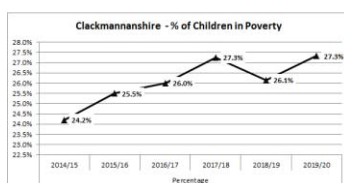


Clackmannanshire has a higher percentage of people reported as "long term sick" and therefore unable to work – 29.5% (Scottish average is 28.7%). It also has a much higher number of retired people living in the area – around 1900 people; more than a quarter of people who are economically inactive (26.8%). The Scottish average for this group of people is only 14.6%.

## Child Poverty



Research, 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%<sup>8</sup>.



Overall the rate of child poverty in the area is third highest in Scotland increasing by 3.1pp since 2014/15; the Scottish average has risen by 2.7pp over the same period. [According to this research]

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

<sup>5</sup> [www.gov.scot](http://www.gov.scot) Scottish Index of Multiple Deprivation 2020

<sup>6</sup> [www.gov.scot](http://www.gov.scot) Scottish Index of Multiple Deprivation 2020v2 Revision Notice

<sup>7</sup> Other categories of people economically inactive are student, looking after family/home, temp sick, & discouraged

<sup>8</sup> Research by Loughborough University <http://www.endchildpoverty.org.uk/local-child-poverty-data-2014-15-2019-20/>



## Drug Related Deaths

Drug-related deaths in Scotland continued to increase, recording 1,264 drug-related deaths in 2019; a 6% increase on 2018<sup>15</sup>.



Clackmannanshire reported **15 deaths**, continuing an increasing trend since 2017 with our highest rate per 1000 population of 0.68 in the 35-44 year age group; mirroring the trend across Scotland although much higher. However, Clackmannanshire also reported a high rate in the 25 to 34 year age group of 0.49 deaths per 1000 population, much higher than the Scottish rate of 0.27.

Heroin & Morphine were reported as being involved in more deaths than in any previous year; nearly 70% of deaths were men, and more than two-thirds were aged between 35 & 54 years.

## Breastfeeding



Over half (51.4%) of all babies born in Clackmannanshire are breastfed, much lower than the Scottish average of 65.1%. Only **27.7%** of babies across Clackmannanshire are exclusively breastfed at 6-8 weeks<sup>16</sup>, much lower than the Scottish percentage of 43.9%<sup>17</sup>; and lower than the previous year where it was 30.3%.

## Child healthy weight in primary 1<sup>18</sup>

The percentage of children with a healthy rate in Primary 1 in 2018/19 fell to **78.8%**; a fall of 5.3pp from 2017/18, lower than the Scottish average of 83.7%.

A higher percentage were also measured as being overweight [clinical measure] at 6.5%, again higher than the previous year (3.8%) and higher than the Scottish average (3.8%).

## Suicides - Young People

The last published 5 year rolling average for suicides by young people aged 11 to 25 years across Clackmannanshire was 18.5 per 100K population, much higher than the Scottish rate of 8.9.<sup>19</sup>

## Teenage Pregnancies



Teenage pregnancies in Scotland are at the lowest level since 1994, with 29.6 teenage pregnancies per 1000 women in 2018 [women aged under 20]. At a Scottish level it is also reported that the gap in teenage pregnancy rates between the most and least deprived areas has also reduced.

Despite a falling trend reported across Clackmannanshire, the rate remains *higher* than the Scottish average at 34.9 teenage pregnancies per 1000 women<sup>20</sup>. However, Clackmannanshire is no longer reporting the highest teenage pregnancy rate; it has fallen to being eighth highest in Scotland. This is a significant improvement and is supported by the implementation of our Corporate Parenting Strategy and other strategies/programmes supported by Scottish Government<sup>21</sup>.

<sup>15</sup> <https://www.nrscotland.gov.uk/statistics-and-data/statistics/statistics-by-theme/vital-events/deaths/drug-related-deaths-in-scotland/2019>

<sup>16</sup> Number of babies reported by parent as being exclusively breastfed at 6-8 week review; 3-year rolling average number and percentage of all babies with a valid feeding status recorded at 6-8 week review.

<sup>17</sup> <https://beta.isdscotland.org/find-publications-and-data/population-health/child-health/infant-feeding-statistics/>

<sup>18</sup> Number and percentage of Primary 1 children (with a valid height and weight recorded) whose BMI is between the 5% and 95% of the 1990 UK reference range for their age and sex. <https://beta.isdscotland.org/find-publications-and-data/population-health/child-health/primary-1-body-mass-index-bmi-statistics-scotland/>

<sup>19</sup> ScotPHO data

<sup>20</sup> <https://beta.isdscotland.org/find-publications-and-data/population-health/births-and-maternity/teenage-pregnancies/>

<sup>21</sup> Two key policies have been implemented by Scottish Government in order to continue to reduce teenage pregnancies:

- Pregnancy and Parenthood in Young People Strategy

This strategy focuses on supporting young people who are vulnerable to pregnancy in key areas including education & attainment, training & employment and emphasising the importance of positive relationships to help them to achieve their potential as young people & as parents.

- Family Nurse Partnership Programme

This programme offers direct support to young, first time mothers and their families from pregnancy until their child reaches two.

## Crime

### Domestic Abuse



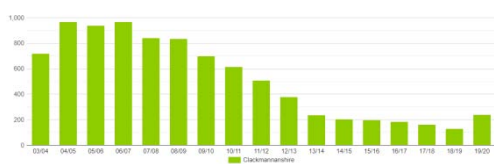
Across Scotland, the number of domestic abuse incidents reported to the police in 2018/19 [latest published statistics] increased by 2% to 60,641. This equates to 112 incidents of domestic abuse per 10,000 population in 2018/19.

Despite the increase across Scotland, Clackmannanshire reported a *yearly fall* of 700 domestic abuse incidents reported; a fall of 16%. Despite the fall though, Clackmannanshire's rate of domestic abuse **remains higher** than the Scottish average at 136 per 10,000 population; the fifth highest in Scotland<sup>22</sup>.

### Juvenile Offending [Referrals to Children's Reporter]

In 2019/20, **239** children were referred to the Children's Reporter; Education referred 8 and Social Work referred 50; the highest proportion came from Police referrals.

[The highest proportion of referrals related to children and young people experiencing parental neglect, followed by domestic abuse].



This is a yearly increase of 14% and ends the falling trend reported over previous years (see chart below).

Our main group of concern appears to be young people aged between 13 & 15 years, as the number of referrals is higher among this age group.

In relation to the number of children and young people who have committed an offence, this accounted for **17% of all referrals**, *higher* than the previous year; 14% of referrals referred to "*conduct likely to have a serious adverse effect on health, safety and development of him/her or another person*"; this is no change from the previous year.

### Prison Population



The Scottish Prison Service (SPS) report a yearly increase in the number of offenders arriving at prison with a Clackmannanshire address. In 2019/20, **185** people arrived at an establishment, equating to 3.6 per 1000 population, the **fifth highest** across Scotland<sup>23</sup>.

## Education

### Educational Establishments



Clackmannanshire has 18 publicly funded primary schools, 3 publicly funded secondary schools, 2 Special Schools (Secondary School Support Service & Lochies), 4 Specialist Provisions (Alloa Academy (EASN), Alva Academy (ASD), Alva PS (ASD) & Primary School Support Service) and 3 standalone Early Learning & Childcare (ELC) establishments.

Our secondary estate consists of three secondary schools which were opened in 2009 and are operated through a PFI scheme initiated in 2007. In August 2019, a new state-of-the-art Tullibody South Campus was opened which includes the new Tulach Nursery and a joint campus for pupils from St Bernadette's RC and Abercromby Primary Schools.

### Staffing



At the latest annual school staff survey<sup>24</sup>, Clackmannanshire is reporting **557 teachers** (including ELC); an increase of 30 teachers compared to the previous year (6% increase). Our overall pupil teacher ratio is 12, lower than the Scottish average of 13.3 and an improvement on the previous year (where it was 12.8). For primary schools our pupil teacher ratio is 13.6, lower than the

<sup>22</sup> <https://www.gov.scot/publications/domestic-abuse-scotland-2018-2019-statistics/pages/2/>

<sup>23</sup> <https://www.gov.scot/publications/scottish-prison-population-statistics-2019-20/>

<sup>24</sup> <https://www.gov.scot/publications/teacher-census-supplementary-statistics/>



Scottish average of 15.4; and our secondary pupil teacher ratio is 11.2, again lower than the Scottish average of 12.5 and lower than in previous years.

The number of Additional Support Needs (ASN) teachers has also increased to 35 in 2020 from 33 in 2019.

### **Inspections**

In the 2020 78% of Clackmannanshire schools were rated as 'good' or better in relation to learning, teaching & assessment. This is a significant improvement on the previous year (2019) where it was only 50%.



### **Establishment Roll**



6717

At September 2020, there were **6717 pupils** in our schools (3988 primary school pupils, 2631 secondary school pupils & 98 pupils at special schools), a slight increase compared to the last reporting period; there are also 766 nursery school children on our roll. Education also provides over 1,000 places for children in their preschool years; in 3 stand lone ELCs and 10 ELC classes.

### **Additional Support Needs (ASN)**



Across our schools, **34%** of our children and young people have Additional Support Needs (ASN) which is higher than the Scottish average of 32.3%. Clackmannanshire is reporting an increasing trend which is mirrored across Scotland.

Almost 3 in 10 of our primary school pupils have ASN (29.5%) and almost 4 in 10 of our secondary school pupils have ASN (38%)<sup>25</sup>.

Scottish figures are reporting the highest rate of ASN support is needed because of 'Social, emotional & behavioural difficulty' whereas across Clackmannanshire its only 11% with our highest reason reported as "other" at 14%<sup>26</sup>. The percentage of children with 'English as an additional language' has increased which is representative of the diverse communities across Clackmannanshire and is the second highest reason across Scotland too.

### **Class Size**

The average class size across our primary school estate in 2020 is **23.3** (pupils); slightly higher than the Scottish average of 23.1<sup>27</sup>.



### **Additional Funding**



Clackmannanshire continues to receive additional funding to improve educational outcomes for our children and young people. This includes

- The Attainment Fund-SAC, PEF ( from 2017-2021) and MCR-Care Experienced(2019-2021)
- Driving Change in Mental Health for Children, Young People and Their Families (2020-ongoing)
- Scottish Government funding to support MCR to deliver a six year mentoring programme for Care Experienced (2021-2027)
- Period Poverty (2019-ongoing)

Evidence gathered across the authority is reporting improvement in children and young people's educational outcomes; captured through reporting against the National Improvement Framework (NIF), Scottish Attainment Challenge (SAC) and Children Services.

<sup>25</sup> <https://www.gov.scot/publications/pupil-census-supplementary-statistics/>

<sup>26</sup> Local SEEMiS data accessed April 2021

<sup>27</sup> <https://www.gov.scot/collections/school-education-statistics/#pupilcharacteristicsandclasssizesfromthepupilsensus>

## Free School Meals (FSM)

Using our own data captured on SEEMiS, a quarter (25%) of our children & young people are entitled to FSM. Park Primary, Coalsnaughton Primary, Deerpark Primary, Alva Primary and Banchory Primary Schools all are reporting more than a third of children being entitled to FSM<sup>28</sup>.



## Health & Wellbeing

Protecting mental health at an early age is vitally important to ensure future mental wellbeing and resilience. Scottish Government has produced a Children and Young People Policy and Legislative Map detailing how direct and indirect work can significantly benefit various aspects of a child's life contributing to improving their mental health and wellbeing.

## Attendance & Exclusions



Overall attendance had been improving, monitored weekly as part of our NIF reporting. The last weekly figures, prior to COVID-19 lockdown reports attendance as lower than the previous year, however, it is suspected that some absence at this time may have been COVID-related. Compared to the national attendance, overall and by school type, the rate remains lower.

Primary school attendance has fluctuated throughout the year, 2019/20 with a slight fall reported in March 2020.

Secondary School attendance again fluctuated and in March 2020 was reporting a *slight improvement*, with two out of the three secondary schools having a higher attendance than last year.

The latest published average attendance figures is still for 2018/19 where across both our primary & secondary schools the attendance rate was **92.9%**, similar to the Scottish average of 93.0%<sup>29</sup>.



The average attendance rate at that time for pupils from SIMD deciles 1 & 2 was 90.9%, no change from the year before.

As highlighted, the impact of COVID-19 and the subsequent lockdowns that followed impacted on the overall attendance rate of our learners. Hence for the academic year 2019/20, (which ended on the 20th March 2020), our overall attendance was **92.2%**. Primary school attendance was reported as 93.3%, secondary school attendance at 90.6% and special school attendance at 87.9%<sup>30</sup>.

Overall attendance for pupils who live in our most deprived areas (SIMD 1&2) was 90.5%. For pupils' eligible for FSM, their attendance rate was 88.1%, remaining lower than the overall average attendance rate.

Overall attendance for our LAC was 88.6%, lower than the overall attendance with children who are being looked after at home having a lower attendance rate (81%) than children being looked after away from home (94%).

Exclusions: Since the introduction of a new exclusion policy across the authority our exclusions have remained low and are lower than the national average.



At the end of 2019/20 there were 4 exclusion incidents across Clackmannanshire Schools involving 4 pupils: This continues the falling trend being reported across all our schools.

<sup>28</sup> Local SEEMiS Data – captured April 2021

<sup>29</sup> <https://www.gov.scot/publications/school-attendance-and-absence-statistics/>

<sup>30</sup> Local SEEMiS attendance data

## Bullying

In 2019/20, 68 incidents reported across all primary schools using SEEMiS (an education information management system) with the highest percentage in relation to “hit, tripped, pushed or kicked” (40%)<sup>31</sup>.

As of the beginning of April 2021, there are 123 incidents with the highest percentage changed to “name calling, teased, put down or threatened” (37%).

In 2019/20, 98 incidents were reported across all secondary schools with the highest percentage in relation to “name calling, teased, put down or threatened” (58%).

As of the beginning of April 2021, only one secondary school reported any incidents (schools closed during COVID lockdown). This school is reporting 29 incidents with the highest percentage being “name calling, teased, put down or threatened” (69%).

## Attainment inc. Poverty Related Attainment Gap

### Attainment / Progress

#### Curriculum for Excellence

Due to COVID-19, no schools were able to assess the levels for Curriculum for Excellence in 2019/20.

#### SNSA Analysis



SNSA is primarily a diagnostic tool however, with the lack of CfE data, the SNSA data has been used to give an indication of achievement levels.

**P4 Numeracy:** In 2019/20, **60.2%** of learners fell into the banding range which indicates that they are on track with their learning to achieve CfE First Level. This is a *fall of 4 percentage points (pp)* on the previous year where it was 64.2%.

The poverty related attainment gap<sup>32</sup> in 2018/19 was 10pp; this widened to 23pp in 2019/20.



**P7 Numeracy:** In 2019/20, **72.5%** of learners fell into the banding range which indicates that they are on track with their learning to achieve CfE Second Level. This is an *improvement* on the previous year where it was 71.2%.

The poverty related attainment gap in 2018/19 also *narrowed* to 13pp in 2019/20 (a reduction in gap of 15pp).

**P4 Reading:** In 2019/20, **56%** of learners fell into the banding range which indicates that they are on track with their learning to achieve CfE First Level. This is a *fall of 2.7pp* on the previous year where it was 58.7%.



Despite the fall in achievement, the poverty related attainment gap *narrowed* in 2019/20 to 16pp; a gap reduction of 12pp.

**P7 Reading:** In 2019/20, **75.2%** of learners fell into the banding range which indicates that they are on track with their learning to achieve CfE Second Level. This is a *fall* on the previous year where it was 78.1%.

Despite the fall in achievement, the poverty related attainment gap *narrowed* by 13pp in 2019/20 compared to the previous year to 17pp.

<sup>31</sup> Note: from the data downloaded from SEEMiS it is inferred that not all schools are recording incidents of bullying on this system.

<sup>32</sup> Gap measured SIMD 1&2 vs SIMD 9&10

**P4 Writing:** In 2019/20, **57.9%** of learners fell into the banding range which indicates that they are on track with their learning to achieve CfE First Level. This is a fall on the previous year where it was 62.4% (a fall of 4.5pp).

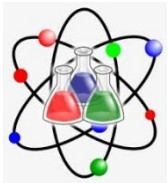
Despite the fall in achievement, the poverty related attainment gap *narrowed* by 7pp in 2019/20 compared to the previous year to 17pp.



**P7 Writing:** In 2019/20, **70.2%** of learners fell into the banding range which indicates that they are on track with their learning to achieve CfE Second Level. This is a *slight improvement* on the previous year of 0.2pp.

The poverty related attainment gap also narrowed by 25pp to only 8pp, compared to the previous year.

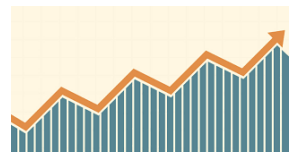
### Senior Phase



Due to the COVID-19 pandemic, SQA exams were cancelled in May/June 2020 and replaced by teacher assessments/judgements. The authority carried out robust analysis comparing previous years' data assessing predictions against actual results and was confident in the results submitted by all three secondary schools and the School Support Service on senior phase assessment. That said a *caveat* was placed on the results included in INSIGHT (Scottish Government Benchmarking Tool) – this is detailed in the Appendix).

The following attainment overview therefore considers the three cohorts separately – S4, S5 & S6 (local measures) and includes results from 2019/20.

**S4 Cohort:** Overall *Literacy* is improving at Level 5 but not at Level 3 or 4. At Level 3 and 4 the poverty related attainment gap (SIMD 1&2 vs SIMD 9&10) has *narrowed slightly* although at Level 5 it has grown (despite the yearly improvement).



Overall in **Numeracy** there is an improving trend at both Level 4 & Level 5, with Level 5 *improving significantly* over the five year period.

For learners in SIMD 1, our most deprived area; there has been little improvement in attainment (achievement of tariff points) in 2019/20 despite being on an improving trend since 2016/17. The poverty related attainment gap in the achievement of tariff points is also *narrowing*.

**S5 Cohort:** Overall there is a yearly improvement in the attainment of Level 3 & Level 6 **Literacy** but a fall at both Level 4 & 5. The poverty related attainment gap has *grown* at both Level 4 and Level 5 Literacy, consistent with the achievement rate falling.

Overall there is a falling trend across Levels 5 & 6 **Numeracy**, but a yearly improvement at both Level 3 and 4. There is also a yearly improvement in the performance of learners who live in our most deprived areas

The poverty related attainment gap (tariff points) is *narrowing* for the S5 cohort with 11% fall in the attainment gap since 2016/17.

**S6 Cohort:** attainment is improving in learners who live in our least deprived areas, but the poverty related attainment gap is widening.

The overall SQA results reported improvement in the achievement of National 4s, National 5s, Highers and Advanced Highers across the authority.

School leavers in 2019/20 left with on average a lower number of tariff points than the previous year however the gap between school leavers in our most deprived area and the rest of the cohort narrowed.

## Positive Destinations



96.5%  
POSITIVE  
DESTINATION

The percentage of school leavers who entered an *initial positive destination* continued to improve in 2019/20 with a high of **96.5%**, higher than the VC and, for the first time, higher than the National average.

Continuing a 4 year improving trend, 34% entered further education and 31% entered higher education; higher than the previous year.

Of the school leavers living in our most deprived areas (SIMD Q1), 97.1% entered a positive destination. This is a significant improvement on the previous year where it was 92.5%. This figure is also higher than

both the VC (87.9%) and the National average (90%).



Of the school leavers who live in our most deprived areas, over 60% entered either Further Education (42%) or Higher Education (19%), 16.6% entered employment and more than double the previous year entered training, 19.4% - all improvement on the previous year.



**Looked After Children - Destinations:** The percentage of LAC entering positive destinations in 2019/20 was 100% [a cohort size of 15 young people]. This is an **improvement** on the previous year where 84.2% entered a positive destination; (a cohort size of 19 young people). More than half entered Further Education and a third started a training course; an improvement on the previous year.

## Participation Rate



The Annual Participation Measure is a National Performance Framework indicator - "Percentage of young adults (16-19 year olds) participating in education, training or employment".

For the year 2019/20 there was improvement in the percentage of school leavers who remained in education and in training. However, the overall Participation Rate fell to **89.3%**, a 0.8 percentage point (pp) fall compared to 2018/19 (90.1%) and 2.8 pp lower than the Scottish average (92.1%)<sup>33</sup>.

As highlighted, despite the overall fall, the percentage in education rose to **65%** from 63.2% (although this is much lower than the Scottish average at 72%), and in training – increasing from 2.4% to 2.7%, higher than the Scottish average at 1.8%.

Upon further examination, the overall fall can be attributed to a fall in school leavers in employment (from 24.6% to 21.7%); still higher than the Scottish average of 18.3%.

The difference in the Participation Rate in Clackmannanshire compared to the National rate (Scottish average) is reflective of the current challenges faced by education. Traditionally there are still a high number of school leavers who enter employment rather than go onto any further study.

## School Wider Achievement

The School Wider Achievement Programme (SWAP) is the Education Community Learning and Development's contribution to the Flexible Learning; Individual Pathways (FLIP and FLIP+) programmes, where 1:1 key worker support and group work programmes are provided.



During the 2019/20 academic year, **19 young people** were referred to the programme through GIRFEC Discussion Forum (GDF) and Internal Resource Group (IRG).

<sup>33</sup> [https://www.skillsdevelopmentscotland.co.uk/media/46988/2020\\_annualparticipationmeasure\\_clackmannanshire.pdf](https://www.skillsdevelopmentscotland.co.uk/media/46988/2020_annualparticipationmeasure_clackmannanshire.pdf)

In term 1 of academic year 2020/21, the number of young people supported by the FLIP programme has *increased by 63%*, compared to the previous year.

### Jumpstart Employability Programme (JEP)

In March 2020, there were 39 young people on the Jumpstart Employability Programme (JEP) [previously Activity Agreements].

Learners participating in this programme achieve SQA qualifications in areas such as Practical Abilities; Self & Work; Self Awareness and Volunteering.

## Children & Young People

### Child Social and Physical Development

Problems with early child development are strongly associated with long-term health, educational, and wider social difficulties. Detecting developmental problems early provides the best opportunity to support children and families with good evidence that parenting support and enriched early learning opportunities can improve outcomes for children including intensive early interventions for children with serious developmental problems.



Across Clackmannanshire the percentage of children with no concerns at their **27-30 month review** rose to 78.6%; higher than the previous year; higher than the rate across Forth Valley (74.4%), and much higher than the Scottish rate of 57.1%<sup>34</sup> - where a falling trend is reported [latest data].

### Looked After Children (LAC)



As of 31 July 2020 Clackmannanshire had **248 LAC**. As a percentage of the 0-17 population it was 2.5%<sup>35</sup>; higher than the previous year where it was reported at 1.8% and higher than the Scottish average of 1.4%.

A slightly higher percentage were male children (54%), on par with the Scottish average, with more than a fifth (22%) aged under 5 years – higher than the Scottish average of 19%. The following table details where LAC children were as of July 2020.

Local authority area	In the community			
	At home with parents	With friends / relatives	With foster carers provided by LA	With foster carers purchased by LA
Clackmannanshire	46	97	29	56

The largest proportion of LAC are looked after by friends/relatives with

Clackmannanshire has a much higher cost of foster care for LAC at 22.6% compared to the Scottish average of 10%.

100% of our LAC young people eligible for aftercare services [percentage in employment, education or training] received such by the end of July 2020; the Scottish average is only 57%. In the previous year it was 95% who received aftercare services.

### Child Protection

The number of children & young persons on the Child Protection Register was 41 [as of 31 July 2020], an increase on the previous year where it was 24.

The main concerns identified at case conferences for Clackmannanshire was 'Neglect' & 'Emotional Abuse' which contributed to almost 80% of all cases. Concerns including 'Sexual Abuse', 'Physical Abuse' &

<sup>34</sup> Public Health Scotland – Child Development -27-30 month review 2017/18, published April 2019

<sup>35</sup> Children looked after on 31 July 2019 as a percentage of the 0-17 population <https://www.gov.scot/publications/childrens-social-work-statistics-2019-20/>

'Domestic Abuse' contributed to around 14% of cases<sup>36</sup> [case conferences can involve more than one of the concerns listed].

Substance misuse by parental/carers featured more in the year before with Child Protection Case Conferences than they did in 2019/20.

### Clackmannanshire Educational Psychology Service

The Consultation Service within the Educational Psychology Service [EPS] has had **552 queries** from schools and parents/ carers looking for support and advice between March 2020 & May 2021<sup>37</sup>.



EPS continues to work alongside, on average 80 children and young people directly to support educational assessment and planning.

The Intensive Therapeutic Service works with **11 young people** weekly to help resolve trauma that is impacting on their education.

There are also a further **23 children** supported by the Educational Psychology Service in Out of Authority Placements.

The trend in referrals to the Educational Psychology Service seen over previous years remains the same, with requests about **autism spectrum** conditions making up 35% of the total number of referrals.

### Counselling in Schools Service (CiSS)



179 referrals

The Counselling in Schools Service (CiSS) *for pupils aged 10 to 18 years* was fully launched in September 2020 and has received **179 referrals** to date<sup>38</sup>.

Of these referrals, 60% concerned females and 40% concerned males.

Pupils from all sectors (primary, secondary & specialist schools) accessed the Service, with almost three quarters of them (74%) coming from secondary schools.

A high proportion of pupils came from areas of multiple deprivation with **46.5%** living in SIMD 1 & 2 and **68.8%** living in SIMD 1 to 4; indicating a potential impact of deprivation on mental health and wellbeing.

Pupils were referred to the CiSS for a variety of reasons including:

- EMOTIONAL REGULATION ISSUES
- BEHAVIOURAL DIFFICULTIES [such as hyperactivity and attention issues]
- PEER & FAMILY RELATIONSHIP ISSUES
- MENTAL HEALTH DIFFICULTIES [anxiety, depression, self-harm & trauma]

Pupils also reported struggling with transitions, bereavement, family change and the impact of COVID & lockdown.

Initial data indicates a reduction in symptoms after support from a counsellor over a 6 week period<sup>39</sup>.

### Mental Health & Wellbeing Survey

To support establishments planning for pupils' health and wellbeing during the recovery phase of COVID, an online survey tool called Viewpoint was used to gather baseline information about how our children and young people were coping with COVID-19.

<sup>36</sup> Children's Social Work Statistics 2019-2020 <https://www.gov.scot/publications/childrens-social-work-statistics-2019-20/pages/5/>

<sup>37</sup> As of 21/05/2021 – Clacks EPS

<sup>38</sup> As of 21/05/2021 – Clacks EPS

<sup>39</sup> Data provided by Clacks Educational Psychologists where they state case studies and pre and post wellbeing measures show a statistically significant reduction in symptoms (ie. not by chance) after as little as six weeks of seeing a counsellor. Further data is due to be gathered to support the findings of this initial improvement in wellbeing and to see if counselling can also impact on reducing behavioural difficulties and executive functioning scores in the longer term.

Parents and primary-aged children from 14 primary establishments were surveyed using the Strengths and Difficulties Questionnaire (SDQ)<sup>40</sup>.

### Active Travel to School/Active Travel to Work

Data from the most recent Scottish Household Survey (SHS) reports Clackmannanshire's rate for active travel to school in 2018/19 was higher than the Scottish rate at 64.2% (Scottish rate – 49.2%). However, the active travel to work<sup>41</sup> rate is much lower than the Scottish rate at 4.8% compared to 14.6% for Scotland.

### Clackmannanshire Sport & Active Living Framework (SALF)

The model for sport in Clackmannanshire is part of a co-ordinated PEPASS programme encompassing physical education, curricular and extra curricular competitions, classes, leadership programmes, pathways into local clubs and opportunities for physical activity such as walking, running and cycling.

This programme is directly linked into the Schools and Education implementation plan as part of the SALF.

### Sportscotland School Sport Award



Every primary and secondary school holds the sportscotland School Sport Award - **Gold Status** for recognition of high standards in PE, Sport and Physical Activity.

Each secondary school has two senior pupils as part of sportscotland's Young Ambassador Programme.

### Active Schools /Physical Education

Active Schools offers a fully inclusive programme of sport & physical activity to all children in nursery, primary and secondary school with the key areas being:



- Extra curricular sports clubs  
Run before & after school and at lunchtimes based on a bespoke programme for each school
- Cycling Scotland Cycle Skills initiative  
*Offered to every Primary 5, 6 & 7 pupil during curricular time*  
*All nursery aged pupils receive 'Play on Pedals' training*
- Sports Leader UK, Young Leader Award  
*Delivered within curricular time to Primary 6 or 7 pupils*

In 2019/20, 9 pupils from Lornshill Academy completed their Sports Leader UK 'Higher Leadership in Sport award (SCQF Level 6) and 24 pupils completed their SCQF Level 5 Award in Sports Leadership.



All schools across Clackmannanshire (both primary & secondary) continue to meet the Scottish Government PE target of **two hours** per week. During lockdown due to COVID-19 pandemic activities were moved to virtual/online (details below).

As well as the two hours per week of PE, all *P7 pupils* get introduced to skiing at Firpark Ski Centre.

A comprehensive inter school events programme for primary, secondary and ASN children is provided annually with over 35 events and festivals taking place engaging around 2000 children & young people each year.

<sup>40</sup> The SDQ is a standardised screening tool widely used to assess for a range of common difficulties such as attention. This was also supplemented with questions about how families had coped during lockdown. Parents and carers from 6 nursery classes were also surveyed using the SDQ supplemented with questions about lockdown, and in addition they were asked to rate their child's progress using the Brief Early Skills and Support Index (BESSI) to assess core elements of school readiness such as skills for daily living and behavioural adjustment. [CLACKS EPS]

<sup>41</sup> Number and percentage of adults travelling to work by either cycling or walking. The indicator used the cohort of all adults employed, self-employed or in full-time education and not working from home taken from the random respondents to SHS question RD3 "How do you usually travel to work (or school/college/ university if in full time education)?" and measures those who responded with either walking or cycling.



## Engagement in Sport

Baseline data (2018/19)<sup>42</sup> indicates

- 74% of primary pupils take part in extra curricular sport sessions
- 44% of secondary pupils take part in extra curricular sport sessions

---

<sup>42</sup> Data provided by Clackmannanshire Sports Department

## Service Structure

The People Service provides and commissions education, support, care and protection services for children and young people, and people and families across Clackmannanshire. The service provision is wide- ranging from assessing need and providing care and protection to vulnerable children, young people and families, delivering early learning and education to implementing measures of control for those who may be at risk.

The organisational structure is designed to facilitate a deeper integration of People Services and supports, ultimately leading to improved outcomes.



Clackmannanshire's Education Service is made up of Community Learning and Development, Educational Psychology, Sport, Estates, Early Learning and Childcare, Additional Support Needs, Scottish Attainment Challenge and Improving Outcomes (Broad General Education and Senior Phase) Teams.

## Budget 2019/20

Revenue Budget 20/21			£,000
Service Management			764
Early Years			4,596
Primary Education			15,346
Secondary Education			14,720
ASN Education			7,472
Educational Psychology			328
School Crossing Patrols			46
Sports Development			162
Education CLD			406
Total Education Service Revenue Budget 2020/21			<b>43,840</b>
External Funding			£,000
Early Learning and Childcare Expansion			4,523
SAC			1,572
PEF			1,528
Care experienced & Young People (LAC)			178
Total Education Service			<b>7,800</b>

Core budget - Excludes 1140hrs Funding

## DELIVERY PLAN AND MEASUREMENT

### Our Vision, Obsessions, Priority Outcomes, ACTIONS & Indicators

Our vision for children in Clackmannanshire is that they leave education skilled and well prepared for life, work and future learning, with a bright, positive future ahead of them. As part of this vision we will continue to work to minimise the effects of child poverty and raise attainment for all children.

Our theory of change and improvement in Clackmannanshire is based on working as a family, collaborating at cluster and local level and with partners, and by always putting children first, at the centre of everything we do.

We have a relentless focus on improving outcomes and of studying and evaluating what difference our actions are making to children's lives. We have a robust reporting methodology, used by all educational establishments and teams at the centre. This ensures that there is a clear rationale for each action with defined outcomes and a measurement plan for evidencing impact.

As already highlighted, there is a strong focus on collegiate planning across People Service, providing opportunities to share effective practice/strategies in addressing issues either identified as linked to our Demographic Profile and/or, the COVID-19 Pandemic.

Improvement remains closely monitored against a comprehensive set of performance measures, as detailed below.

Priorities	Aims
Improvement in attainment, particularly in literacy and numeracy	All children achieving appropriate levels for age and stage in Early Years and Broad General Education (BGE), and for relevant Senior Phase Qualifications in line with virtual comparators
Closing the attainment gap between the most and least disadvantaged children	No pattern of lower attainment and achievement for children in lower Scottish Index Multiple Deprivation (SIMD) bands, and for Looked After Children, in line with national and virtual comparators
Improvement in children's and young people's health and wellbeing	Improvement in attendance, engagement in learning, and in children's health and well being, in line with national levels
Improvement in employability skills and sustained, positive school leaver destinations	All young people develop employability skills and move into a positive and sustained destination post-school

## 15 Key Indicators 2020/21 (Inc. 'Obsessions')

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

*COVID Recovery will be integral to all key indicators*

% P1 children presenting basic movement/motor skills against national standards	% 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) volunteering at school and in the community	<b>Attendance figures*</b>
Exclusions figures	<b>Positive Destinations*</b>	Inspection / Validated Self Evaluation ratings for Early Years establishments, Schools and Services
No of C&YP reporting increase in confidence levels through participating in sport/physical activity in/out of school	No of C&YP engaging with Digital Learning	No of parents/carers reporting increase in confidence in supporting child's learning
No of outdoor learning opportunities offered as part of school curriculum	No of C& YP who say that their opinions are listened to and heard	No of children who report they are consulted in developing a relevant play based curriculum

#### \*Obsessions

[Note: these indicators are reviewed annually, resulting in some changing; others, like our "Obsessions" remain a long term indicator across the Service]

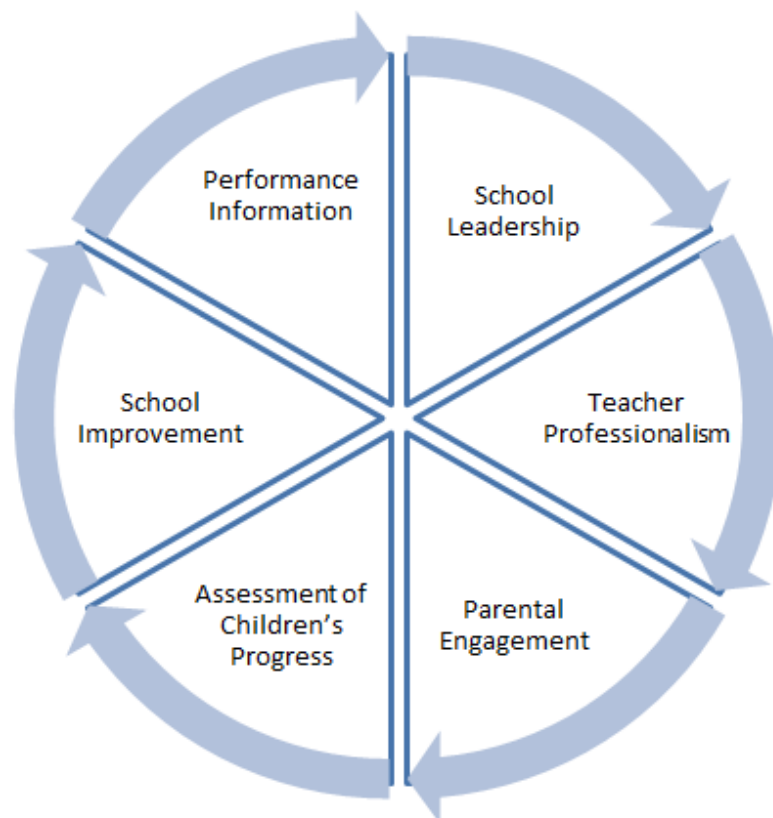
## Reporting

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

### The four key priorities:

- Improving Attainment, Particularly Literacy & Numeracy
- Closing The Attainment Gap
- Improving The Health & Wellbeing Of Children and Young People
- Improving Employability Skills and Post-School Destinations

### The six drivers:



# National Improvement Framework 2019/20 - Progress Overview

## Executive Summary - Assessment of Children's Progress

The following details the progress we have made as a Service during the Academic Year, 2019/20 under the four priorities:

- **Improving Attainment, Particularly Literacy & Numeracy**
- **Closing The Attainment Gap**
- **Improving The Health & Wellbeing Of Children and Young People**
- **Improving Employability Skills and Post-School Destinations**

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

Despite the challenges faced with the ongoing Pandemic, the overall picture in the previous reporting year (2019/20) is one of improvement with the attainment gap narrowing across some cohorts, although not all.

having any ACEL (CfE) data in 2018/19 has left a significant gap in being able to accurately assess where our children and young people have progressed. Use of the authority tracker continues to be used by all primary schools which is allowing for headteachers and their senior management team to have professional dialogue around the assessment of learning, identifying learning gaps as a result of the pandemic.

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

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

An Attainment Overview is included at Appendix A.

# Improvement activity by driver

## School Leadership

School leadership plays a vital part in achieving equity and excellence in education across Clackmannanshire. Leadership programmes ensure educators make a real difference to improving attainment outcomes for children and young people, leading to greater achievement and attainment.

We want to see a culture of strong leadership at all levels and in a range of contexts, where educators are empowered to lead in schools, nurseries, teams at centre and across a wide range of educational settings.

Educators lead learning for, and with, all learners. They also collaborate and support the professional development of colleagues and other partners. We continue to work in partnership with national agencies and universities to deliver high quality training and leadership development. Leaders also ensure the best use of resources to ensure the greatest impact on closing the attainment gap.

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



### Key actions for 2020/21

Further develop Clackmannanshire's Leadership opportunities through the creation of a 'Leadership for All' pathway supported by relevant programmes across the education service

Implement Youth Engagement policy/framework enabling the voice of young people to be involved in decision making

Develop a shared Vision for Early Years which will drive forward a 5 year improvement plan as part of our strategic approach to raising attainment and achieving excellence and equity



### ***Evidence of Progress***

**ACTION:** Further develop Clackmannanshire's Leadership opportunities through the creation of a 'Leadership for All' pathway supported by relevant programmes across the education service

**Supporting Recovery:** Positive culture and ethos of empowerment provided opportunities for collaborative planning, learning & teaching and assessment in a coherent way.

In the majority of schools, Clackmannanshire's Remote Learning Guidance was used to assure the quality of remote learning. In a few cases, schools created their own document which suited their context continuing to reflect national and local advice.

A strong focus on collegiate planning and providing opportunities to share effective practice/strategies in most schools continued over the last year.

In most schools, senior management teams monitored and evaluated learning and teaching through learning visits to Google classrooms.

**ACTION:** Implement Youth Engagement policy/framework enabling the voice of young people to be involved in decision making

**Supporting Recovery:** Schools recognised the benefits and contributions children make and empowered them to have a say in the quality of their learning experiences.

**ACTION:** Develop a shared Vision for Early Years which will drive forward a 5 year improvement plan as part of our strategic approach to raising attainment and achieving excellence and equity

Over the last year, all Early Intervention Workers were able to track identified pupils across targeted interventions to support literacy and numeracy.

## Teacher Professionalism

Teacher professionalism is a key driver in achieving improvement in attainment and achievement. In Clackmannanshire we extend this driver to include all staff working in education; all staff are educators.

- The General Teaching Council for Scotland (GTCS) professional standards for teachers also includes 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.
- Early years practitioners are registered with the Scottish Social Services Council (SSSC) and are expected to maintain this registration and adhere to the SSSC code of conduct.
- Educational psychologists also participate in a range of development and training opportunities and maintain their registration with Health Care and Professionals Council (HCPC).
- Educators working in Community Learning and Development (CLD) also have a set of standards for their professional practice.
- We have a high quality education workforce in Clackmannanshire, where all educators have a commitment to shared educational values and professional standards. Educators take ownership of their own professional learning and recognise its importance, impacting on children's progress and achievement, closing the attainment gap and ensuring sustained, positive school leaver destinations.

8



### *Key actions for 2020/21*

Re-envision our strategic approach to raising attainment and achieving excellence and equity

Review and renew our model of professional learning/development which takes cognisance of the value of online, anytime, virtual learning

Build capacity for understanding and sharing the positive impact on mental health from participation in physical activity and sport

Create a directory of Health and Wellbeing supports for staff across the Education Service in light of COVID 19

## Evidence of Progress

**ACTION:** Re-envisage our strategic approach to raising attainment and achieving excellence and equity

All Scottish Attainment Challenge (SAC) Leads and guided the development of Individual School Re-opening Plans which transitioned to School Improvement Plans with a clear focus on accelerated recovery and transition.

The inclusion of the key SAC Interventions (Readiness for Learning, Holistic Wellbeing and Listening Service, FLIC1400) into the wider **Clackmannanshire Mental Health Transformational Model** has built a stronger continuum of provision for children, young people and families impacted by the COVID-19 Pandemic.

Ongoing consultation and communication with educators has resulted in all establishments having a greater understanding of their “poverty related attainment gaps” and the resources available to support remote and in-school learning.

Feedback highlighted developing staff pedagogy, supporting schools to effectively assess and plan learning experiences post lockdown, and engaging with parents will be the focus going forward.

At the beginning of March 2021, Professional Dialogue was undertaken with all primary schools (P4-7 focus) and specialist provisions based around 7 themes of remote learning:

- Model of remote learning, including learning, teaching and assessment
- Health and Wellbeing (staff, learners, families)
- Quality Assurance
- Meeting Learner’s Needs
- Learner Voice
- Parent/Carer Voice

Evidence captured highlighted that all schools developed approaches to track and monitor levels of engagement and use this information to identify learners and their families who were identified as being “at risk” or who were not engaging.

Head Teachers reported that pro-active measures, involving discussions with the Improving Pedagogy and Practice/Learning and Teaching Team and support from the Early Intervention Team, Educational Psychologists (R4L) Holistic Wellbeing Service and FLIC 1400 Support Workers was invaluable in contacting and supporting families to identify barriers to participation and engagement assess wellbeing and offer support.

Some examples included:

- making physically distanced doorstep visits
- creating bespoke learning packs for children and families
- identified staff to maintain regular contact with groups of learners
- provision of part-time/in-school to those struggling to engage with remote learning

Almost all schools provided regular “live” check-ins with learners allowing them to engage directly with their teacher, talk about their learning and celebrate achievements.

Feedback from parents and carers indicated that regular 1-1 check-ins was supportive and very much valued.

The Improving Outcomes Team increased their focus on supporting remote learning to include the enhanced use and access to digital platforms, and transformational pedagogy.

The focus was on supporting our SIMD 1 and 2 children and families and ensure that practitioners were supported to plan effectively and deliver motivating engaging, and differentiated remote learning activities to maximise progress and close the poverty-related attainment gap.

This evidence was captured in the “Overview of Practice in Remote Learning”.

**Supporting Recovery:** Educators recognised the importance of a balance between online, digital learning and non-digital activities during the Pandemic.

Whilst children and young people were provided with a range of remote learning activities, the balance of live learning, independent activity and

pre-recorded lessons varied from school to school.

### **The majority of schools delivered live learning and almost all offered live check-ins.**

Headteachers identified that in planning learning, staff took into account that some children may have found it challenging to complete activities virtually and consequently, provided bespoke learning packs.

Other positive examples of schools adapting learning during the pandemic include:

- providing a choice of topics to reflect children's and young people's interests
- signposting learning assistants to support individuals/groups of learners
- organising virtual classrooms for identified groups of children to meet and work together on specific tasks
- In one school, individual children's needs were supported through innovative use of active learning; engagement in school greenhouse and gardening tasks.

**ACTION:** Review and renew our model of professional learning/development which takes cognisance of the value of online, anytime, virtual learning

**Supporting Recovery:** School staffs' skills and confidence in digital learning & teaching were recognised as an essential basis for ensuring high-quality remote learning. These skills were enhanced further through high quality professional development during the pandemic.

The Leaders of Digital Learning (professional learning event) facilitated by **Tablet Academy** was well received by schools.

Feedback from staff indicated the sessions had a positive impact on the digital literacy skills of staff.

**ACTION:** Build capacity for understanding and sharing the positive impact on mental health from participation in physical activity and sport

**Supporting Recovery:** Feedback from parents and carers over the last year highlighted concerns relating to the amount of screen time their children were being exposed to during remote learning and the impact this may have on their health and wellbeing.

Most schools addressed this through providing **increased outdoor activities** and promoting physical activity.

The learning experiences and support provided by the PE and Sports Development Team was reported as being invaluable. Some schools even introduced **device free afternoons**.

**ACTION:** Create a directory of Health and Wellbeing supports for staff across the Education Service in light of COVID 19

During COVID-19, the focus of school support shifted towards ensuring children and young people and families had access to services and food and had the necessary resources and packs available to access learning.

The co-ordination of **doorstep visits** with vulnerable families' has ensured that support and signposting continued.

**Supporting Recovery:** Almost all schools provided regular live check-ins with their learners. In a few schools, opportunities for **regular weekly 1-1 check-ins** were scheduled for children to engage directly with their teacher, talk about their learning and celebrate achievements. Feedback from parents and carers indicates that regular 1-1 check-ins is supportive and very much valued.

All schools recognised and were sensitive to impact that the pandemic and the associated measures and restrictions, such as social distancing and school closures, had on the mental wellbeing of many staff, children and their families.

Headteachers described a wide range of approaches that were adopted to support the health and wellbeing of staff, children and their families.

The sense of 'family' is more evident now in many of our schools; relationships more positive and supportive founded on a climate of mutual respect

within a strong sense of community and shared values.

A number of schools delivered whole school assemblies which provided opportunities for children and their families to interact with the wider school community.

**Staff Wellbeing:** All schools recognised the importance of supporting staff wellbeing. Many reported challenges of working remotely, initial anxieties and confidence of staff in the use of digital platforms and their application and delivering of live/recorded learning.

This was particularly challenging for staff with caring responsibilities or young children of their own to support with home learning. Some staff became overwhelmed by the volume and timing of information given and found it challenging to review the amount of online content available.

A clear focus on maintaining positive and regular communication with staff was identified with all schools remaining sensitive to personal and professional challenges, responding supportively and appropriately.

Opportunities for staff to raise issues and share concerns were encouraged. Staff provided peer support for one another through virtual staffrooms, catch-ups, sharing of resources and signposting to useful advice to help maintain their health and wellbeing.

Some schools even introduced *device free afternoons*, implementing themed approaches to learning and teaching to reduce workload and ensured in-school days were kept to a minimum.

**Clackmannanshire's Educational Psychology Service:** the Telephone Consultation Service and Mental Health & Wellbeing Directory site was identified as being **extremely helpful** in supporting the health & wellbeing of staff, children and their families during the pandemic.

### Mental Wellbeing

**A Clackmannanshire Mental Health & Wellbeing Survey** carried out during the 2020 Pandemic showed that **58% pupils** in primary and **51% of nursery pupils** were showing high or very high mental and emotional well being scores ( Total Difficulties Scale of the Strengths and Difficulties Questionnaire (SDQ)) compared to an expected average of 7.8% (primary) and 4% (nursery).

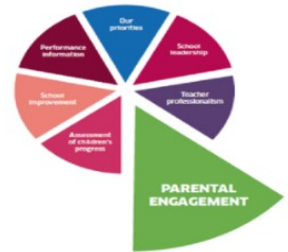
## Parental Engagement

Parental engagement is one of the key drivers in achieving excellence and equity in Scottish education as parents, carers and families are important influences in a child's life. Their support plays a vital role at all stages of education. Family engagement in school and in early learning has a bigger influence on a pupil's achievement than socio-economic background, parent's education level, family structure or ethnicity.

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.

Parental involvement relates to the involvement of parents and carers in the life and work of the early learning and childcare setting or school. This can include, but is not limited to, parent representation on Parent Councils or associations, involvement in self-evaluation and improvement, volunteering with fundraising activities or by sharing skills and knowledge to enrich the curriculum.

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 actions for 2020/21

Provide increased opportunities for parental engagement through 'Connected Learning' approaches

Refresh the Clackmannanshire Parental Involvement and Engagement Strategy to ensure that every parent and family are supported to be involved and engaged in their child's education throughout their learning journey

Implement Family Learning programmes, in partnership with Columba 1400, Strathclyde University, local CLD sector to identify and address the needs of parents/carers, children and young people in recovery of COVID 19 pandemic

## Evidence of Progress

**ACTION:** Provide increased opportunities for parental engagement through 'Connected Learning' approaches

**Supporting Recovery:** All schools used feedback from learners and parents/carers to help shape the model of remote learning offered over the last year.

Pro-active measures, involving all staff, were taken to contact families to identify barriers to participation and engagement, assess wellbeing and offer support.

Innovative and creative approaches to engage children and their families were evident across all schools.

### Examples:

- offering virtual school trips
- inviting special guests to 'live' google meets
- organising live virtual scavenger hunts
- holding whole school assemblies

These activities resulted in **significantly higher levels of engagement** compared to the previous lockdown in March 2020.

This included a sense of 'family' being evident in many schools; with relationships continuing to be positive and supportive, founded on a climate of mutual respect within a strong sense of community and shared values.

Over the last year, schools became more sensitive to the circumstances of all parents and carers, recognising the contributions they make and **empowering them** to have their say in their children's learning experiences.

Almost all schools provided an overview of learning, in the format of weekly or daily timetables for families.

In contrast to the first lockdown (March 2020) tasks were very much aimed at progressing pupil learning. Some headteachers report that this approach has led to **increased engagement**.

**ACTION:** Refresh the Clackmannanshire Parental Involvement and Engagement Strategy to ensure that every parent and family are supported to be involved and engaged in their child's education throughout their learning journey

**Supporting Recovery:** In schools where pre-recorded lessons were provided and available for children to access anytime, headteachers reported positive feedback from children, parents and carers.

This approach supported learners to revisit key teaching, practise skills and consolidate learning. It also supported parents and carers to balance work commitments allowing learning to take place at a time that *best suited the needs of individuals* and their families.

All schools developed approaches to track and monitor levels of engagement and use this information to identify learners and their families who were not engaging.

Headteachers reported pro-active measures, involving all staff, were taken to contact families to identify barriers to participation and engagement, including making physically distanced doorstep visits.

Education Support Staff were identified to maintain regular contact with groups of learners offering part-time/in-school provision to those struggling to engage with remote learning.

**Learner Voice:** Schools recognised the benefits and contributions children can make and empowered them to have a say in the quality of their learning experiences.

Most schools used a range of methods to gather feedback from children about their experiences of remote learning.



Common approaches included

- Discussions with teachers
- Surveys
- Virtual drop-ins

Enhanced by **digital technology** to gather views.

In a few schools, **Pupil Council Groups** continued to be a key forum for children to share their views.

In one school, learner focus groups were held to help shape improvement planning and changes going forwards out of lockdown.

These groups provided helpful feedback about how children have been feeling, concerns about their wellbeing and their views about approaches to remote learning and teaching.

**Parent/Carer Voice:** Over the last year educators became more sensitive to the circumstances of all parents and carers, recognising the contributions they make and empowering them further to have their say in their children's learning experiences.

There was an increase in the range and frequency in which parent and carers views were gathered with common approaches including:

- Surveys
- Focus Groups
- Emails
- Newsletters
- Social Media



Parent Council became a useful forum for gathering feedback with some schools in regular communication with their Parent Council Chairs.



Regular opportunities were also provided for parents to meet online with the headteacher or other members of the senior leadership team to share their views and voice any concerns.

Greater use is being made of technology, such as **Google forms** to seek parental views. As a result, most schools reported parents responding more regularly.



Parent/carers' digital skills were developed through focussed FLIC programmes

**ACTION:** Implement Family Learning programmes, In partnership with Columba 1400, Strathclyde University, local CLD sector to identify and address the needs of parents/carers, children and young people in recovery of COVID 19 pandemic

A greater focus and targeting of resources, through the use of the Change Request Process, for the extension of the FLIC1400 approach, was approved last year which ensured a greater number of children and families were given the opportunity to build resilience, develop mental and emotional strength to cope with the impact of COVID-19.

After August 2020, FLIC1400 adapted their core work streams to meet the needs of the families, providing a range of support for their learning and health and wellbeing. Online programmes were developed and social media groups established.

Family Learning took on a blended learning model, with the continuation of virtual programmes, face to face group and work programmes in the community were reinstated with limited numbers accessing the face to face work due to COVID-19 restrictions.

Family cooking programmes and craft programmes were delivered online and virtual coffee mornings were held. In addition welfare calls were made to those identified as most vulnerable and when COVID-19 guidance allowed **“Walk and Talk”** sessions were implemented with individual families to enable face to face contact.

Partnership working with local community groups enhanced the offer of family learning activities, sharing resources, knowledge and skills so that FLIC1400 was able to engage more families in online programmes and provide support and resources to families i.e. food, crafts, wellbeing kits, devices and fuel vouchers.

This provided greater contact and support for parents to support their child's school learning and develop family learning in the home.

All educational establishments were able to link in with family learning programmes providing support for their most vulnerable children and families who had been identified through the GRIFEC model.



FLIC1400 Workers focussed their support for these families encouraging them to sustain their involvement in the learning programmes.

Individual school contacts continued to highlight families to engage in the wider programmes providing digital help, Wi-Fi connectivity, food or advice on services/supports available.

FLIC1400 secured additional digital devices and MiFi through the Connecting Scotland scheme and distributed devices with MiFi to 87 families.

## Assessment of Children's Progress

We want all children in Clackmannanshire to enjoy high quality learning experiences, supported by value adding and efficient practices. Assessment of progress provides rich data which can be triangulated with other data sources to ensure that learning and teaching practice 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. Assessing children's progress from the earliest stages of learning is important to ensure we identify those children who may need additional support and/ or intervention as early as possible.

Assessment of children's needs is particularly important for our children and young people with Additional Support Needs and our Looked After Children (LAC). As well all our learners, their attainment and wellbeing is tracked frequently to ensure the best possible educational outcomes.

A range of professionals, with the support of the Educational Psychology Team, continue to work with our educators supporting children's learning, monitoring their progress and ensuring they have the appropriate support packages in place.

### Key actions for 2019/20

Develop systems to record, monitor and analyse attainment and achievement data for children with ASN to identify strengths and areas for improvement

Develop and implement the Play Strategy and 3 Year Action Plan with a targeted focus on providing high quality, developmentally appropriate play based, creative and innovative learning opportunities

Develop and implement the Outdoor Learning Strategy and 3 Year Action Plan with a targeted focus on providing high quality outdoor learning experiences which are fully integrated into refreshed curriculum design and wider community



### Key actions for 2019/20 cont.

Develop a strategic approach to raising attainment in literacy in partnership with the Improving Outcomes Team, local partners, and families/communities

Continued implementation of Clackmannanshire's Digital Strategy to improve skills, access, curriculum and leadership with regards to digital technology

Develop and implement enhanced employability programmes for young people leaving school in light of COVID-19:

- Summer 2020
- Christmas 2020
- Summer 2021

Fully incorporate the Readiness for Learning approach into recovery and resilience planning for schools and the wider Education Service as establishments return from the COVID-19 closures

Adapt the Transformation Project to improve Mental Health for Children and Families to support COVID-19 recovery and align with other developments in this area across the Council

Embed the MCR Mentoring Programme across establishments to build motivation, commitment and resilience

Develop an Education Service Poverty Plan aligned to local and national priorities

Develop and implement a motor/movement skills programme in the Early Years

## Evidence of Progress

**ACTION:** Develop systems to record, monitor and analyse attainment and achievement data for children with ASN to identify strengths and areas for improvement

**Supporting Recovery:** Arrangements were put in place to ensure that learning remained accessible, meeting the needs of *all children*.

Headteachers report that most of their teachers used a range of approaches to provide regular feedback to learners.

Approaches included

- Written feedback
- Voice recorded feedback
- Feedback during discussion sessions (as part of live learning).

**ACTION:** Develop and implement the Play Strategy and 3 Year Action Plan with a targeted focus on providing high quality, developmentally appropriate play based, creative and innovative learning opportunities

**ACTION:** Develop and implement the Outdoor Learning Strategy and 3 Year Action Plan with a targeted focus on providing high quality outdoor learning experiences which are fully integrated into refreshed curriculum design and wider community

Three CLPL sessions were delivered in partnership with the Outdoor and Woodland Learning Service in 2020/21. These were attended by schools in each of the three cluster areas. Feedback was positive and, as a result, a collaborative network has been formed for developing further.

Targeted support was provided to staff in two schools at early and second level to develop skills and confidence around taking learning outdoors. Feedback indicates that pupils were more engaged during and after sessions in the early level setting.

The **Outdoor and Woodland Learning Service** provided targeted support to one of our SAC schools, working with pupils at early, first and second level. Moving forward, the Improving Outcomes Team will support the continuation of this work while the representative from OWL

takes family work outdoors forward with senior staff.

A satellite Outdoor ELC has also been developed at one of our primary schools.

**ACTION:** Develop a strategic approach to raising attainment in literacy in partnership with the Improving Outcomes Team, local partners, and families/communities

Through continued review of available data and professional dialogue with headteachers, it was possible to identify core priorities and requirements for a model of targeted and extended support across the **Equitable Literacy Programme** moving forward.

Additional advice and guidance was provided to almost all schools during "Lockdown". Individual priorities were embedded within School Improvement Planning allowing for a bespoke transition model of the Programme for each establishment towards 2022.

**Virtual Networking Groups** for reading and writing allowed staff members to access wider opt-in opportunities to build their capacity, skills and understanding and also share ideas and discuss resources

A *Virtual Staff Book Club* provided virtual libraries and resources for practitioners to take back to the classroom to extend their digital offering.

Five schools received accreditation from Scottish Book Trust in relation to the *Reading Schools* pilot. They were recognised for their commitment to sustain and develop a positive reading culture over the Pandemic.

During 2020/21, Probationer teachers benefitted from two in-depth sessions and a drop-in session reinforcing the principles of the Equitable Literacy Approach and Key Fundamentals to ensure a continuation, where possible of the use of the Fundamentals in learning and teaching.

**Supporting Recovery:** Numeracy was identified as an area where learners were struggling. Despite the focus being on raising attainment in Literacy a decision was made due to the pandemic to use the skills of the Improving

Outcomes Team to provide the extra support asked for.

The Numeracy Improving Outcomes Principal Teacher supported the schools by delivering virtual workshops focusing on addition and subtraction strategies at Early, First and Second Level.

Feedback from parents/carers was extremely positive with staff reporting that these sessions helped learners and parents to improve the quality of remote learning.

**ACTION:** Continued implementation of Clackmannanshire's Digital Strategy to improve skills, access, curriculum and leadership with regards to digital technology

During "Lockdown" digital influencers / Google certified educators within the SAC Team cascaded training to equip practitioners, children and young people with the skills to set up and maintain remote learning.

Over **800 Chromebooks** were purchased after securing Digital Inclusion Funding from the Scottish Government to help our most vulnerable children / young people access a device and provide connectivity to enable them to access home learning.

**Supporting Recovery:** As a result of the Pandemic, greater use is being made of technology, such as **Google forms** to seek parental views. Most schools report parents responding better and more regularly than previous requests for feedback.

In some schools, additional virtual classrooms were created to allow children to engage in learning with their peers. The use of digital platforms, such as 'Jam board', for groups of children to share and engage in learning with their peers was embedded in practice in a number of our schools.

**ACTION:** Develop and implement enhanced employability programmes for young people leaving school in light of COVID-19:

- Summer 2020
- Christmas 2020
- Summer 2021

**ACTION:** Fully incorporate the Readiness for learning approach into recovery and resilience planning for schools and the wider Education Service as establishments return from the COVID-19 closures

All Readiness for Learning (R4L) plans were reviewed so that there was a continuation of targeted support for children and families affected by the Pandemic and access to the online e-learning modules for all practitioners to offer more bespoke information relating to targeted needs.

The number of R4L modules available to staff rose from 17 in March 2020 to 35 in March 2021. Educators accessed over 7,400 hours of CLPL in the last year on this platform with feedback highlighting its targeted use with our more vulnerable and at risk children and young people.

All establishments were supported to develop Trauma Recovery Plans based on R4L principles which led to increased numbers of pupils and educators returning to face-to-face schooling in a regulated way. The widespread use of this information and planning resource has also increased the reach of the intervention as the need for trauma-informed responses to the pandemic became apparent.

By utilising emerging methods of engaging in therapeutic interventions digitally, support to our most vulnerable pupils through the Intensive Therapeutic Service was maintained throughout the last year

**ACTION:** Adapt the Transformation Project to improve Mental Health for Children and Families to support COVID-19 recovery and align with other developments in this area across the Council

**ACTION:** Embed the MCR Mentoring Programme across establishments to build motivation, commitment and resilience



The MCR Pathways Programme across Clackmannanshire continues to ensure that every care experienced young person, or those who have experienced disadvantage, has access to the same educational outcomes, career opportunities and life chances as every other young person.

**Supporting Recovery:** While the pandemic has had a significant impact on young people, it resulted in an increased capacity and agility across all MCR Teams to respond to identified issues. The pandemic demonstrated the resourcefulness and range of responsibilities taken on by practitioners, partners and families, a shared purpose and the flexibility across the Programme to ensure our Care Experienced young people were continually supported.

	1 <sup>st</sup> lockdown 20/04 -22/06	2 <sup>nd</sup> lockdown 11/01 -15/03
S1/S2	124 Total interactions 59.18% cohort participation	184 Total Interactions 62.12% cohort participation
Young people in pipeline*	35 Total interactions 88.88% cohort participation	87 Total interactions 64.28% cohort participation
Young people meeting with mentors	N/A	162 Total interactions 96% cohort participation
Total	159 Total interactions 63.70% cohort participation	433 Total interactions 69.16% cohort participation

\*those on the programme, in the process of being matched with a mentor

*(August 2021)*

- MCR Pathways supports **107** Care Experienced and disadvantaged young people between S1-S6 in Clackmannanshire.
- The Young Clacks Talent programme, launched in January 2020 currently operates in the three high schools: Alloa Academy, Lornshill Academy and Alva Academy as well as within Clackmannanshire Secondary Support Service.
- In S1 and S2, young people participate in weekly Group Work sessions facilitated by their Pathways Coordinator focusing on emotional literacy, wellbeing, teamwork, employability skills and self-awareness.
- From S3, young people are carefully matched with a mentor who meets with them for a period every week, for a minimum duration of one academic year (with most of the mentored relationships lasting for longer).

The table below details the interactions between young people and Pathways Coordinators (PCs) over comparable periods in each of the two national lockdowns.

**ACTION:** Develop an Education Service Poverty Plan aligned to local and national priorities

**ACTION:** Develop and implement a motor/movement skills programme in the Early Years

Feedback from the Clackmannanshire Inclusive Growth and Poverty Summit Week of Action for Education (October 2020) indicated that during Lockdown the focus of school support shifted towards ensuring children and families had access to food ,emergency funding and had the necessary resources available to access learning remotely<sup>43</sup>.

As schools re-opened, educators have continued to explore ways of supporting families around providing uniform, resources for learning (including the distribution of Chrome books to pupils) and food.

Additional funding streams were sought to provide snacks for children and creative solutions put in place to ensure family supper clubs continue virtually through programmes such as Food Families Futures.

Resources from the Poverty Alliance were shared with practitioners to use with classes from P1 into Secondary to highlight the realities of poverty and tackle stigma.

**Financial Pressures:** It was evident that families were worried about financial pressures during the Pandemic. Working in partnership with schools, the Clackmannanshire COVID-19 response team, Wimpy Park Community Group and Sauchie Active 8, workers delivered fruit and vegetables every week for 8 weeks to 150 households between August and October 2020.

**Food Poverty:** Food poverty was also an emerging theme during the Pandemic. With additional funding from the SAC Change Request, FLIC1400 was able to work in partnership with local parents, pupils, community groups and local supermarkets to implement a “*Food Top Up Scheme*” with an **average of 60 families** accessing this service on a weekly basis.

---

<sup>43</sup> Clackmannanshire Attainment Challenge 2021-22  
Year 7 Report

## School Improvement

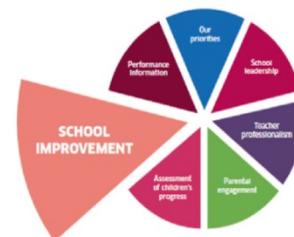
Within our learning communities, we want to see regular engagement in effective quality improvement and moderation activities and agreed standards and expectations.

Schools work together in clusters to develop, promote and improve a quality curriculum which meets the needs of all learners reflecting local and national good practice.

The curriculum is regularly reviewed and refreshed with the support of partners to ensure it continues to meet the needs of learners. Coherent learning pathways are in place to ensure progression, appropriate challenge, personalisation and choice and develop skills for life and work.

Educators, partners and other stakeholders have a good understanding of the purpose of the school curriculum and how it promotes improvement in attainment and equity for all. All educators, parents and partners should be fully involved in the improving the life and work of the school, with a range of stakeholders taking the lead in aspects of school improvement. Educators will be supported by professional learning activities, clearly linked to self-evaluation and identified areas of improvement.

Our school estate is in good condition and well maintained ready to deliver learning and teaching fit for the 21st century.



### Key actions for 2020/21

Implement key strands of the ASL Strategy to establish a whole systems approach to supporting children/young people and their families across education settings, home and the community

Review and further develop Clackmannanshire's Active Travel Strategy

## **Evidence of Progress**

**ACTION:** Implement key strands of the ASL Strategy to establish a whole systems approach to supporting children/young people and their families across education settings, home and the community

**ACTION:** Review and further develop Clackmannanshire's Active Travel Strategy



## 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.

Peer support and challenge helps educators analyse data and ongoing reflective practice leads to improvements. Schools and Early Learning and Childcare establishments are supported by colleagues at centre to analyse data.

Pupils, parents 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.

Teams at centre work in partnership with academia and peer local authorities to improve their self evaluation processes and benchmark their data leading to improvements in service design and delivery.



### Key actions for 2020/21

Use performance data to create a new model of support and professional learning to inform and drive improvement

Continue to build expertise and capacity of educators to effectively analyse progress and performance across a range of data to meet learner's needs

## Evidence of Progress

**ACTION:** Use performance data to create a new model of support and professional learning to inform and drive improvement

The RIC Data Coach and Improving Outcomes Team continued to support all establishments by providing bespoke inputs, quality professional learning and a network of support across the authority.. This ensured that all educators had access to, and understood their unique data, particularly in relation to COVID-19 & Recovery; and were therefore able to effectively direct interventions to improve children and young people's learning, progress and achievement.

**ACTION:** Continue to build expertise and capacity of educators to effectively analyse progress and performance across a range of data to meet learner's needs

**Supporting Recovery:** It was noted that in most cases assessment and tracking meetings were suspended during to the impact of the pandemic and subsequent school closures.

Headteachers reported difficulty in judging how much support learners received at home and therefore, how much they were able to do independently.

**Schools are very much aware that when children return to school assessing children's progress during remote learning will be a focus.**

# Appendix A

## "OBSESSIONS" PERFORMANCE REPORT SEPT 2021

Improvement in attainment, particularly in literacy & numeracy

Increase the percentage of children achieving expected levels of CfE

Closing the attainment gap between the most and least disadvantaged children

Percentage gap between achievement levels of Pupils from SIMD Q1 and SIMD Q2-Q5

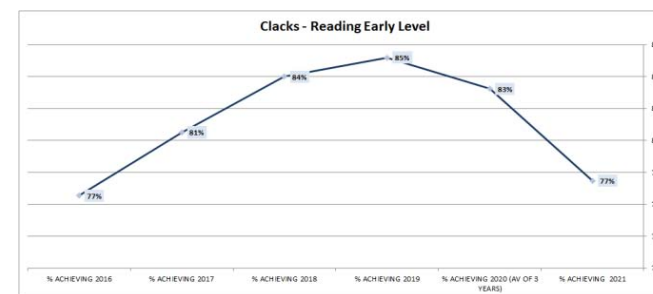
### Curriculum for Excellence – Primary School Attainment

#### READING – Early Level

Using last years figure as an average of the previous 3 years, the TPJ assessments for 2021 are reporting **77%** of learners as achieving Early Level in Reading, a *fall of 6pp* on the three year average and a *fall of 8pp* on the results in 2018/19. **The National average in 2018/19 was 82%**. Eleven (11) schools are reporting a fall in achievement rate at Early Level in Reading. No school is reporting an improving trend. The poverty related attainment gap for the authority for 2020/21 is **-4pp**; this means that

more learners who live in our more affluent areas are performing better than learners who live in our most deprived areas. The gap though is the same as it was in 2018/19.

SCHOOL	SIMD GAP 2021	SIMD GAP 2020 (AV)	SIMD GAP 2019
CLACKS LA TOTAL	-4%	-7%	-4%



## CfE vs SNSA

	P1 READING Early Level						
	SNSA P1 LITERACY - % ACHIEVING BANDS 1	SNSA P1 LITERACY - % ACHIEVING BANDS 2	SNSA P1 LITERACY - % ACHIEVING BANDS 3	SNSA P1 LITERACY - % ACHIEVING BAND 4	SNSA P1 LITERACY - % ACHIEVING BAND 5	SNSA P1 LITERACY - % ACHIEVING BAND 6	SNSA P1 LITERACY - % ACHIEVING BANDS 4-6
CLACKS LA TOTAL	0%	9%	28%	33%	14%	14%	61%

The table opposite details the SNSA results for P1 Literacy against the TPJ assessments for Reading. SNSA is primarily a **diagnostic tool** however it is interesting to see the TPJ assessments against the bandings in SNSA.

Opposite is the latest “national” percentage for each banding in Literacy. It has been agreed locally that learners in P1 who are achieving **Band 4 and above** in Literacy are ‘on track’ hence percentages should be considered when comparing achievement levels for CfE.

According to the SNSA results **61%** of learners are referred to as being ‘on track’; the percentage

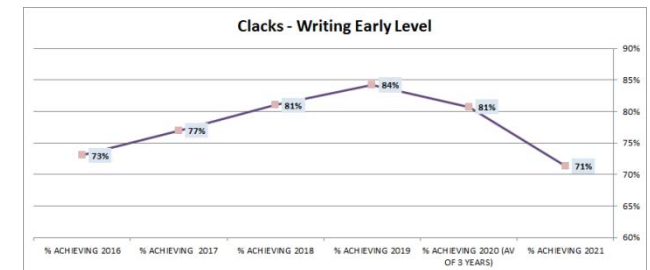
of learners achieving Early Level is 77% (Note: these results refer to the same cohort – learners assessed as 99 for TPJ are not included in the SNSA calculations).

	National (Approx)
Band 1	2%
Band 2	6%
Band 3	18%
Band 4	31%
Band 5	22%
Band 6 and above	21%

Comparing the National averages there are no schools in Band 1; 11 of our schools are above the National average for Band 2 and 14 of our schools are above average for Band 3. Nationally, **74%** of learners fall into the bands 4-6 (on track); only 6 of our schools are performing the same or above the National average in SNSA for Literacy.

## WRITING – Early Level

Using last years figure as an average of the previous 3 years, the TPJ assessments for 2021 are reporting **71%** of learners as achieving Early Level in Writing, a *fall of 10pp* on the three year average and a *fall of 13pp* on the results in 2018/19. **The National average in 2018/19 was 79%**. Thirteen (13) schools are reporting a fall in achievement rate at Early Level in Writing. Despite the overall fall, St Serfs is reporting an improving trend.



	P1 WRITING Early Level		
	SIMD GAP 2021	SIMD GAP 2020 (AV)	SIMD GAP 2019
CLACKS LA TOTAL	-3%	-9%	-6%

The poverty related attainment gap for the authority for 2020/21 is **-3pp**; this means that more learners who live in our more affluent areas are performing better than learners who live in our most deprived areas. However, the gap has **narrowed** since 2018/19.

## CfE vs SNSA

The following table details the SNSA results for P1 Literacy against the TPJ assessments for Writing (same SNSA figures as in Reading).

	P1 WRITING Early Level					
	SNSA P1 LITERACY - % ACHIEVING BAND 1	SNSA P1 LITERACY - % ACHIEVING BAND 2	SNSA P1 LITERACY - % ACHIEVING BAND 3	SNSA P1 LITERACY - % ACHIEVING BAND 4	SNSA P1 LITERACY - % ACHIEVING BAND 5	SNSA P1 LITERACY - % ACHIEVING BAND 6
CLACKS LA TOTAL	0%	9%	28%	33%	14%	14%

[SNSA is primarily a **diagnostic tool** however it is interesting to see the TPJ assessments against the bandings in SNSA].

Opposite is the latest “national” percentage for each banding in Literacy.

	National (Approx)
Band 1	2%
Band 2	6%
Band 3	18%
Band 4	31%
Band 5	22%
Band 6 and above	21%

It has been agreed locally that learners in P1 who are achieving **Band 4 and above** in Literacy are ‘*on track*’ hence percentages should be considered when comparing achievement levels for CfE. According to the SNSA results **61%** of learners are referred to as being ‘on track’; the percentage of learners achieving Early Level in Writing is 71% (Note: these results refer to the same cohort).

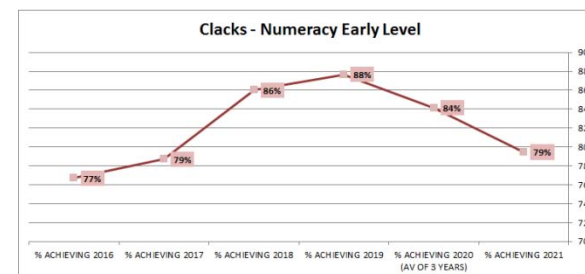
Comparing the National averages there are no schools in Band 1; 11 of our schools are above the National average for Band 2 and 14 of our schools are above average for Band 3. Nationally, **74%** of learners fall into the bands 4-6 (on track); only 6 of our schools are performing the same or above the National average in SNSA for Literacy.

## LISTENING & TALKING- Early Level

Using last years figure as an average of the previous 3 years, the TPJ assessments for 2021 are reporting **84%** of learners as achieving Early Level in Listening & Talking, a *fall of 6pp* on the three year average and a *fall of 8pp* on the results in 2018/19. **The National average in 2018/19 was 87%**. Seven (7) schools are reporting a fall in achievement rate at Early Level in Listening & Talking. No schools are reporting an improving trend.

## NUMERACY – Early Level

Using last years figure as an average of the previous 3 years, the TPJ assessments for 2021 are reporting **79%** of learners as achieving Early Level in Numeracy, a *fall of 6pp* on the three year average and a *fall of 9pp* on the results in 2018/19. **The National average in 2018/19 was 85%**. Ten (10) schools are reporting a fall in achievement rate at Early Level in Numeracy. Despite the overall fall, St Serfs is reporting an improving trend.



	P1 NUMERACY Early Level		
	SIMD GAP 2021	SIMD GAP 2020 (AV)	SIMD GAP 2019
CLACKS LA TOTAL	-2%	-5%	-8%

The poverty related attainment gap for the authority for 2020/21 is **-3pp**; this means that more learners who live in our more affluent areas are performing better than learners who live in our most deprived areas. However, the gap has **narrowed** since 2018/19.

## CfE vs SNSA

The table opposite details the SNSA results for P1 Numeracy against the TPJ assessments for Numeracy.

[SNSA is primarily a **diagnostic tool** however it is interesting to see the TPJ assessments against the bandings in SNSA].

	P1 NUMERACY						
	Early Level						
	SNSA P1 NUMERACY - % ACHIEVING BAND 1	SNSA P1 NUMERACY - % ACHIEVING BAND 2	SNSA P1 NUMERACY - % ACHIEVING BAND 3	SNSA P1 NUMERACY - % ACHIEVING BAND 4	SNSA P1 NUMERACY - % ACHIEVING BAND 5	SNSA P1 NUMERACY - % ACHIEVING BAND 6	SNSA P1 NUMERACY - % ACHIEVING BANDS 4-6
CLACKS LA TOTAL	1%	8%	24%	29%	21%	14%	64%

	National (Approx)
Band 1	2%
Band 2	6%
Band 3	16%
Band 4	27%
Band 5	24%
Band 6 and above	25%

Opposite is the latest “national” percentage for each banding in Numeracy.

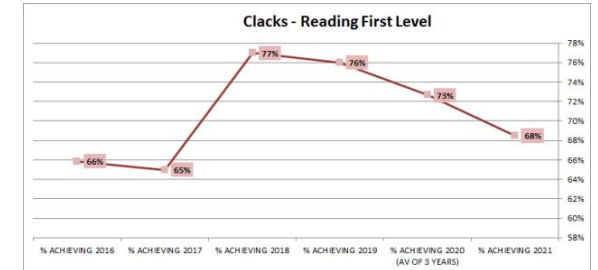
It has been agreed locally that learners in P1 who are achieving **Band 4 and above** in Numeracy are ‘on track’ hence percentages should be considered when comparing achievement levels for CfE. According to the SNSA results **64%** of learners are referred to as being ‘on track’; the percentage of learners achieving Early Level in Numeracy is 79% (Note: these results refer to the same cohort).

Comparing the National averages there are 8 schools in Band 1, 4 reporting higher than the National average; 6 of our schools are above the National average for Band 2 and 11 of our schools are above average for Band 3. Nationally, **76%** of learners fall into the bands 4-6 (on track); 8 of our schools are performing the same or above the National average in SNSA for Numeracy.

## READING – First Level

Using last years figure as an average of the previous 3 years, the TPJ assessments for 2021 are reporting **68%** of learners as achieving First Level in Reading, a *fall of 5pp* on the three year average and a *fall of 8pp* on the results in 2018/19. **The National average in 2018/19 was 78%**. Eleven (11) schools are reporting a fall in achievement rate at First Level in Reading. No school is reporting an improving trend. The poverty related attainment gap for the authority for 2020/21 is **+4pp**; this means that learners who live in our least affluent areas are performing better than learners who live in our least deprived areas. The gap is on par to the gap in 2018/19.

	SIMD GAP 2021	SIMD GAP 2020 (AV)	SIMD GAP 2019
CLACKS LA TOTAL	4%	-6%	2%



## CfE vs SNSA

The table opposite details the SNSA results for P4 Reading against the TPJ assessments for Reading. SNSA is primarily a **diagnostic tool** however it is interesting to see the TPJ assessments against the bandings in SNSA.

It has been agreed locally that learners in P4 who are achieving **Band 7 and above** in Reading are 'on track' hence percentages should be considered when comparing achievement levels for CfE. Opposite is the latest "national" percentage for each banding in Reading.

	National (Approx)
Band 4 and below	13%
Band 5	13%
Band 6	16%
Band 7	20%
Band 8	17%
Band 9 and above	21%

According to the SNSA results only **35%** of learners are referred to as being 'on track'; the percentage of learners achieving First Level is 68% (Note: these results refer to the same learners – learners who are not assessed in TPJ – Code 99 – are not included in the SNSA calculations).

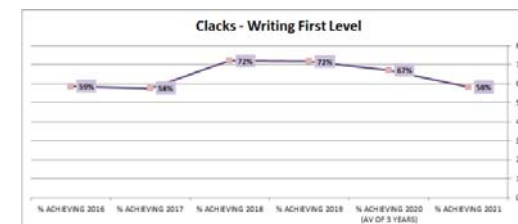
Comparing the National averages all but 2 of our schools have learners in Band 4 & below, 14 reporting higher than the National average; 5 of our schools are above the National average for Band 5 and 7 of our schools are above average for Band 6. Nationally, **58%** of learners fall into the bands 7-9 (on track); only 4 of our schools are performing the same or above the National average in SNSA for Reading.

## WRITING – First Level

Using last years figure as an average of the previous 3 years, the TPJ assessments for 2021 are reporting **58%** of learners as achieving First Level in Writing, a *fall of 9pp* on the three year average and a *fall of 14pp* on the results in 2018/19. **The National average in 2018/19 was 73%**. Almost all (16) schools are reporting a fall in achievement rate at First Level in Writing with no schools reporting any improving trends. The poverty related attainment gap for the authority for 2020/21 is **-17pp**; this means that more learners who live in our more affluent areas are performing better than learners who live in our most deprived areas; the gap has **grown** since 2018/19.

	P4 WRITING First Level		
	SIMD GAP 2021	SIMD GAP 2020 (AV)	SIMD GAP 2019
CLACKS LA TOTAL	-17%	-9%	-7%

	P4 READING First Level						
	SNSA P4 READING - % ACHIEVING BAND 4 & BELOW	SNSA % READING - NO ACHIEVING BANDS 5	SNSA % READING - NO ACHIEVING BANDS 6	SNSA P4 READING - % ACHIEVING BAND 7	SNSA P4 READING - % ACHIEVING BAND 8	SNSA P4 READING - % ACHIEVING BAND 9	SNSA P4 READING - % ACHIEVING BANDS 7-9
CLACKS LA TOTAL	28%	12%	18%	18%	10%	7%	35%



## CfE vs SNSA

The table opposite details the SNSA results for P4 Writing against the TPJ assessments for Writing.

[SNSA is primarily a **diagnostic tool** however it is interesting to see the TPJ assessments against the bandings in SNSA].

	P4 WRITING First Level						
	SNSA P4 WRITING - % ACHIEVING BAND 4 & BELOW	SNSA % WRITING - NO ACHIEVING BAND 5	SNSA P4 WRITING - % ACHIEVING BAND 6	SNSA P4 WRITING - % ACHIEVING BAND 7	SNSA P4 WRITING - % ACHIEVING BAND 8	SNSA P4 WRITING - % ACHIEVING BAND 9	SNSA P4 WRITING - % ACHIEVING BANDS 7-9
CLACKS LA TOTAL	28%	12%	18%	18%	10%	7%	35%

Opposite is the latest “national” percentage for each banding in Writing.

	National (Approx)
Band 4 and below	14%
Band 5	11%
Band 6	20%
Band 7	22%
Band 8	19%
Band 9 and above	14%

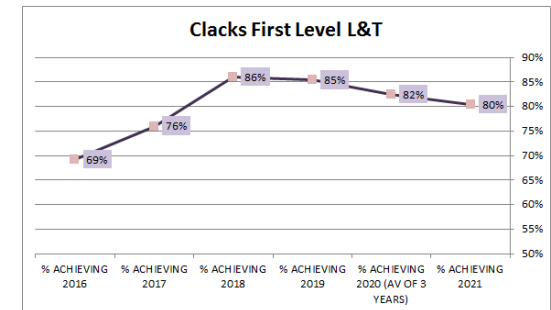
It has been agreed locally that learners in P4 who are achieving **Band 7 and above** in Writing are ‘on track’ hence percentages should be considered when comparing achievement levels for CfE.

According to the SNSA results only **35%** of learners are referred to as being ‘on track’; the percentage of learners achieving First Level in Writing is 58% (Note: these results refer to the same cohort).

Comparing the National averages all but 2 of our schools have learners in Band 4 & below, 14 reporting higher than the National average; 11 of our schools are above the National average for Band 5 and 6 of our schools are above average for Band 6. Nationally, **55%** of learners fall into the bands 7-9 (on track); only 3 of our schools are performing the same or above the National average in SNSA for Writing.

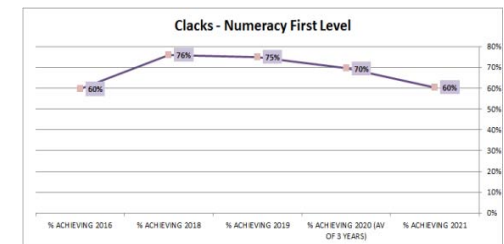
## LISTENING & TALKING- First Level

Using last years figure as an average of the previous 3 years, the TPJ assessments for 2021 are reporting **80%** of learners achieving First Level in Listening & Talking, a *fall of 2pp* on the three year average and a *fall of 5pp* on the results in 2018/19. **The National average in 2018/19 was 85%**. Twelve (12 schools are reporting a fall in achievement rate at First Level in Listening & Talking. No schools are reporting an improving trend.



## NUMERACY – First Level

Using last years figure as an average of the previous 3 years, the TPJ assessments for 2021 are reporting **60%** of students achieving First Level in Numeracy, a *fall of 10pp* on the three year average and a *fall of 15pp* on the results in 2018/19. **The National average in 2018/19 was 77%**. All but 2 schools are reporting a fall in achievement rate at First Level in Numeracy. No schools reporting an improving trend.



	P4 NUMERACY First Level		
	SIMD GAP 2021	SIMD GAP 2020 (AV)	SIMD GAP 2019
CLACKS LA TOTAL	-16%	-5%	-5%

The poverty related attainment gap for the authority for 2020/21 is **-16pp**; this means that more learners who live in our more affluent areas are performing better than learners who live in our most deprived areas; the gap has **grown significantly** since 2018/19.



## CfE vs SNSA

The table opposite details the SNSA results for P4 Numeracy against the TPJ assessments for Numeracy.

[SNSA is primarily a **diagnostic tool** however it is interesting to see the TPJ assessments against the bandings in SNSA].

	P4 NUMERACY First Level						
	SNSA P4 NUMERACY - % ACHIEVING BAND 4 & BELOW	SNSA P4 NUMERACY - % ACHIEVING BANDS 5	SNSA P4 NUMERACY - % ACHIEVING BANDS 6	SNSA P4 NUMERACY - % ACHIEVING BAND 7	SNSA P4 NUMERACY - % ACHIEVING BAND 8	SNSA P4 NUMERACY - % ACHIEVING BAND 9	SNSA P4 NUMERACY - % ACHIEVING BANDS 7-9
CLACKS LA TOTAL	17%	25%	27%	17%	7%	3%	27%

	National (Approx)
Band 4 and below	6%
Band 5	14%
Band 6	24%
Band 7	27%
Band 8	18%
Band 9 and above	11%

Opposite is the latest “national” percentage for each banding in Numeracy.

It has been agreed locally that children in P4 who are achieving **Band 7 and above** in Numeracy are ‘on track’ hence percentages should be considered when comparing achievement levels for CfE.

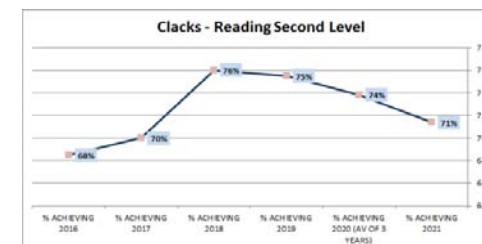
According to the SNSA results only **27%** of children are referred to as being ‘on track’; the percentage of children achieving First Level in Numeracy is 60% (Note: these results refer to the same children).

Comparing the National averages all but 2 of our schools have learners in Band 4 & below, 13 reporting the same or higher than the National average; 15 of our schools are the same or above the National average for Band 5 and 11 of our schools are the same or above average for Band 6. Nationally, **56%** of learners fall into the bands 7-9 (on track); only 2 of our schools are performing the same or above the National average in SNSA for Writing.

## READING – Second Level

Using last years figure as an average of the previous 3 years, the TPJ assessments for 2021 are reporting **71%** of learners as achieving Second Level in Reading, a *fall of 3pp* on the three year average and a *fall of 4pp* on the results in 2018/19. **The National average in 2018/19 was 80%.**

Nine (9) schools are reporting a fall in achievement rate at Second Level in Reading. No school is reporting an improving trend; however Muckhart PS is still reporting 100% achievement (note: small cohort size).



	P7 READING Second Level		
	SIMD GAP 2021	SIMD GAP 2020 (AV)	SIMD GAP 2019
CLACKS LA TOTAL	-5%	-13%	-12%

Despite the fall in achievement rate, the poverty related attainment gap for the authority for 2020/21 narrowed to **-5pp**; this means that learners who live in our more affluent areas are performing better than learners who live in our least deprived areas. The gap is smaller than in 2018/19.

### CfE vs SNSA

The table opposite details the SNSA results for P7 Reading against the TPJ assessments for Reading. SNSA is primarily a **diagnostic tool** however it is interesting to see the TPJ assessments against the bandings in SNSA.

Opposite is the latest “national” percentage in Reading.

It has been agreed locally that learners in P7 who are achieving **Band 9 and above** in Reading are ‘on track’ hence percentages should be considered when comparing achievement levels for CfE.

According to the SNSA results only **48%** of learners are referred to as being ‘on track’; the percentage of learners achieving Second Level is 71%.

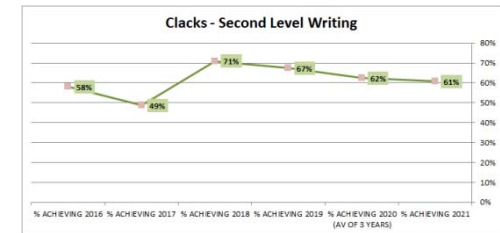
Comparing the National averages all but 3 of our schools have learners in Band 6 & below; 8 reporting the same or higher than the National average; 13 of our schools are the same or above the National average for Band 7 and 14 of our schools are the same or above average for Band 8. Nationally, **64%** of learners fall into the bands 9-11 (on track); 4 of our schools are performing the same or above the National average in SNSA for Reading.

P7 READING Second Level							
	SNSA P7 READING - % ACHIEVING BAND 6 & BELOW	SNSA P7 READING - % ACHIEVING BAND 7	SNSA P7 READING - % ACHIEVING BAND 8	SNSA P7 READING - % ACHIEVING BAND 9	SNSA P7 READING - % ACHIEVING BAND 10	SNSA P7 READING - % ACHIEVING BAND 11	SNSA P7 READING - % ACHIEVING BANDS 9-11
CLACKS LA TOTAL	8%	15%	25%	27%	14%	7%	48%
	Band 6 and below						6%
	Band 7						11%
	Band 8						19%
	Band 9						30%
	Band 10						17%
	Band 11 and above						17%

### WRITING – Second Level

Using last years figure as an average of the previous 3 years, the TPJ assessments for 2021 are reporting **61%** of learners as achieving Second Level in Writing, a *fall of 1pp* on the three year average and a *fall of 6pp* on the results in 2018/19.

The National average in 2018/19 was **74%**. Nine (9) schools are reporting a fall in achievement rate at Second Level in Writing with no schools reporting any improving trends.



P7 WRITING Second Level			
	SIMD GAP 2021	SIMD GAP 2020 (AV)	SIMD GAP 2019
CLACKS LA TOTAL	-9%	-13%	-13%

The poverty related attainment gap for the authority for 2020/21 is **-9pp**; this means that more learners who live in our more affluent areas are performing better than learners who live in our most deprived areas. Despite no overall improvement in achievement rate, the poverty-related attainment gap has **narrowed** since 2018/19.

### CfE vs SNSA

The table opposite details the SNSA results for P7 Writing against the TPJ assessments for Writing.

[SNSA is primarily a **diagnostic tool** however it is interesting to see the TPJ assessments against the bandings in SNSA].

P7 WRITING Second Level							
	SNSA P7 WRITING - % ACHIEVING BAND 6 & BELOW	SNSA P7 WRITING - % ACHIEVING BAND 7	SNSA P7 WRITING - % ACHIEVING BAND 8	SNSA P7 WRITING - % ACHIEVING BAND 9	SNSA P7 WRITING - % ACHIEVING BAND 10	SNSA P7 WRITING - % ACHIEVING BAND 11	SNSA P7 WRITING - % ACHIEVING BANDS 9-11
CLACKS LA TOTAL	8%	15%	25%	27%	14%	7%	48%

	National (Approx)
Band 6 and below	6%
Band 7	11%
Band 8	23%
Band 9	33%
Band 10	19%
Band 11 and above	8%

Opposite is the latest “national” percentage for each banding in Writing.

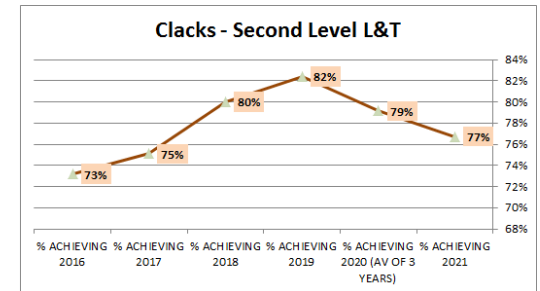
It has been agreed locally that learners in P7 who are achieving **Band 9 and above** in Writing are ‘on track’ hence percentages should be considered when comparing achievement levels for CfE.

According to the SNSA results only **48%** of learners are referred to as being ‘on track’; the percentage of learners achieving Second Level in Writing is 61% (Note: these results refer to the same cohort). Comparing the National averages all but 3 of our schools have learners in Band 6 & below; 8 reporting the same or higher than the National average; 13 of our schools are the same or above the National average for Band 7 and 12 of our schools are the same or above average for Band 8. Nationally, **60%** of learners fall into the bands 9-11 (on track); 6 of our schools are performing the same or above the National average in SNSA for Writing.

### LISTENING & TALKING- Second Level

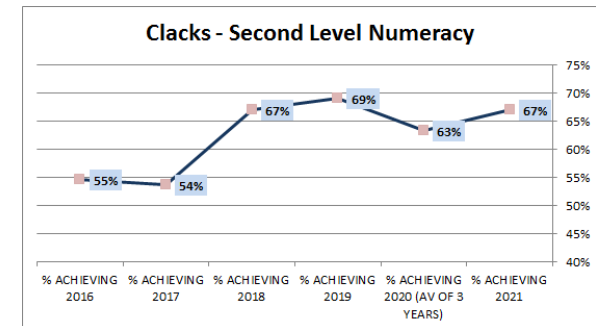
Using last years figure as an average of the previous 3 years, the TPJ assessments for 2021 are reporting **77%** of learners achieving Second Level in Listening & Talking, a *fall of 2pp* on the three year average and a *fall of 5pp* on the results in 2018/19.

The National average in 2018/19 was 86%. Five (5) schools are reporting a fall in achievement rate at Second Level in Listening & Talking. No schools are reporting an improving trend.



### NUMERACY – Second Level

Using last years figure as an average of the previous 3 years, the TPJ assessments for 2021 are reporting **67%** of students achieving Second Level in Numeracy, a *fall of 4pp* on the three year average and a *fall of 2pp* on the results in 2018/19. The National average in 2018/19 was 76%. Seven (7) schools are reporting a fall in achievement rate at Second Level in Numeracy. No schools are reporting an improving trend.



	P7 NUMERACY Second Level		
	SIMD GAP 2021	SIMD GAP 2020 (AV)	SIMD GAP 2019
CLACKS LA TOTAL	0%	-18%	-19%

Despite the fall in achievement rate, there is no poverty related attainment gap for the authority for 2020/21 in Second Level Numeracy, meaning that learners from our most and least deprived areas achievement the same. This differs

from previous years.

## CfE vs SNSA

The table opposite details the SNSA results for P7 Numeracy against the TPJ assessments for Numeracy.

[SNSA is primarily a **diagnostic tool** however it is interesting to see the TPJ assessments against the bandings in SNSA].

Opposite is the latest “national” percentage for each banding in Numeracy.

	National (Approx)
Band 6 and below	5%
Band 7	13%
Band 8	27%
Band 9	25%
Band 10	16%
Band 11 and above	14%

It has been agreed locally that children in P7 who are achieving **Band 9 and above** in Numeracy are ‘*on track*’ hence percentages should be considered when comparing achievement levels for CfE.

According to the SNSA results only **36%** of children are referred to as being ‘on track’; the percentage of children achieving Second Level in Numeracy is 67% (Note: these results refer to the same children).

Comparing the National averages all but 3 of our schools have learners in Band 6 & below; 12 reporting the same or higher than the National average; 13 of our schools are the same or above the National average for Band 7 and 11 of our schools are the same or above average for Band 8. Nationally, **55%** of learners fall into the bands 9-11 (on track); only 3 of our schools are performing the same or above the National average in SNSA for Numeracy.

	P7 NUMERACY Second Level						
	SNSA P7 NUMERACY - % ACHIEVING BAND 6 & BELOW	SNSA P7 NUMERACY - % ACHIEVING BAND 7	SNSA P7 NUMERACY - % ACHIEVING BAND 8	SNSA P7 NUMERACY - % ACHIEVING BAND 9	SNSA P7 NUMERACY - % ACHIEVING BAND 10	SNSA P7 NUMERACY - % ACHIEVING BAND 11	SNSA P7 NUMERACY - % ACHIEVING BANDS 9-11
CLACKS LA TOTAL	9%	20%	31%	22%	8%	6%	36%

Improvement in attainment, particularly in literacy & numeracy

Closing the attainment gap between the most and least disadvantaged children

Increase the percentage of young people achieving at SCQF Levels in English & Maths

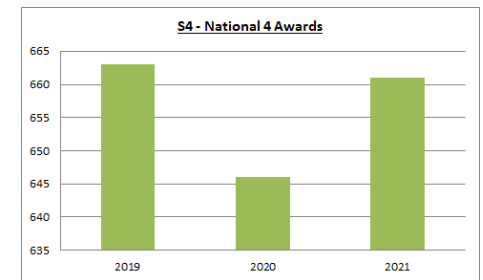
## SENIOR PHASE

### NATIONAL 2 & 3 AWARDS

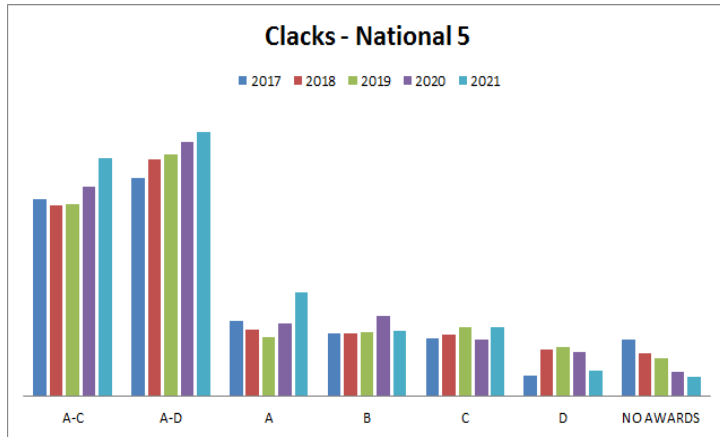
Overall there is a *slight fall* in the number of National 2 & 3 awards across the authority in 2021 with falls across all three secondary schools. However young people who attended **Secondary School Support Service** in 2021 achieved significantly more National 3 awards than in previous years (3x more than in 2020). These awards included Application of Mathematics, English, Biology, Chemistry & Physics and Practical Craft Skills.

### NATIONAL 4 AWARDS

More than 2% increase in the number of National 4 awards achieved by young people in S4; with increases in both English & Mathematics (including Application of Mathematics). Subjects including Business, Computing Science, History & Practical Cookery all reporting more young people achieving National 4 awards in 2021 compared to previous years.



## NATIONAL 5



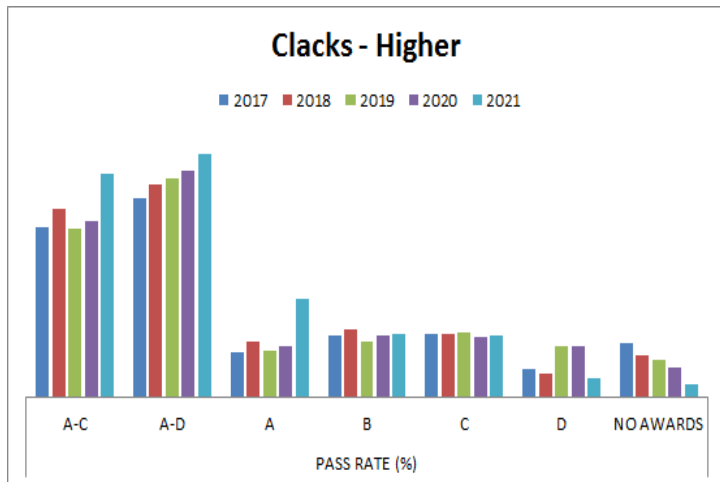
**Increase** in pass rate at A-C and A-D from 74.1% in 2019/20 to **84.2%** in 2020/21 in A-C passes, continuing a three year improving trend.

More than a third of students achieving an 'A' pass in 2020/21 (36.5%), an *increase* of almost 11 percentage points [pp] on the previous year.

[Fall in No Awards in 2020/21]

NATIONAL 5	PASS RATE (%)						
	A-C	A-D	A	B	C	D	NO AWARDS
2017	69.6%	77.0%	26.7%	22.3%	20.7%	7.4%	20.0%
2018	67.5%	83.9%	23.4%	22.2%	21.9%	16.4%	15.2%
2019	68.1%	85.6%	20.9%	22.7%	24.5%	17.5%	13.5%
2020	74.1%	89.9%	25.7%	28.6%	19.9%	15.8%	8.5%
2021	84.2%	93.3%	36.5%	23.2%	24.5%	9.1%	6.7%

## HIGHER



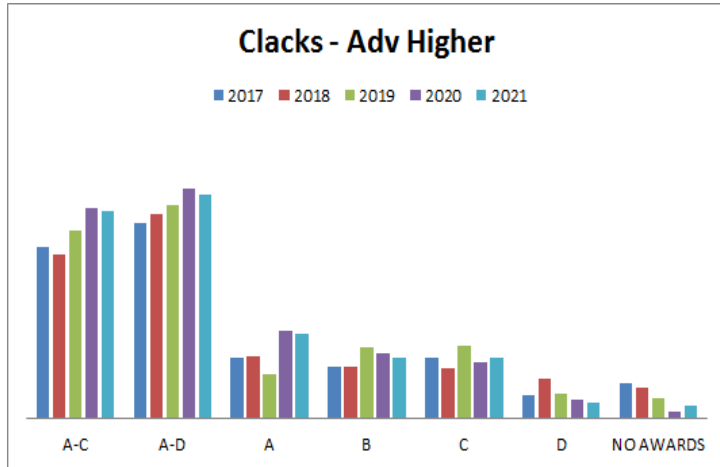
**Increase** in pass rate at A-C and A-D from 68.4% in 2019/20 to **87.1%** in 2020/21 in A-C passes.

Almost 40% of students achieving an 'A' pass in 2020/21 (38.4%), an *increase* of 18.1pp on the previous year.

[Fall in No Awards in 2020/21]

HIGHER	PASS RATE (%)						
	A-C	A-D	A	B	C	D	NO AWARDS
2017	66.4%	77.4%	17.8%	24.0%	24.6%	11.1%	21.3%
2018	73.3%	82.9%	21.7%	26.7%	25.0%	9.6%	16.7%
2019	65.4%	85.3%	18.1%	21.7%	25.6%	20.0%	14.7%
2020	68.4%	88.3%	20.3%	24.2%	23.8%	19.9%	11.7%
2021	87.1%	94.6%	38.4%	24.5%	24.2%	7.5%	5.4%

## ADVANCED HIGHER



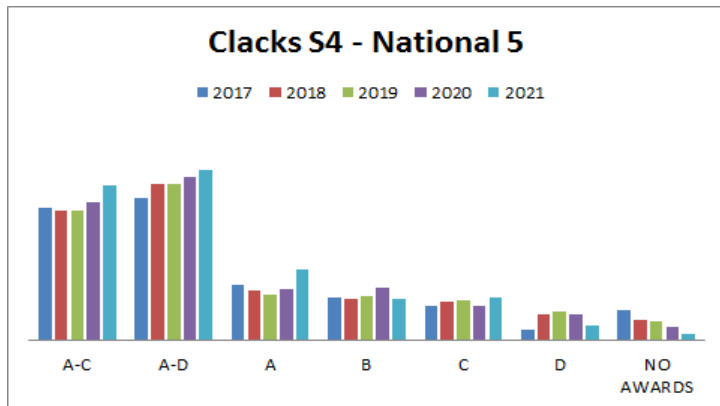
**Fall** in pass rate at A-C & A-D from 88.7% in 2019/20 to **87.7%** in 2020/21 in A-C passes (a fall of 1pp).

Despite the overall fall there is an *increase* in 'C' passes with a quarter of students achieving this pass rate at Advanced Higher.

[Increase in No Awards in 2020/21]

ADV HIGHER	PASS RATE (%)						
	A-C	A-D	A	B	C	D	NO AWARDS
2017	72.8%	82.4%	25.6%	21.6%	25.6%	9.6%	15.2%
2018	69.7%	86.2%	26.2%	22.1%	21.4%	16.6%	13.1%
2019	79.6%	90.1%	18.5%	30.2%	30.9%	10.5%	8.6%
2020	88.7%	97.0%	36.8%	27.8%	24.1%	8.3%	3.0%
2021	87.7%	94.4%	35.8%	25.9%	25.9%	6.8%	5.6%

## S4 COHORT -NATIONAL 5



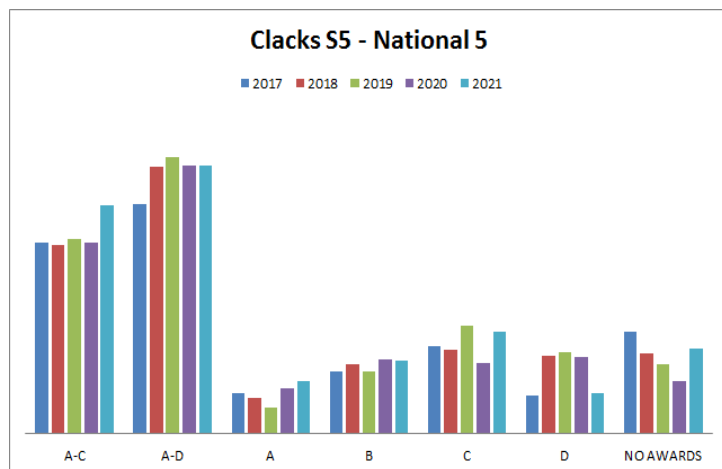
**Increase** in pass rate at A-C and A-D for the overall S4 Cohort from 78.3% in 2019/20 to **88%** in 2020/21 in A-C passes.

More than 40% of students achieving an 'A' pass in 2020/21 (40.3%), an *increase* of almost 12pp on the previous year.

[Fall in No Awards in 2020/21]

NATIONAL 5	PASS RATE (%)						
	A-C	A-D	A	B	C	D	NO AWARDS
2017	75.1%	81.2%	31.4%	24.5%	19.2%	6.1%	17.1%
2018	73.9%	88.9%	28.4%	23.5%	22.0%	15.0%	11.1%
2019	73.4%	89.3%	25.7%	24.7%	23.0%	15.9%	10.4%
2020	78.3%	92.9%	28.7%	30.0%	19.7%	14.6%	7.1%
2021	88.0%	96.6%	40.3%	23.8%	23.9%	8.6%	3.4%

## S5 COHORT – NATIONAL 5



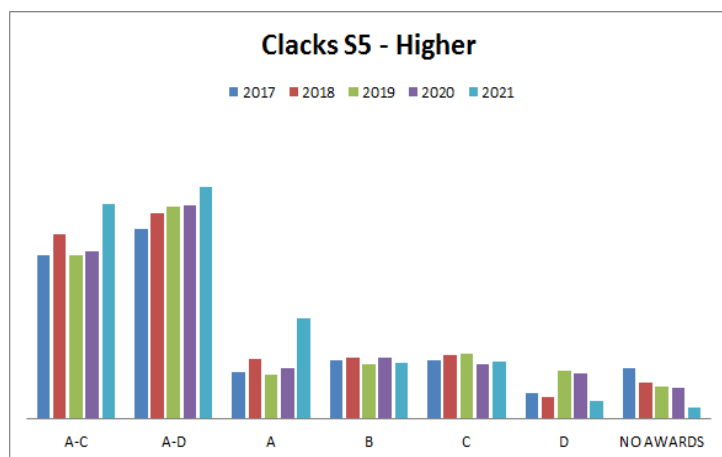
**Increase** in pass rate at A-C but not at A-D for the overall S5 Cohort. Pass rate for A-C is **64.5%**, an *increase* of 10.6pp on the previous year.

15% of students achieving an 'A' pass in 2020/21, an *increase* of 2.2pp on the previous year.

[Increase in No Awards in 2020/21]

NATIONAL 5	PASS RATE (%)						
	A-C	A-D	A	B	C	D	NO AWARDS
2017	54.0%	65.0%	11.5%	17.7%	24.8%	11.0%	28.8%
2018	53.4%	75.5%	10.0%	19.7%	23.8%	22.1%	22.6%
2019	55.1%	78.2%	7.3%	17.5%	30.4%	23.1%	19.7%
2020	53.9%	75.7%	12.8%	21.2%	19.9%	21.8%	15.0%
2021	64.5%	75.9%	15.0%	20.5%	29.0%	11.4%	24.1%

## S5 COHORT – HIGHER



**Increase** in pass rate at A-C & A-D from 68.7% in 2019/20 to **88.4%** in 2020/21 in A-C passes (higher pass rate in the S5 Cohort than overall).

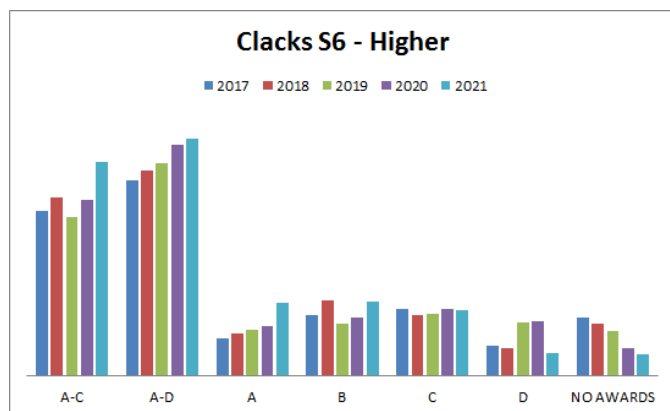
More than 40% of students achieving an 'A' pass in 2020/21 (41.5%), an *increase* of 20.5pp on the previous year.

[Fall in No Awards in 2020/21]

HIGHER	PASS RATE (%)						
	A-C	A-D	A	B	C	D	NO AWARDS
2017	67.4%	78.1%	19.3%	24.2%	24.0%	10.7%	20.6%
2018	75.6%	84.6%	24.5%	25.0%	26.1%	9.0%	14.8%
2019	67.4%	86.9%	18.1%	22.6%	26.7%	19.5%	13.1%
2020	68.7%	87.5%	21.0%	25.2%	22.5%	18.8%	12.5%
2021	88.4%	95.5%	41.5%	23.2%	23.7%	7.1%	4.5%



## S6 COHORT –HIGHER



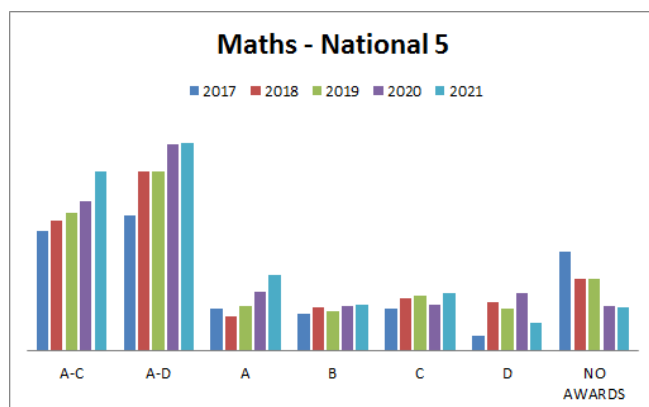
**Increase** in pass rate at A-C and A-D from 68.4% in 2019/20 to **82.9%** in 2020/21 in A-C passes.

More than a quarter of students achieving an 'A' pass in 2020/21 (28.5%), an *increase* of 9pp on the previous year.

[fall in no awards in 2020/21]

HIGHER	PASS RATE (%)						
	A-C	A-D	A	B	C	D	NO AWARDS
2017	64.0%	75.9%	14.5%	23.5%	26.0%	11.9%	22.8%
2018	69.2%	79.7%	16.6%	29.2%	23.4%	10.6%	20.1%
2019	61.6%	82.5%	17.7%	20.0%	23.8%	20.9%	17.5%
2020	68.2%	89.4%	19.5%	22.7%	26.0%	21.2%	10.6%
2021	82.9%	91.8%	28.5%	28.8%	25.6%	8.9%	8.2%

## MATHS – NATIONAL 5



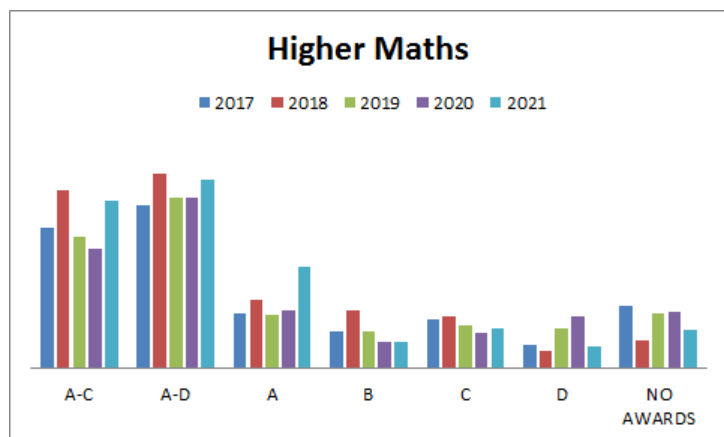
**Increase** in Maths National 5 awards across the authority with pass rate improving from 59.4% to **71.6%** with higher pass rates across all awards A- C.

[The percentage of No Awards is high but lower than in previous years].

National 5 Mathematics does not include Applications of Mathematics which is a new course offered to students across all three secondary schools.

MATHS NAT 5	PASS RATE (%)						
	A-C	A-D	A	B	C	D	NO AWARDS
2017	47.7%	53.7%	16.6%	14.4%	16.6%	6.0%	39.5%
2018	52.0%	71.4%	13.8%	17.2%	20.9%	19.4%	28.6%
2019	54.8%	71.3%	17.5%	15.6%	21.7%	16.6%	28.7%
2020	59.4%	82.4%	23.4%	17.6%	18.4%	23.0%	17.6%
2021	71.6%	82.7%	30.3%	18.3%	23.1%	11.1%	17.3%

## HIGHER MATHS



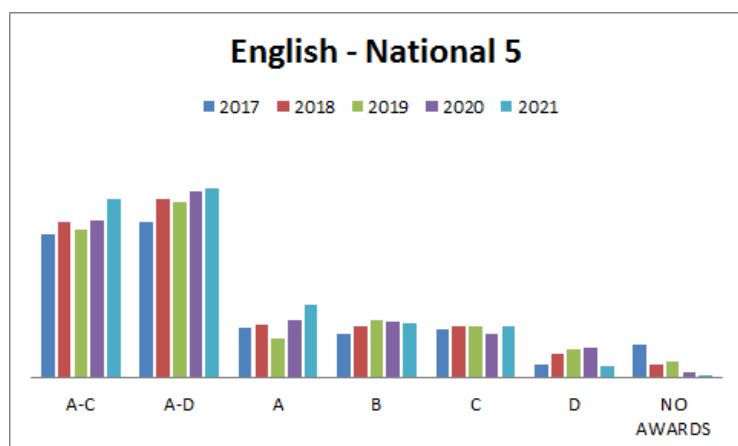
**Increase** in Higher Maths across the authority with pass rate improving from 52.9% to **73.8%** with higher pass rates across all awards 'A' & 'C', fall a 'B'.

*Significant increase* in the percentage of students gaining 'A' pass from 25.5% in 2019/20 to **44.9%** in 2020/21, an *increase* of 19.4pp.

[Fall in No Awards].

HIGHER MATHS	PASS RATE (%)						
	A-C	A-D	A	B	C	D	NO AWARDS
2017	62.1%	72.4%	24.1%	16.4%	21.6%	10.3%	27.6%
2018	78.6%	86.3%	29.9%	25.6%	23.1%	7.7%	12.0%
2019	57.9%	75.7%	23.4%	15.9%	18.7%	17.8%	24.3%
2020	52.9%	75.5%	25.5%	11.8%	15.7%	22.5%	24.5%
2021	73.8%	83.2%	44.9%	11.2%	17.8%	9.3%	16.8%

## ENGLISH – NATIONAL 5



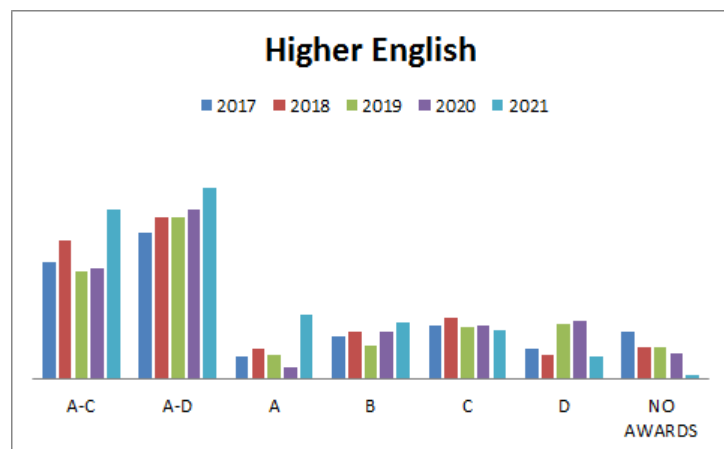
**Increase** in English National 5 awards across the authority with pass rate improving from 81.4% to **92.8%** with higher pass rates across all awards A & C.

Almost 40% of students who sat National 5 English are awarded an 'A' pass (38.2%).

[Fall in No Awards].

ENGLISH NAT 5	PASS RATE (%)						
	A-C	A-D	A	B	C	D	NO AWARDS
2017	74.2%	80.8%	26.0%	23.0%	25.3%	6.6%	17.3%
2018	80.7%	93.2%	27.3%	26.4%	27.0%	12.5%	6.8%
2019	76.8%	91.4%	20.3%	29.8%	26.6%	14.6%	8.0%
2020	81.4%	96.9%	29.8%	29.3%	22.4%	15.5%	3.1%
2021	92.8%	98.6%	38.2%	28.1%	26.5%	5.8%	1.4%

## HIGHER ENGLISH



**Significant increase** in Higher English across the authority with pass rate improving from 57.3% to **87%**; an *increase* of 29.7pp, with higher pass rates across awards 'A' & 'B'.

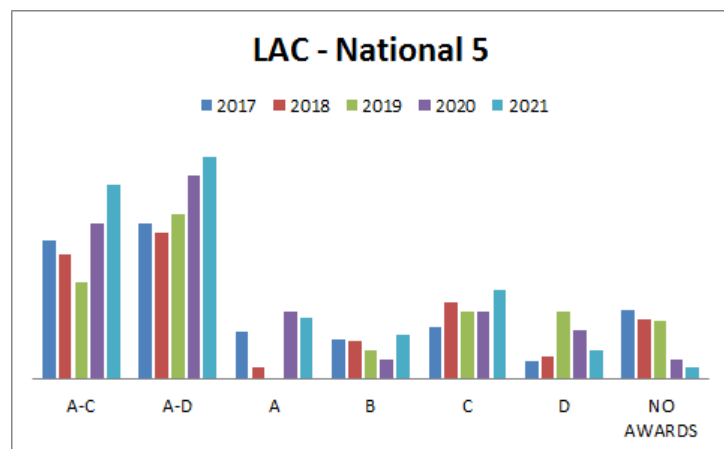
*Significant increase* in the percentage of students gaining 'A' pass from 5.5% in 2019/20 to 33.1% in 2020/21, an *increase* of 27.6pp.

[Fall in No Awards].

HIGHER ENGLISH	PASS RATE (%)						
	A-C	A-D	A	B	C	D	NO AWARDS
2017	59.8%	75.5%	11.1%	21.6%	27.1%	15.7%	24.5%
2018	71.0%	83.4%	15.2%	24.4%	31.4%	12.4%	16.6%
2019	55.8%	83.6%	11.9%	17.1%	26.8%	27.9%	16.4%
2020	57.3%	87.4%	5.5%	24.1%	27.7%	30.0%	12.6%
2021	87.0%	98.1%	33.1%	29.0%	24.9%	11.2%	1.9%

## Overall – LAC: Home & Away

### NATIONAL 5



**Significant Increase** in pass rate at A-C and A-D from 66.7% in 2019/20 to **88.3%** in 2020/21 in A-C passes; an increase of 16.6 percentage points [pp] on the previous year and higher than the authority pass rate (84.2%). [Cohort size: 15 students – across all 3 cohorts]

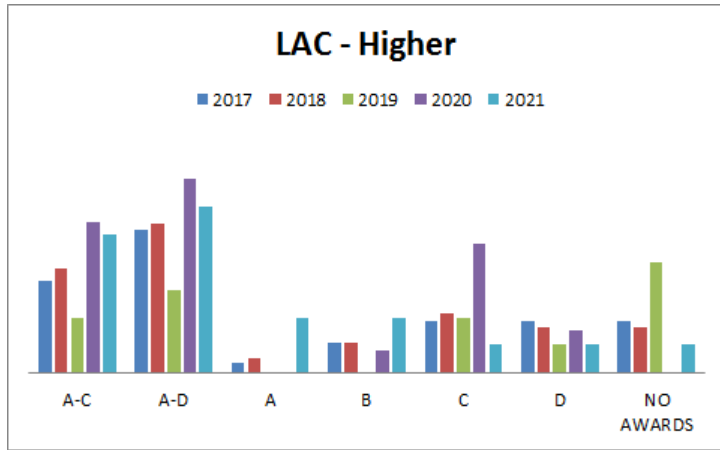
Fourteen (14) out of the 15 LAC students achieved at least one

National 5 qualification with one achieving 6 National 5 qualifications and two students achieving 4 National 5 qualifications. Subjects passed include Administration & IT (1 student), Applications of Mathematics (3 students), Art & Design (3 students), Biology (1 student), Business Management (1 student), Design & Manufacture (1 student), English (8 students), Graphic Communication (2 students), History (1 student), Mathematics (1 student), Modern Studies (1 student), Music (4

students), Physical Education (5 students), Practical Cookery (1 student) and Practical Metalworking (2 students). Despite a fall, over a quarter of LAC students (6 students – 11 qualifications) achieving an 'A' pass in 2020/21 (26.2%), a fall of 3pp on the previous year.[Fall in No Awards in 2020/21]

NATIONAL 5	PASS RATE (%)						
	A-C	A-D	A	B	C	D	NO AWARDS
2017	59.3%	66.7%	20.4%	16.7%	22.2%	7.4%	29.6%
2018	53.5%	62.8%	4.7%	16.3%	32.6%	9.3%	25.6%
2019	41.7%	70.8%	0.0%	12.5%	29.2%	29.2%	25.0%
2020	66.7%	87.5%	29.2%	8.3%	29.2%	20.8%	8.3%
2021	83.3%	95.2%	26.2%	19.0%	38.1%	11.9%	4.8%

## HIGHER

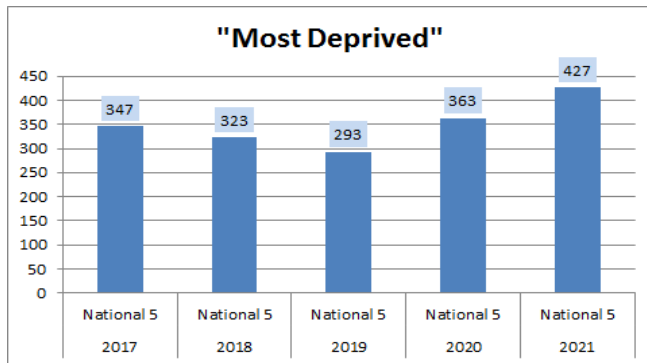


**Fall** in pass rate at A-C and A-D from 77.8% in 2019/20 to **71.4%** in 2020/21 in A-C passes; lower than the authority pass rate – 87.1%). Cohort size: 2 students achieving a total of 5 out of 7 Higher passes presented - Physical Education (1 student), Music (2 students), English (1 student) and Art & Design (1 student).

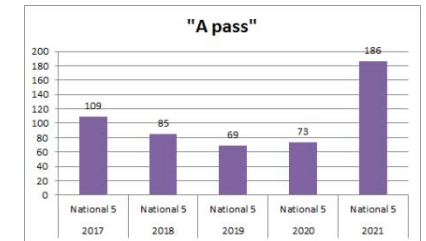
[Increase in No Awards in 2020/21]

LAC - HIGHER	PASS RATE (%)						
	A-C	A-D	A	B	C	D	NO AWARDS
2017	47.4%	73.7%	5.3%	15.8%	26.3%	26.3%	26.3%
2018	53.8%	76.9%	7.7%	15.4%	30.8%	23.1%	23.1%
2019	28.6%	42.9%	0.0%	0.0%	28.6%	14.3%	57.1%
2020	77.8%	100.0%	0.0%	11.1%	66.7%	22.2%	0.0%
2021	71.4%	85.7%	28.6%	28.6%	14.3%	14.3%	14.3%

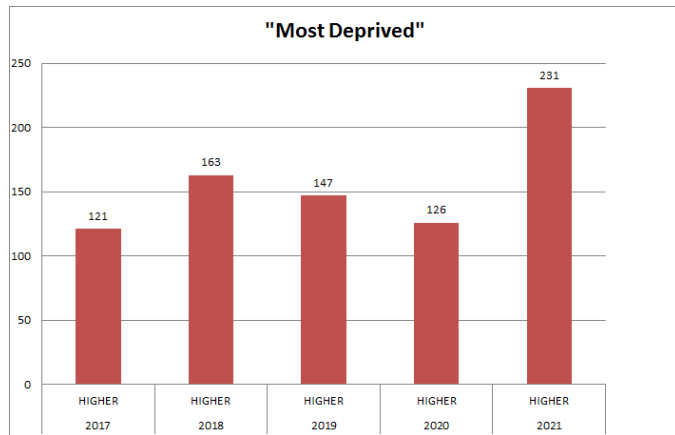
## National 5 – Learners who live in SIMD 1&2



The chart opposite illustrates the improvement in the number of National 5 awards learners who live in our most deprived areas over the last 5 years, mirroring the improving trend overall. The smaller chart illustrates the number of of "A" pass awards; a significant improvement.



## Highers – Learners who live in SIMD 1&2



The chart opposite illustrates the improvement in the number of Higher awards learners who live in our most deprived areas over the last 5 years. In 2020/21 there is a significant improvement in the number of Highers awarded to learners from our most deprived areas.

Improvement in employability skills and sustained, positive school leaver destinations

Increase initial positive destination rate

All school leavers

## Positive Destinations

The percentage of school leavers who entered an *initial positive destination* continued to improve in 2019/20 with a high of **96.5%**, higher than the VC and, for the first time, higher than the National average.

Continuing a 4 year improving trend, 34% entered further education and 31% entered higher education; higher than the previous year.

Of the school leavers living in our most deprived areas (SIMD Q1), 97.1% entered a positive destination. This is a significant improvement on the previous year where it was 92.5%. This figure is also higher than both the VC (87.9%) and the National average (90%).

Of the school leavers who live in our most deprived areas, over 60% entered either Further Education (42%) or Higher Education (19%), 16.6% entered employment and more than double the previous year entered training, 19.4% - all improvement on the previous year.

**Looked After Children - Destinations:** The percentage of LAC entering positive destinations in 2019/20 was 100% [a cohort size of 15 young people]. This is an **improvement** on the previous year where 84.2% entered a positive destination; (a cohort size of 19 young people). More than half entered Further Education and a third started a training course; an improvement on the previous year.

## Participation Rate

The Annual Participation Measure is a National Performance Framework indicator - "Percentage of young adults (16-19 year olds) participating in education, training or employment".

For the year 2019/20 there was improvement in the percentage of school leavers who remained in education and in training. However, the overall Participation Rate fell to **89.3%**, a 0.8 percentage point (pp) fall compared to 2018/19 (90.1%) and 2.8 pp lower than the Scottish average (92.1%).

As highlighted, despite the overall fall, the percentage in education rose to **65%** from 63.2% (although this is much lower than the Scottish average at 72%), and in training – increasing from 2.4% to 2.7%, higher than the Scottish average at 1.8%.

Upon further examination, the overall fall can be attributed to a fall in school leavers in employment (from 24.6% to 21.7%); still higher than the Scottish average of 18.3%.

The difference in the Participation Rate in Clackmannanshire compared to the National rate (Scottish average) is reflective of the current challenges faced by education. Traditionally there are still a high number of school leavers who enter employment rather than go onto any further study.

## **School Wider Achievement**

The School Wider Achievement Programme (SWAP) is the Education Community Learning and Development's contribution to the Flexible Learning; Individual Pathways (FLIP and FLIP+) programmes, where 1:1 key worker support and group work programmes are provided.

During the 2019/20 academic year, 19 young people were referred to the programme through GIRFEC Discussion Forum (GDF) and Internal Resource Group (IRG).

In term 1 of academic year 2020/21, the number of young people supported by the FLIP programme has **increased by 63%**, compared to the previous year.

- Jumpstart Employability Programme (JEP): In March 2020, there were 39 young people on the Jumpstart Employability Programme (JEP) [previously Activity Agreements]. Learners participating in this programme achieve SQA qualifications in areas such as Practical Abilities; Self & Work; Self Awareness and Volunteering.

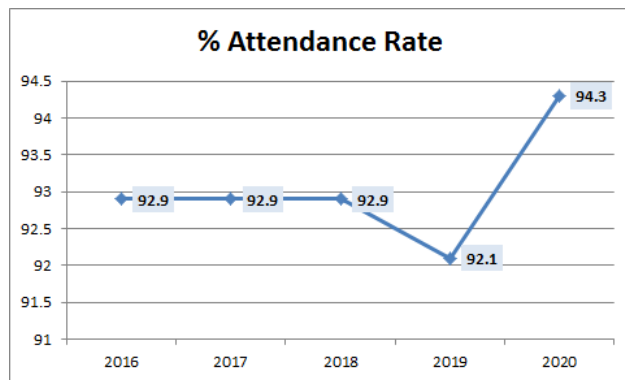
Improvement in attainment, particularly in literacy & numeracy

Closing the attainment gap between the most and least disadvantaged children

Increase the Attendance Rate

Reduce the rate of exclusions

## Attendance



The academic year 2020/21 due to the COVID-19 Pandemic resulted in school lockdowns and many learners having to self isolate. Despite this, the overall attendance rate improved to **94.3%**. (Attendance was coded to take cognisance of children & young people having to home learn/self isolate). The dip in attendance in 2019/20 can be accounted for absence related to COVID-19.

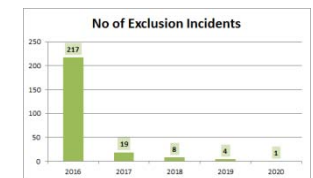
The latest published average attendance figures are for 2018/19 where across both our primary & secondary schools the attendance rate was **92.9%**, similar to the Scottish average of 93.0%.

**Most deprived areas:** Attendance for learners from SIMD 1&2 is 92%, lower than the authority average but compared to previous years it is higher by almost 2 percentage points (the gap between the two rates has remained similar).

## Exclusions

Since the introduction of a new exclusion policy across the authority our exclusions have remained low and are lower than the national average.

At the end of 2020/21 there was 1 exclusion incident across Clackmannanshire Schools. This continues the falling trend being reported across all our schools.





# Clackmannanshire Children's Services Plan

2021/24

DRAFT



**DRAFT**



**Clackmannanshire  
Council**

[www.clacks.gov.uk](http://www.clacks.gov.uk)

Comhairle Siorrachd  
Chlach Mhanann

## Introduction

Welcome to the Children's Services Plan 2021-2024 for Clackmannanshire. Our plan sets out our shared vision, aspirations and ambitions and our collective promise to focus our key priorities on the areas that matters to children, young people and their families in order to achieve the required change that will make a meaningful difference to improving their lives.

The plan delivers on our requirement under the [Children and Young Persons \(Scotland\) Act 2014](#) to set out how services are provided locally in the way which:

- ❖ Best safeguards, supports and promotes the wellbeing and rights of children
- ❖ Ensures that any action to meet needs is taken at the earliest appropriate time and that, where appropriate, action is taken to prevent needs arising
- ❖ Is most integrated from point of view of recipients
- ❖ Constitutes the best use of available resources
- ❖ Takes into account children and young people's voice and influence

This plan has been developed in collaboration with community planning partners including Clackmannanshire Council, NHS Forth Valley, the Scottish Fire and Rescue Service, Police Scotland, Clackmannanshire Third Sector Interface, the Scottish Children's Reporter Administration and a range of other agencies in the local community.

Our plan for 2021-24 has been informed by self-evaluation, feedback from engagement with stakeholders and data and evidence that we have about the Clackmannanshire area and about what is important to our children, young people and families. It is also informed by key national priorities including Getting it right for every child (GIRFEC), The Promise and the United Nation Convention on the Rights of the Child.

## **Our Vision; Principles; Aims and Priorities**

Overall in Clackmannanshire there is a high quality of life and people enjoy living here but there are challenges and significant variations across our different communities. We are ambitious for all our children and young people regardless of where they live and their circumstances. We know that we need to continue to invest and upscale in universal family support services, whilst also concentrating our collective efforts to provide more targeted intensive support in order to address the challenges that exist in our most disadvantaged communities.

Tackling poverty and reducing inequality is a key priority for Clackmannanshire and this plan will contribute to our work to reduce inequality, poverty, material disadvantage and economic inequality across all areas of children's lives. Living in poverty is a very real problem for a significant proportion of children and families in our area. These children are at a greater disadvantage from birth than children growing up in some of our more affluent communities. We will continue to be persistent with our commitment to tackling poverty and mitigating its impact for children, families and communities.

We are also ambitious for our children and young people and want them to have access to opportunities that will maximise their life experiences and potential as they move into adulthood. Whether that is maximising their potential in learning or higher education, other achievements and positive destinations, access to high quality leisure and sport programmes and facilities or engaging in local democracy and helping to shape services, partners in Clackmannanshire want the best for our young people. This ambition is captured in our vision set out below.

### **Our Vision**

***We want Clackmannanshire to be a great place for children and young people to grow up. We will do this by ensuring they have the best opportunities and life chances; experience a safe and happy childhood; develop positive wellbeing and can access high quality learning and development opportunities.***

### **Our Principles**

Central to our approach is 'Getting it right for every child' (GIRFEC) which puts the needs of our children, young people and their families at the centre of all our work, to better help all our children and young people to grow up loved, safe and respected so that they realise their full potential. Our commitment to early intervention and prevention will be realised through holistic, accessible support for families, characterised by the [10 family support principles](#):

- Community Based
- Responsive and Timely
- Work with Family Assets
- Empowerment and Agency
- Flexible
- Holistic and Relational
- Therapeutic
- Non-Stigmatising
- Patient and Persistent
- Underpinned by Children's Rights

The **core principles** set out in The Promise are also central to this plan and reflect the themes that were interwoven throughout the [Independent Care Review for Scotland](#) affecting every aspect of children and families' lives:

- **What matters to children and families** will be the highest priority and the cornerstone of how our services will operate.
- **Listening** to children and families will be embedded into all practices and processes that engage with children and families.
- **Poverty** and our commitment to alleviating the impacts.
- **Children's rights** under the UNCRC will be consistently upheld.
- **Language** we use subscribes to an underpinning values base that does not stigmatise children and families.

### **Our Priorities**

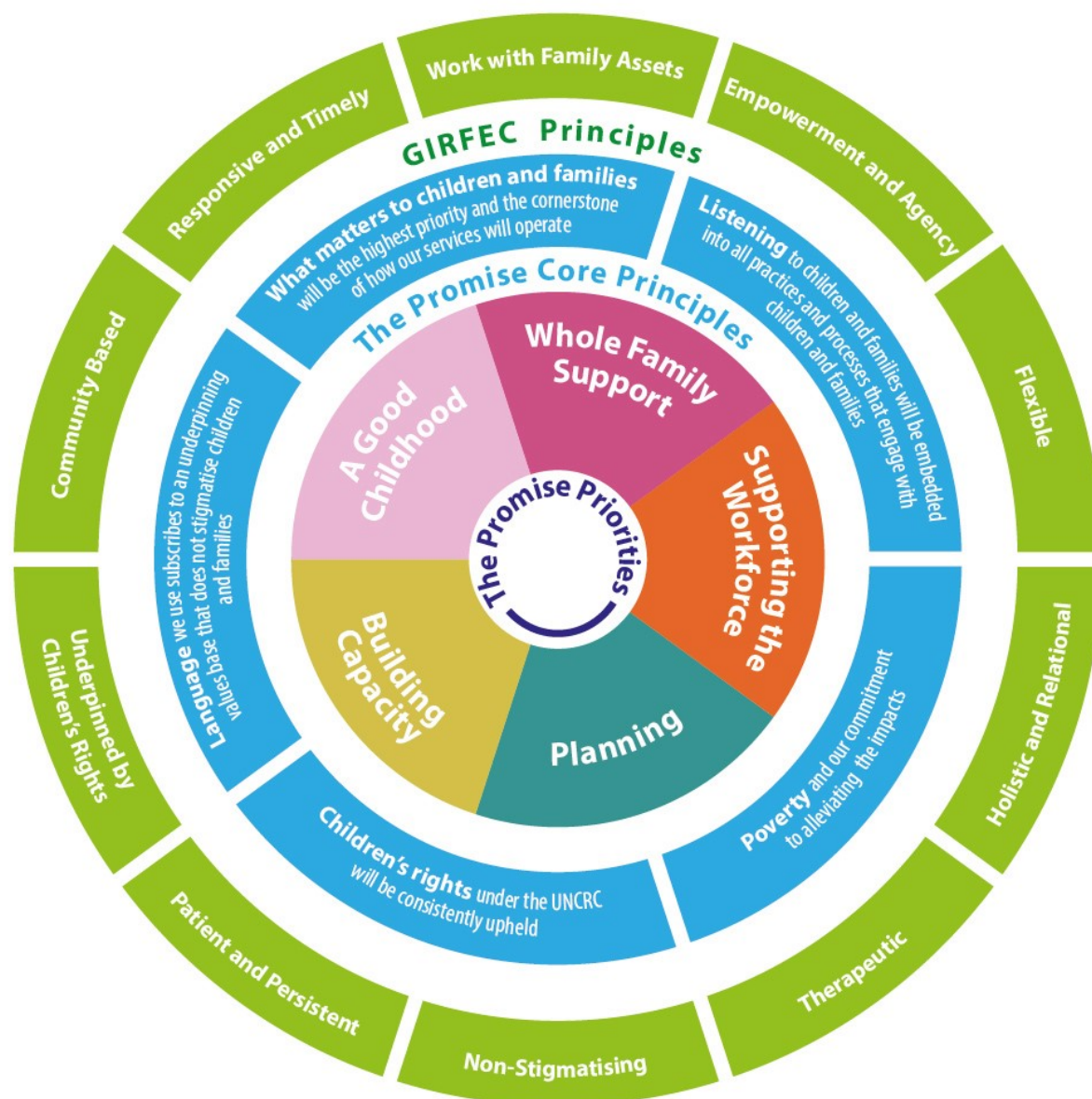
In early 2021, The Promise Scotland published [Plan 21-24](#), the first of three overarching plans, followed up with [The Change Programme One](#) outlining five priority actions, under which organisations will work to achieve the required change over the next three years. The five priority areas are:

- ❖ A Good Childhood
- ❖ Whole Family Support
- ❖ Supporting the Workforce
- ❖ Planning
- ❖ Building Capacity

Those actions must be completed by 2024 for Scotland to stay on track to #KeepThePromise it made to its children and families, in full, by 2030.

To support us to deliver the Promise we have structured and focussed our partnership work around these 5 priority areas which will focus our collective effort on making the significant and substantive changes to the lives of children, young people and families across Clackmannanshire. Our Children Service's Plan 21-24 is therefore aligned around these 5 priorities.

Diagram A: Priorities and Core Principles



**Our Strategic Planning Framework**

This Children’s Services Plan aligns with Clackmannanshire Council and Community Planning Partnership strategic planning framework set out in our Corporate Plan Be the Future and our Local Outcome Improvement Plan.

Along with our partners, Clackmannanshire is seeking to better integrate our strategic plans to ensure a consistent focus on key priorities where we want to make a real change. We want to streamline our plans to develop one clear strategic plan for Clackmannanshire underpinned by clear delivery plans and transformational priorities.

Our current Strategic aims are set out here:

## Our Vision

Be the Future where we will be a valued, responsive, creative organisation, through collaboration, inclusive growth and innovation, to improve the quality of life for every person in Clackmannanshire

## Our Corporate Priorities

We will achieve our vision through prioritising:

- Inclusive Growth, Jobs & Employability
- Reducing Child Poverty
- Raising Attainment
- Sustainable Health & Social Care
- Empowering Families & Communities
- Organisational Transformation

DRAFT

## Be the Future Strategic Roadmap for Transformation and Innovation

Clackmannanshire Council is taking forward an ambition programme of transformation and innovation which is set out in it's Be the Future Strategic Roadmap agreed in Summer 2021.

There are 4 proposed Strategic Workstreams which take the existing and planned Be the Future projects and initiatives and draws them together into a collective delivery mechanism that is aligned to our core Be the Future themes of Sustainable inclusive growth, Empowering families and communities and Health and well-being. The Strategic workstreams that are proposed as immediate priorities are:

**Multi-agency collaboration for whole system change:** which will focus on the opportunities presented by The Promise to tackle system-level change. This will also scale-up the STRIVE pilot into a sustainable service.

**Well-being economy – Alloa Transformation Zone:** which will bring together all of the activity and investment focused in Alloa including the Well-being campus, learning estate and City Region Deal projects to develop a masterplan focused on Alloa as a Transformation Zone. This will embed the work of the Social Innovation Partnership.

**Community wealth building – Alloa Transformation Zone:** which will focus on community wealth building opportunities presented to develop sustainable food and heating, particularly as they are coalescing around Alloa Forthbank developments.

**Preparing our young people for life, work and the future:** which will bring together the work on The Family well-being partnership, secondary curriculum transformation, skills and inclusion programme with the City Region Deal and our strategic partnership with the University of Stirling and Forth Valley College.

## **Our Outcomes**

These priorities are aimed at realising our vision; however, they also are the Council's contribution to delivering on better outcomes for Clackmannanshire in our Local Outcomes Improvement Plan (LOIP) 2017-27:

- Clackmannanshire will be attractive to businesses and 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.

## **Strategic Performance Framework**

This plan also sits alongside a number of key strategies and plans for Clackmannanshire which include (plans can be accessed by clicking on the links below):

- Community Wealth building Action Plan
- NHS FV Strategy
- National Improvement Framework
- Local Outcome Improvement Plan (being refreshed in 2021)
- Corporate Plan and Be the Future
- Local Child Poverty Action Plan
- Community Justice Action Plan
- Corporate Parenting Strategy
- Workforce Strategy
- Sport and Active Living Framework
- Be the Future Strategic Roadmap
- Stirling and Clackmannanshire City Region Deal Skills and Inclusion Programme
- Digital Learning Strategy
- Digital Strategy
- Community Learning and Development Strategy
- Equally Safe
- Alcohol and Drug Action Plan (ADP)

Our Corporate Plan sets out our key performance measures which we report on annually. Information on the Council's performance reports can be found here

<https://www.clacks.gov.uk/council/performance/>

## **Governance and Accountability**

This plan has been developed by the Children and Young People Partnership in Clackmannanshire and responsibility for delivery of the plan lies with that partnership. The Children and Young People Partnership sits as part of the Clackmannanshire Community Planning Partnership known as the Clackmannanshire Alliance. More information on the role and membership of the [The Clackmannanshire Alliance](#) can be found here.

Due to the statutory and legislative requirements placed on Clackmannanshire Council and NHS FV scrutiny of this plan and related performance reports also takes place and performance and progress reports are published on the webpages of both public bodies respectively.

Membership of the Children and Young People Partnership in Clackmannanshire comprises the following organisations:

Table 1: Children and Young People Partners

<b>Clackmannanshire Council</b>	<b>NHS FV</b>	<b>Police Scotland</b>	<b>Scottish Fire and Rescue Service</b>
<b>FV College</b>	<b>Who Scotland</b>	<b>Cares SCRA</b>	<b>Clackmannanshire Third Sector Interface</b>

DRAFT

## **OUR PLACE AND OUR PEOPLE**

In developing this plan partners reviewed national, regional and local data and evidence to build a picture of needs and gaps in current provision in Clackmannanshire. This work has also complemented our Wellbeing Economy programme for Clackmannanshire which has involved a complete deep dive of data using the Inclusive Growth Framework supported by Scottish Government.

This work has ensured that partners have an in depth understanding of the strengths and needs across Clackmannanshire, although we recognise as a partnership that we want to do more to build this knowledge and understanding. This understanding will also come from the work that we are doing with children, young people and families to build a picture of their priorities and needs.

This plan is supported by a Strategic Needs Assessment however a summary of Our Place and Our People is shown below.



## A Summary of Clackmannanshire

The population of Clackmannanshire is **51,000**,  
with **62.3%** of the population at working age (**16-64**)

The number of households in Clackmannanshire is **23,890**

Life expectancy for females is **80.7 years**  
and for males is **76.6 years**;

**27%** of children in Clackmannanshire  
live in poverty after housing costs

**25%** of children are entitled to free school meals

**96.5%** of school leavers leave  
with a positive destination

The participation rate of **16-19** year olds who are  
in education, training or employment is **89.3%**

The rate of children who are looked after  
in Clackmannanshire is **24.7%**

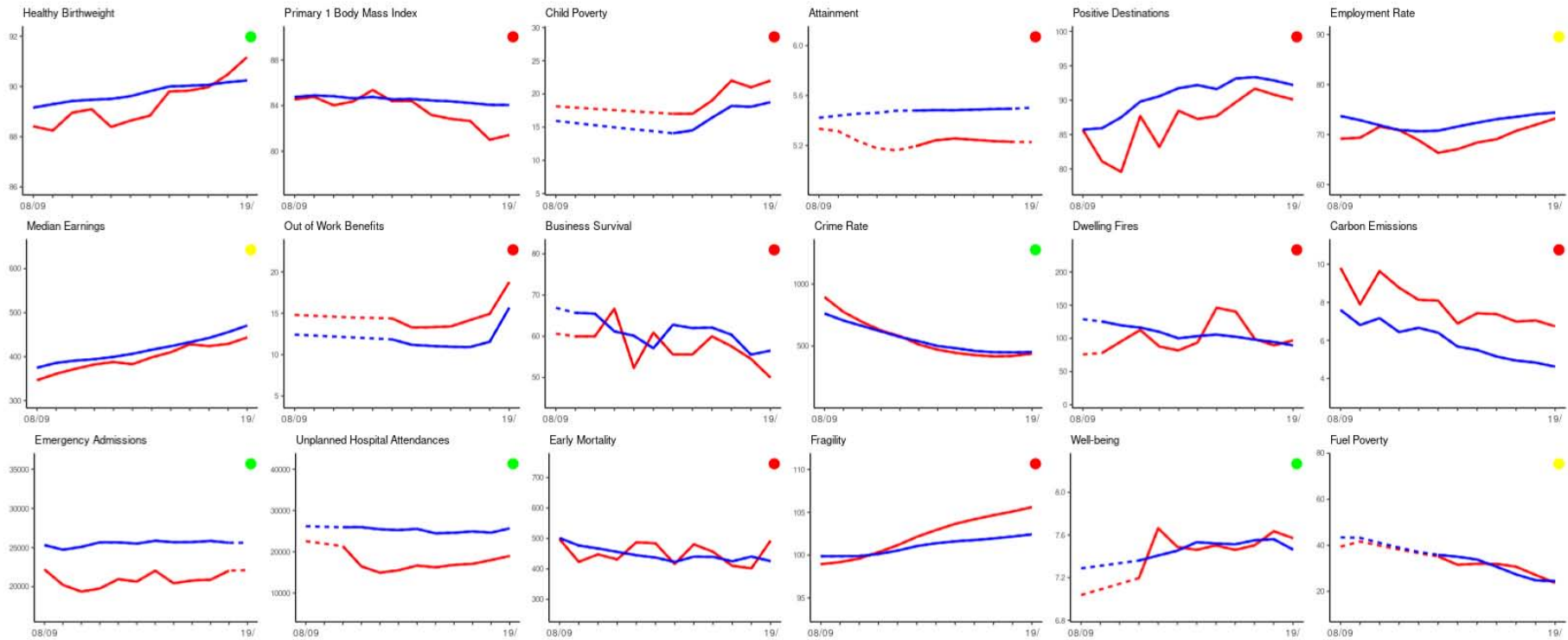
**34%** of children in Clackmannanshire  
have additional educational support needs

---

Whilst this shows summary information as a snapshot in time, partners have also reviewed the Community Planning Profile for Clackmannanshire which highlights progress against key indicators over a 10 year period of time. Diagram B highlights measures where Clackmannanshire is performing well, the same as, or poorer than the national average.

DRAFT

## Diagram B – Community Planning Profile for Clackmannanshire 2008-2020.



Green dot – above national average  
improvement

Yellow dot – similar to national average

Red dot – below national average/area for improvement

## **Our Engagement with Young People**

Of course quantitative data is only part of the story. Engaging with young people from all backgrounds and listening to their views, feedback, aspirations and needs provides an equally important narrative. We engage with young people in Clackmannanshire through various mechanisms and some of these are highlighted below.

Table 2: Engagement of Young People.

<b>Clackmannanshire Youth Council</b>	<b>Clacks 100</b>	<b>SMT and Youth Champion</b>
<b>Youth Focus Groups</b>	<b>Surveys and Consultation</b>	<b>Powerhouse events</b>

Our work with children and young people is led by the Clackmannanshire Community Learning and Development Partnership and informed by the Community Learning and Development Strategy. More information on these can be found here.

### **Youth Engagement Framework and Youth Voice**

Across Clackmannanshire partners will continue to engage with children, young people and young adults in the solutions that will achieve real and lasting change in their own lives and in their communities. Participation will be relevant, authentic and consequential rather than tokenistic and ensure that effective participation leads to new practices, relationships and meanings. The processes and outcomes of these actions will be monitored in ways that include children young people and ensure that the UNCRC principles and practices are embedded.

This will build on 'The Standards for Children and Young People's Engagement and Participation' which was developed by young people in 2019. Evidence and data captured from this work and which reflects the voice of children and young people will continue to ensure that resources are targeted effectively and take into account the feedback and evidence of lived experience.

#### **UNCRC article 12 (respect for the views of the child)**

**Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.**

## **Keeping the Promise in Clackmannanshire: Our Priorities for 2021/24.**

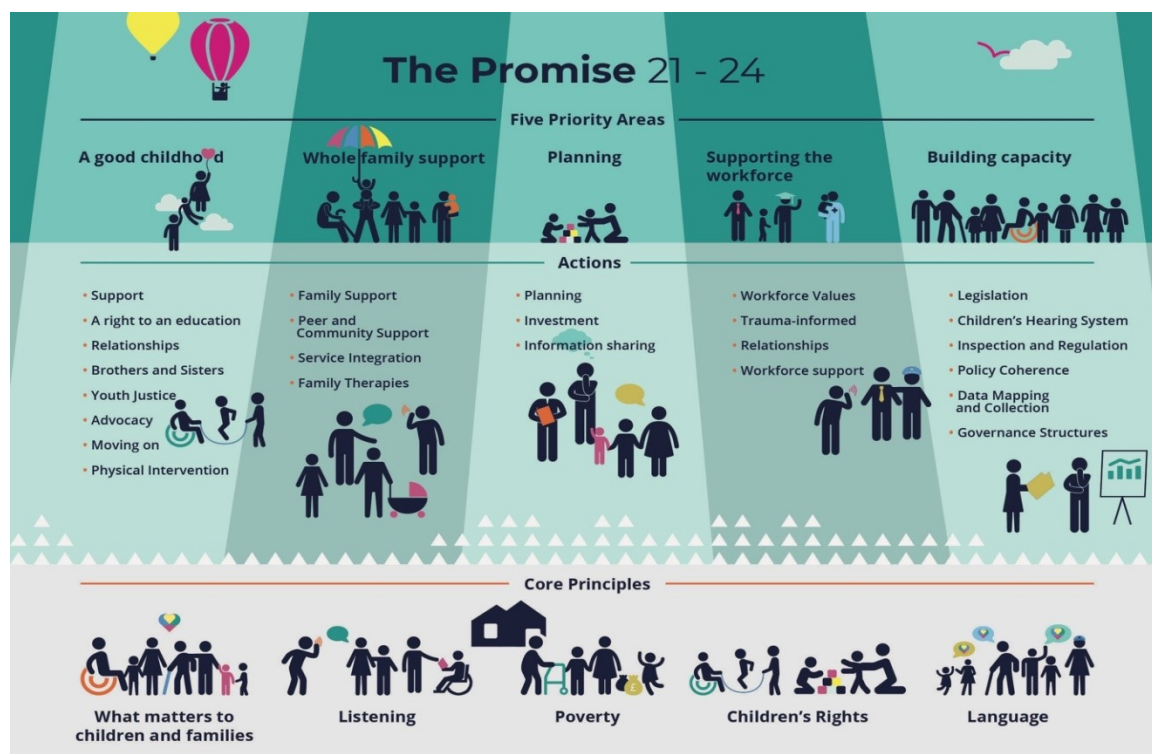
In March 2021, The Promise Scotland published Plan 21-24, the first of three overarching plans, outlining five priority areas of change, each with actions. Those actions must be completed by 2024 for Scotland to stay on track to #KeepThePromise it made to its children and families, in full, by 2030.

Change Programme ONE follows on from Plan 21-24, which maps the calls to action in the Independent Care Review's conclusions and identified the five priority actions for the next three years.

Change Programme ONE provides a snapshot in time and outlines what is happening now, what will happen next and what needs to happen to **#KeepThePromise**. Change Programme One provides a starting point and a framework, which will be continually added to and developed for all the priority areas of change. It sets a number of projects and activities taking place across Scotland over the coming year to #KeepThePromise made on 5th February 2020. Change Programme One is designed to be dynamic and make fast progress against a number of priorities. More information on Change Programme One can be found [here](#).

In order to capture the ambition and momentum from this work our Children's Services Plan for Clackmannanshire is designed around The Promise five priority areas and themes as set out in diagram C below. This plan intends to provide an ambitious set of priority actions and outcomes which align with The Promise 2021/24 and Change Programme One. The Children and Young People Partnership for Clackmannanshire have reviewed the outcomes and actions that as partnership we want to take to drive our commitments to #KeepThePromise.

**Diagram C – The Promise 21-24**



In the remainder of this plan we summarise the workstreams and actions that partners will jointly deliver over the next 4 years in Clackmannanshire and our outcomes and priorities are summarised under the 5 Promise priorities too. We will review this plan after 12 months to check that we are still focussing our efforts on the right priorities. This will enable partners to ensure that the Children's Services Plan 2021/24 reflects the priorities set out in the new Wellbeing Local Outcome Improvement Plan when that is finalised in 2022.

### **Priorities for 2021-2024**

Over the course of the previous Children's Services Plan 2017-2020 a range of activities, projects and interventions were trialled, tested, developed and implemented in Clackmannanshire. These reflect areas of good practice identified by partners in developing this plan for 2021-24. Many of these programmes remain an important part of this plan and our collective efforts to improve the lives and opportunities for young people in Clackmannanshire.

The plan also reflects key workstreams set out in Clackmannanshire Council's Be the Future Strategic Roadmap and reflects developing legislation and policy at a national level too. This section highlights the early priority workstreams that will be progressed through this plan under the 5 priority themes:

## **A Good Childhood**

### The United Nations Convention on the Rights of the Child (UNCR)

In Spring 2021 the Scottish Parliament supported the UNCRC Incorporation (Scotland) Bill which places a duty on public bodies to respect and protect children's rights in all the work that they do. The Bill also requires public bodies to not act in a way which is incompatible with the UNCRC requirements.

There are 4 articles in the convention which are seen as special. They are known as the general principles and they help to interpret the remaining articles and play an important function in realising all the rights in the convention for all children. These are Non-discrimination (article 2); Best Interests of the Child (article 3); Right to life survival and development (article 6) and Right to be Heard (article 12). There are 54 articles in total.

DRAFT

An early priority for the CYP partnership will be to scope the activity required in relation to UNCR implementation in Clackmannanshire. This workstream is anticipated to cover the full spectrum of partners work with children and young people and will involve work to develop awareness, capacity and knowledge as well as policy, process and regulatory developments.

### Mental Health Transformation

There has been considerable progress in the Driving Change in Mental Health and Wellbeing for Children, Young People and their Families project. This project aims to develop a whole-systems approach to supporting the mental health and wellbeing of children, young people and their families within Clackmannanshire, to better promote prevention and early intervention within local communities. The project includes work on referral pathways and a multi-agency group, new services for specific age groups of children and young people and spaces/ places to deliver support, through to staff health and wellbeing and workforce development.

### MCR Pathways

MCR Pathways continue to work across all Secondary Establishments to address the outcome gap between care-experienced young people and their peers. Working collegiately with identified Leads within each school, the programme for 2021-22 aims to enhance established support for young people, who have experienced disadvantage, to realise their full potential through education by increasing the number of school-based mentors and partnership engagements.

### Scottish Attainment Challenge

Clackmannanshire continues to receive additional funding to improve educational outcomes for our children and young people. The Scottish Attainment Challenge (SAC) aims to address the educational inequality through targeted improvement activity in literacy, numeracy and health and wellbeing in Clackmannanshire. Priorities for focus include: Mental wellbeing; poverty; deprivation; wellbeing and listening.

## Whole Family Support

**Multi-agency collaboration for whole system change:** will focus on the opportunities presented by The Promise to tackle system-level change. This workstream will include:

- Well-being economy and Community Weathbuilding which will focus on opportunities presented to develop sustainable food and heating as part of the Alloa Transformation Zone.
- Wellbeing Hub and Learning Estate development
- Alloa Transformation Zone linking Place developments with health, wellbeing and learning opportunities. This will include public spaces including footpaths and parks.
- STRIVE (Safeguarding through Rapid Intervention) takes a “whole systems” approach to deliver better outcomes, faster, for the most vulnerable people in Clackmannanshire by gathering and sharing information at an early stage to try and prevent the need for further intervention. It supports existing systems which are already in place to respond to child and adult protection concerns in Clackmannanshire. The STRIVE team is a multi-agency team made up of police officers, social workers and housing officers as well as a part-time education officer.

Other worksteams for Clackmannanshire include:

### Icelandic Prevention Model For Alcohol and Drug use

The Icelandic Prevention Model (IPM) is based on a collaborative, early intervention model designed to influence risk and protective factors related to substance use within community, school, and peer and family contexts. It explores how to engage young people within the approach build on community capacity and assets and utilise the skills and expertise of local organisations to collectively influence wider policy implementation and improve outcomes.

### Preparing our young people for life, work and the future:

This will bring together the work on The Family well-being partnership, secondary curriculum transformation, skills and inclusion programme with the City Region Deal and our strategic partnership with the University of Stirling and Forth Valley College.

### Tackling Poverty



Nationally and in Clackmannanshire tackling Child Poverty is a significant challenge but is vitally important. The Clackmannanshire Alliance and Children and Young People Partnership, along with the individual partner organisations all recognise the significance of the task ahead. Scottish Government has set long term targets to reduce the numbers of children in Scotland living in poverty by 2030.

Tackling Child Poverty, and inequality more broadly, is a strategic priority set out in the Local Outcome Improvement Plan for Clackmannanshire. The focus of our activity is detailed in the Local Child Poverty Action Report and delivery is managed through the Clackmannanshire Tackling Poverty Partnership. There are however very close links between the work of that partnership and the Children and Young People Partnership and this Children's Services Plan. Specific reference is made to tackling child poverty in this plan, however for a fuller insight into the work we are doing around child poverty you can find more information on our webpages [here](#).

## **Supporting the Workforce**

DRAFT

### Readiness For Learning

All educational establishments were supported to develop Trauma Recovery Plans based on R4L principles which led to increased numbers of pupils and educators returning to face-to-face schooling in a regulated way. The widespread use of this information and planning resource has also increased the reach of the intervention as the need for trauma-informed responses to the pandemic became apparent. By utilising emerging methods of engaging in therapeutic interventions digitally, support to our most vulnerable pupils through the Intensive Therapeutic Service was maintained throughout the last year

We are continuing to train school staff in all components of R4L and are planning to develop an online assessment and intervention toolkit for educators. We applied R4L to the relationship between teachers and pupils over a range of classroom contexts and gathered data on impact.

### Trauma Informed Approaches

The Transforming Psychological Trauma Framework is designed to increase understanding of trauma and its impact to the workforce. We know from, listening to experiences of those who have lived through trauma as well as from the findings of scientific research, that traumatic life experiences can have significant impact on peoples lives, increasing the risk of poorer physical and mental health and poorer social, educational and criminal justice outcomes. Everyone has a role to play in understanding and responding to people affected by trauma.

We will embed the Transforming Psychological Trauma Knowledge and Skills Framework to support our workforce and influence the design and delivery of services across the partnership and this plan.

## **Planning**

### Human and Economic Cost Modelling

Partners have already committed to using the Human and Economic Cost Model approach during 2021/22 to progress work on using money differently. This will build on the Partnership's work to develop our Strategic Needs Assessment and this Plan. The Promise Scotland will help us identify how much we are currently spending, directly and indirectly, on children and families in and around the care system and support our work in jointly designing a model for how that money could be spent more effectively in future in the area, to improve outcomes and deliver better value for money.

In doing so, exploration of how to pool resources across the partnership and how to develop and implement family-based resourcing plans on a cross-partnership basis will take place.

## **Building Capacity**

### Legislation and Regulation

Clackmannanshire Council alongside our partners are working in partnership with the Care Inspectorate to develop a joint self-evaluation position statement which will

Involve the Children and Young People Partnership and explore the tasks involved in undertaking joint self-evaluation on how well the partnership is delivering key processes for service delivery. This work will review the extent to which effective processes are in place across the partnership; understanding and use of partnership evidence and preparation of a joint partnership plan which will enable a programme of self-evaluation.

### Developing Legislation and Policy

The existing and developing legislative framework around Children and Young People in Scotland is complex with numerous streams around protection and safeguarding; rights; health and wellbeing; Education and supporting additional supporting needs of children, young people and their families in whole systems ways.

It is critical that the Children and Young People Partnership and the Clackmannanshire Alliance lead on the development of joined up plans and strategies in implementing these new areas of legislation. It is also important to

reflect the regulation and compliance aspects of implementation on key public bodies represented on the partnership.

Key areas of legislation that will be developed over the life of this plan include:

- The United Nations Convention on the Rights of the Child (UNCRC)
- Brothers and Sisters Legislation
- Age of Criminal Responsibility
- Domestic Abuse (Scotland) Bill
- Child and Adolescent Mental Health Services (CAMHS) NHS Scotland National Service Specification.

DRAFT

## Children's Services Plan for Clackmannanshire - Our Priorities, Outcomes and Actions

Priority	A Good Childhood		
Outcome	Children in Clackmannanshire are safe from harm	Children and young people in Clackmannanshire have the best possible life experiences and opportunities	Children and young people in Clackmannanshire understand their rights and are engaged and involved in decision making.
Action	Improve children and young people's capacity for personal safety and the avoidance of abuse and exploitation including from their use of the internet	Implement the Transforming Mental Health Services Programme and measure its impact in 2021/22.	Develop a rights-based approach that puts the United Nations Convention on the Rights of the Child (UNCRC) at the centre of everything we do.
	Ensure that there is early and effective support in place to identify children and families affected by substance misuse and to minimise the harm caused by this.	Ensure that Attainment Scotland funding continues to be used to close the poverty related attainment gap and measure the impact in 2021/22.	Ensure access and increased opportunity for advocacy and participation for all care experienced children and young people
	Strengthen our approaches to tackling and mitigating the effects of childhood neglect through implementation of the Neglect Toolkit across partners.	Increase opportunities for all children and young people to access leisure, wellbeing and sports programmes and as part of our development of the Wellbeing Hub in Clackmannanshire.	The children hearing advocacy services are promoted and made available to children and young people
	Implement the Domestic Abuse Bill 2021 across the partnership and ensure that there is collaborative investment in Safe and Together and the Caledonian Model for working with families and children who have experienced domestic abuse.	All eligible 2 year olds and some children under 2, particularly from vulnerable, at risk, Care Experienced and teenage parents will take up the offer of Early Learning and Child Care places.	Deliver the Youth Engagement Framework for Clackmannanshire.
	Implement a whole system approach is developed for young people who are involved or on the cusp of involvement with youth or criminal justice services.	Implement whole systems approaches to ensure children and young people with additional support needs are supported to overcome barriers to inclusion at home, I school and in the community and achieve positive destinations.	Deliver the Scottish Fire and Rescue Service Youth Scheme for young people in Clackmannanshire.

	Develop evidence based trauma informed services for children and young people at risk of suicide.	Effective GIRFEC systems and processes are in place to allow early identification of needs and provide the right support.	
		Deliver MCR pathways which aim to improve the outcomes gap for care experienced young people.	

<b>Performance Measure</b>	% Uptake of free ELC for Eligible 2 year olds
	% P1 children reaching developmental milestones
	% Uptake of young parents on parenting Programmes
	% LAC children entering a positive sustained destination
	% of Looked After Children access to independent advocacy
	% Young People in participating in Diversionary Activities
	% LAC Pupils entering positive sustained destinations
	% Pupils IN SIMD 1 and 2 entering positive sustained destinations
	% of LAC at home
	Icelandic Survey impact results 2021
	Education Scotland Health and Wellbeing Survey Responses 2021
	Number of children/young people who area aware of their rights in relation to UNCRC

Priority	Whole Family Support		
Outcome	Children, young people and their families can access a range of support services and family therapies in Clackmannanshire.	Children, young people and their families can access the right services based on their needs.	The health and wellbeing of children and young people is improved and inequalities are reduced.
Action	Undertake a full strategic needs assessment and commissioning of Children's Services in Clackmannanshire. This work will be part of the Human and Economic Cost Modelling work.	Review the pathways that integrate youth, adult and mental health services to ensure a continuum of services and supported transitions to adulthood.	Develop opportunities for early intervention and family support for financial inclusion at earliest opportunity.
	Develop a blueprint for family and community support services in Clackmannanshire.	Review housing pathways for care experienced young people to include a range of affordable options that are specifically tailored to their needs and preferences.	Implement family learning opportunities and access to support services to minimise poverty impacts as a result of Covid.
	Develop integrated early intervention pathways for vulnerable children and explore options to link this work with Strive.	Develop a family and community support directory of all community based family support services and family therapies in Clackmannanshire.	Extend the range of interventions to support young parents in improving outcomes - All eligible teenage parents are supported by the Family Nurse Partnership to engage in targeted programmes
	Implement the Icelandic Prevention Model for Alcohol and Drug use in Clackmannanshire.	Improve the support available to kinship families.	Expand the Food, Families and Futures Programme.

Performance Measure	% reduction in children, young people and their families living in relative, absolute, persistent poverty
	% increase in Free School Meals uptake
	% Domestic Abuse Incidents
	Number and nature of referrals to STRIVE
	Number of Referrals to Volunteering Matters Befriending Project
	% young people engaged through outreach work
	% Teenage parents engaged with support services as proportion of all teen pregnancies.

	% of families supported and reporting improved financial outcomes

Priority	Planning		
Outcome	The Children and Young People Partnership Group is meeting the planning and reporting requirements under Children's Services legislative framework.	Joint investment plans for Children's Services in Clackmannanshire are in place and reviewed at least annually.	Plans, policies, information and systems for Children's Services are shared seamlessly across the partnership where there are clear benefits to do so.
Action	The CYP Partnership will undertake a Strategic Needs Assessment every 2 years. This will include horizon scanning to ensure early sight of developing legislation or national policy.	Our Human and Economic Cost Modelling review will support our work in jointly designing a model for how current investments in Children's Services can be spent more effectively in Clackmannanshire.	Partners will strengthen sharing of information in order to safeguard children young people and vulnerable adults.
	The CYP Partnership will prepare annual reports on the delivery of this plan and our ambitions in meeting The Promise commitments.	Commissioning consortium. Resourcing plans.	
	The CYP Partnership will ensure that the Community Planning Partnership can respond to national policy and developing legislation including consultations on these.		
	The CYP Partnership will work with the Care Inspectorate to develop a self evaluation and improvement methodology to support delivery of this plan.		

Performance Measure	% spend on Children's Services in Clackmannanshire as proportion of total budget.
	Briefings held for employees and Members on new policy and consultation on new policy.
	% of improvement plan delivered within the agreed timeframes.


<b>Priority</b>	<b>Supporting the Workforce</b>		
<b>Outcome</b>	CYP partners will have the skills and competencies they require to deliver high quality services when working with our children, young people and their families.	CYP partners will have common and shared workforce values when working with our children, young people and families.	
<b>Action</b>	The CYP will undertake a skills audit and integrated workforce development plan across the partnership.	The partnership will review its good employment and fair work practices across all commissioned children's services.	
	The CYP will progress specific workforce development around protection safeguarding children and young people from abuse, exploitation and neglect.	We will develop policies and workforce development strategies to meet the new Brother and Sister legislation in 2021.	
	We will implement the Transforming Psychological Trauma Knowledge and Skills Framework.	We will develop values and workforce development strategies to fully implement the UNCRC across Children's Services.	
	We will implement the Safe and Together Strategy across the partnership as part of our wider domestic abuse strategy.	Family Wellbeing Partnership?	E-IRD capacity?
	Deliver Readiness for Learning Programme in Clackmannanshire.		

<b>Performance Measure</b>	No of joint workforce development activities undertaken every year.
	% of workforce development improvement plan delivered.
	% of joint workforce who have improved knowledge and skills in areas including responding to trauma; Safe and Together; Brothers and Sisters & UNCRC.



	<b>Measure on UNCRC?</b> % of workforce who report awareness of children’s rights and UNCRC
<b>Priority</b>	<b>Building Capacity</b>

<b>Outcome</b>	The partnership and its public agencies have plans in place to meet Children Service Planning emerging legislative framework.	The partnership will have robust governance plans in place and will keep these under regular review.	
<b>Action</b>	The CYP partnership will review and put in place appropriate plans around the following key areas of new and developing legislation: <ul style="list-style-type: none"> <li>• UNCRC</li> <li>• Children’s Hearing</li> <li>• Brothers and Sisters</li> <li>• Age of criminal responsibility</li> </ul>	The CYP partnership will have clear operating arrangements and governance structures in place. This will include links to sub groups and other partnerships and reporting on progress to the CPP and other appropriate committees.	
	The CYP partnership will take forward the recommendations and oversee local implementation of #KeepThePromise.	The CYP will improve its use of data to drive performance and improvement and will have robust performance management processes and systems in place.	
<b>Performance Measure</b>	<b>Measures?</b>		

# YEAR 7

## Clackmannanshire Attainment Challenge 2021-22



<b>Proposal Period</b>	Financial Year - 2021/22
<b>Local Authority</b>	Clackmannanshire
<b>Key Contact at Authority</b>	Catherine Quinn
<b>Attainment Advisor</b>	Patricia Leeson



**Challenge Authority Programme - Primary and Secondary Summary**

Non-Staff Intervention/Resource	Primary Cost	Secondary Cost	Staffing	PRIMARY		SECONDARY	
				FTE	COST	FTE	COST
<b>Families and Communities/Health and Wellbeing</b> Holistic Wellbeing and Listening Service			Wellbeing Workers				<b>£128,895</b>
Family Learning in Clackmannanshire ( FLIC 1400)	<b>£19,840</b>		CLD Worker Family Development Worker	<b>1.0</b>	<b>£34,129</b>	<b>3.0</b>	<b>£98,729</b>
<b>Improving Pedagogy and Practice/Learning and Teaching</b>	<b>£1,000</b> <b>£4,000</b>		Improving Outcomes Principal Teachers LA-(Small Group Interventions) SAC Lead Maximising Progress-Curriculum Lead	<b>7.0</b> <b>3.2</b> <b>0.5</b> <b>0.1</b>	<b>£508,954</b> <b>£102,964</b> <b>£45,695</b> <b>£10,000</b>	<b>0.5</b>	<b>£45,695</b> <b>£26,104</b> <b>£25,422</b>

			Improvement Analyst	0.5	£26,104	0.5	£16,784
							£3,203
			Engagement Officer	0.5	£25,261	0.5	
			Business/Admin Support	0.5	£16,784	0.5	
			Finance Support	0.1	£3,203	0.1	
	£14,159		Educational Psychologist	0.9	£63,267		
			Early Intervention Team	6.8	£267,945		
			Speech and Language	1.8	£74,184		
<b>Equitable Literacy-Sue Ellis</b>					£9,500		
<b>Critical Collaborative Professional Enquiry –Stirling University</b>	Paid in full 2020-2021 Delay in delivery due to Covid 19						
<b>Research and Evaluation-Strathclyde University</b>	Paid in full 2020-2021 Delay in delivery due to Covid 19						
							Total for 2021/22

<b>Non-Staff Total 2020/21</b>	<b>£38,999</b>	<b>Staff Total 2021/22</b>	<b>22.9</b>	<b>£1187990</b>	<b>5.1</b>	<b>£344832</b>	<b><u>£1</u></b> <b><u>57</u></b> <b><u>18</u></b> <b><u>21</u></b>
--------------------------------	----------------	----------------------------	-------------	-----------------	------------	----------------	--

### CONTENTS

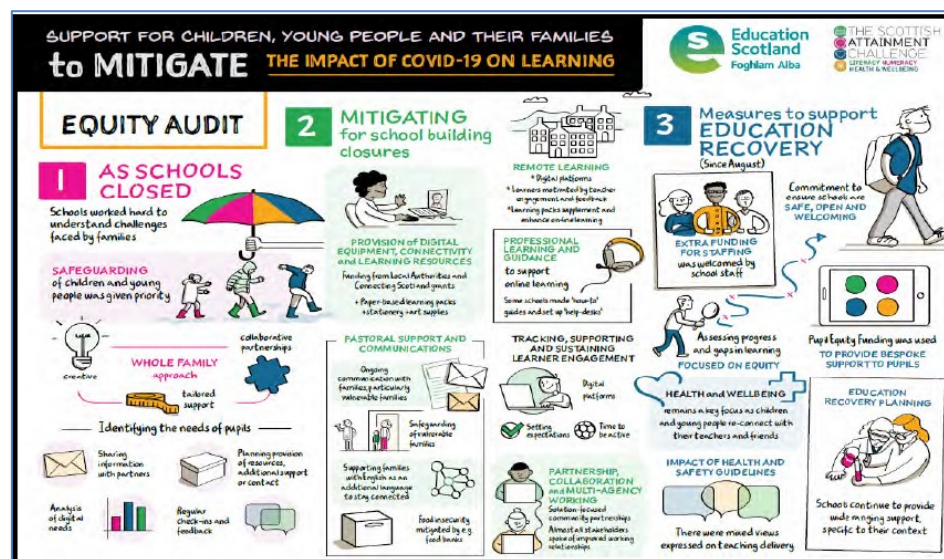
Page	Content
1 and 2	Financial Overview
3	Contents
4 ,5 and 6	Programme Overview
<b>Improving Pedagogy and Practice/ Learning and Teaching</b>	
7,8,9, 10.11 and 12	Improving Literacy and Numeracy Critical Collaborative Professional Enquiry with Stirling University TALK Clacks Readiness for Learning (R4L) Improving Outcomes Curriculum Team Early Intervention Team Curriculum Leads
<b>Families and Communities/Health and Wellbeing</b>	
13,14, 15and 16	Holistic Wellbeing and Listeners Services Family Learning in Clackmannanshire 1400(FLIC 1400)
<b>Research and Evaluation</b>	
17and 18	Research and Evaluation
19	Governance

## Scottish Attainment Challenge- Clackmannanshire 2021-2022

The Scottish Attainment Challenge continues to focus on raising the attainment of children and young people living in Clackmannanshire in order to close the equity gap.

On-going data capture and analysis during 2020-2021 has identified the challenges facing our communities and highlighted the need for the Year 7 Plan to take into account the impact of Covid 19 on children, young people and their families across the following key areas:

- Mental Wellbeing**-A Clackmannanshire mental health and wellbeing survey carried out during the 2020 Pandemic showed that 58% pupils primary and 51% of nursery pupils were showing high or very high mental and emotional well being scores( Total Difficulties Scale of the Strengths and Difficulties Questionnaire (SDQ)) compared to an expected average of 7.8% (primary) and 4% (nursery).
- Poverty**-The latest analysis from the Poverty and Income Inequality in Scotland 2017-20 study indicates that Clackmannanshire has 22% of children living in relative low income families, joint fourth highest in Scotland <https://data.gov.scot/poverty> Feedback from the **Clackmannanshire Inclusive Growth and Poverty Summit Week of Action for Education (October 2020)** indicated that during Lockdown the focus of school support shifted towards ensuring children and families had access to food ,emergency funding and had the necessary resources available to access learning remotely.
- Deprivation**-Across the 72 Scottish Index of Multiple Deprivation (SIMD) data zones , Clackmannanshire has 25 % of the “20% most deprived “data zones and a 22 % share in the “20% income deprived “ data zones.



It has required us to reflect on and adapt our interventions and programmes and to carefully consider the additional requirements and support needed to address the impact of Covid 19 on interrupted learning and disconnection from school, particularly for those children and families in SIMD 1 and 2.

This Programme Plan aims to ensure that we take this into consideration and continue focus on the **Stretch Aims** of the Attainment Challenge as we move towards Recovery and transition to the next phase of Attainment Funding.

While the pandemic has had a significant impact on all our learners, it has resulted in an increased capacity and agility across all SAC Teams to respond to identified issues. The pandemic demonstrated the resourcefulness and range of responsibilities taken on by practitioners, partners and families, a shared purpose and the flexibility across our Programme.

Interventions were rigorously reviewed in January 2021 through the process of a “Deep Dive” and were re-focused and strengthened. Lessons learned within the Clackmannanshire Covid 19 context have formed a platform on which the Year 7 Plan has been strengthened.

Our Programme approaches and interventions have therefore been refined to enhance and tailor central support to meet the specific and newly identified needs of individual establishments, classes and groups of children and young people and are the focus for accelerating Recovery.

Information from our own Clackmannanshire Viewpoint Survey (2020) of children, young people and families, the Year 6 SAC Report, data analysis at S4 and evidence from national research and surveys undertaken by:

- The Cost of the School Day-The Cost of learning in Lockdown March 2021 <https://cpag.org.uk/policy-and-campaigns/report/cost-learning-lockdown-march-2021>
- The Robertson Review The Poverty-related Attainment Gap - Evidence Review <https://www.povertyalliance.org/wp-content/uploads/2021/02/The-Poverty-related-Attainment-Gap-A-Review-of-the-Evidence-2.pdf>
- Education Scotland -Inspection of progress in improving learning, raising attainment and closing the poverty related attainment gap <https://education.gov.scot/improvement/self-evaluation/inspection-of-progress-in-improving-learning-raising-attainment-and-closing-the-poverty-related-attainment-gap/>

have shaped the Programme to ensure that there is appropriate targeting of **all** interventions to close the poverty related attainment gap.

The Year 7 Plan therefore focusses on the strengthening of our effective evidence-based interventions including:

- **FLIC 1400** (parental engagement/involvement focused on engagement with parents ,helping them to use appropriate strategies to support their children’s learning)
- **Improving Outcomes Team**(delivering targeted interventions in literacy, numeracy and health and wellbeing)
- Focussed support at **Secondary (S4)**
- **Holistic Wellbeing and Listening**( ensuring that there is alignment with the Driving Change in Mental Health for Children, Young People and Their Families Transformation Project and supporting use of Pupil Equity Funding to offer a continuum of specialist and targeted support)

The 2021-2022 Programme continues to support the recognised themes within the *Clackmannanshire Attainment Challenge 5 Year Impact Report* to ensure that there is an effective transition beyond the Scottish Attainment Funding 2022. This includes:

- the identification, strengthening and awareness of the intersection of the core programme aims with key authority policy, particularly in areas such as the Clackmannanshire Local Child Poverty Plan, and Children's Services Plan to ensure the delivery of the long term programme goals
- the on-going forensic targeting of SAC resources including PEF to ensure that all Attainment Scotland Funding is very clearly focused on improving outcomes for the children and young people impacted by poverty
- the SAC Lead providing coherence between the various strands of Attainment Scotland Funding (SAC, PEF and Care Experienced Funding) within Clackmannanshire, utilising the current governance structure for all three strands to ensure that all funded activities are very clearly focused, and result in, a closing of poverty related gaps across all sectors

Engagement with our statutory, third sector partners and Regional Improvement Collaborative continues to be enhanced so that we focus our collective efforts to ensure that interventions continue to be targeted to those areas of greatest need to improve outcomes and close the poverty related attainment gap.

There is, however, a recognition that the continuing pandemic and Recovery may require new and more responsive models, as on-going data capture and review identifies children and young people who may have developed needs that were not apparent prior to "Lockdown". The Programme Plan for Year 7 will need to be responsive to this and be agile in its targeting of resources.



## 1. Improving Pedagogy and Practice/Learning and Teaching

The targeted model for 2021-2022 will ensure that the transition beyond SAC 2021-2022 can lead to a sustainable change to close the poverty related attainment gap particularly across identified establishments. It will also ensure that the work stream components and activities that are taking place within establishments are synchronised and focussed in terms of greatest need.

1	<p><b>Core approaches for Year 7 include:</b></p> <p><b><u>Improving Literacy and Numeracy.</u></b> Continuation of the bespoke <u>Equitable Literacy</u> programme designed by Professor Sue Ellis. The nature of the work with establishments with the greatest number of SIMD 1 and 2 children and young people will now be specific to their context with the plan co-created between HTs and Professor Ellis to include:</p> <p><b>Supporting the establishments' Literacy Strategy/Policy/Action Plan</b></p> <p><b>Facilitating and/or supporting the design of opportunities to build teacher capacity/understanding</b></p> <p><b>1-2-1 HT coaching/consultation – “critical friend approach</b></p> <p><b>Supporting across Primary/Secondary within a Cluster - P7/S1</b></p> <p><b>Working with Library Services, access to books and resources for at home learning will be strengthened to ensure that children and young people build a positive relationship between reading frequency, reading enjoyment and attainment.</b></p> <p><b>A refocus of the <u>Numeracy Programme</u>, on identified pedagogy and practice to support effective learning and teaching across targeted establishments. This is closely aligned and complemented by the Forth Valley and West Lothian Regional Improvement Collaborative Numeracy Programme so that there is coherence across the aims, objectives and deliverables.</b></p> <p><b>The Maths Recovery Programme will continue to work with identified cohorts of children and young people through ongoing assessment, observation and use of strategies to increase their knowledge, ability and self-confidence in mathematics.</b></p> <p><b>For 2021-2022 targeted work with Support Assistants at Early Level will embed identified evidence –based strategies that are having the greatest impact and effectively integrate and utilise resources.</b></p> <p><b><u>Critical Collaborative Professional Enquiry with Stirling University.</u></b> A delay in the delivery of the professional enquiry model (School - based Curriculum Development (SBCD) through Critical Collaborative Professional Enquiry (CCPE) has meant that the programme has not progressed for Year 6. With agreement from Stirling University the programme will revisit the cluster curriculum models and build on the BGE to now include Primary-P6, P7 through to S3 from April 2021. The remainder of the Programme will be revisited in the new academic year and is now due to be completed in 2022.</p> <p><b><u>Speech and Language Therapy (TALK CLACKS)</u></b> will undertake 2 Work streams for 2021-2022- the implementation of the integrated Forth Valley Transformational Model and the targeted TALK Clacks project across identified establishments.</p> <p><b>For Year 7, TALK Clacks will become part of the holistic Speech and Language Therapy offer. This will widen the current model and build</b></p>
---	--

on the learning in order to support the spread of innovation. This is a key development in ensuring the sustainability with core interventions being incorporated into the SLT Service Transformational Offer. The second Work stream will continue to provide an enhanced level of support for three identified establishments with significant need, providing valuable longitudinal evidence and data. The on-going review of Speech and Language Therapy Services in Forth Valley (2021) will ensure that foundational aspects of LIFT and FOCAL can be sustainably delivered in all placements beyond the lifespan of SAC, whilst also providing an enhanced offer in our targeted establishments.

#### Readiness for Learning (R4L)

R4L practice is now largely embedded within schools within Clackmannanshire and will continue to be supported through the core consultation and assessment provided by the Educational Psychology Service. Targeted support will also be provided to a very small number of identified schools. R4L e-modules will be reviewed and updated and continue to be available to all staff with additional modules added as and when appropriate. New staff and probationers in to the authority will continue to be offered access to a three hour 'live' training on the Neurosequential Model in Education.

The Intensive Therapeutic Service will continue to offer intensive, weekly support to the small number of pupils who are assessed as requiring this level of intervention to effectively access their education. R4L will be incorporated within the Driving Change in Mental Health for Children, Young People and Their Families Transformation Project, aligning with the Holistic Wellbeing and Listeners Service to ensure that trauma-informed principles and practices are embedded within this whole-systems approach to improving mental health across Clackmannanshire.

#### Improving Outcomes Curriculum Team

A key role of the Improving Outcomes Team will be to focus on the impact of the pandemic on disrupted learning and the provision of targeted support and planning towards Recovery.

Evidence from the Clackmannanshire Remote Learning Professional Dialogue (March 2021) will form the basis of the continuing provision for enhancing digital literacy, skills development and access to equipment.

Analysis of data at S4 has highlighted the need for greater and more focussed support across Secondary. The Team will work with Secondary establishments to review their own data, profiles and interventions and provide increased guidance and input to ensure that we continue to build on the strengths but support the identified needs.

Research on Learning Assistants delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment. Crucially, these positive effects are observed when Learning Assistants work in structured settings with high quality support and professional development. Using the fundamental idea of providing additionality within the school day, a targeted programme of high quality support and training will be delivered by the Team to existing Learning Assistants to enable them to deliver Literacy and Numeracy targeted interventions to small groups of children at SIMD 1 and 2.

	<p>The Team will continue to enhance the opportunities for involvement and engagement with parents and carers, linking closely with the Leads from FLIC 1400, TALK Clacks and Early Intervention Team.</p> <p>Building on the recent data analysis and Clackmannanshire <u>Local Poverty Action Plan</u> there will be a greater focus on the impact of poverty and families in financial crisis due to the pandemic. There will be an increased emphasis on The Cost of the School Day and the implementation of poverty aware practices, local policies and alignment with Pupil Equity Funding to focus on the equity gap, reduce school-related costs and provide wraparound support by strengthening our Third Sector and Statutory partnerships.</p> <p>The Team will continue to work collegiately and collaboratively in a revised governance framework across each of the work streams. By delivering agreed and shared core fundamentals from each of the interventions, and supporting targeted establishments, the Team ensure that there is collective understanding and agreement and interventions are aligned to supporting needs</p> <p><u>Early Intervention Team.</u></p> <p>A continuation of the focused support from the Early Intervention Workers means that more skilled and targeted support can be provided for engagement with children and families to ensure that inputs are delivered within establishments with greatest need. A more enhanced focus will be to address the impacts associated with extended periods of isolation and reduced participation in learning due to the Pandemic and a continuation of the play – based interventions across Literacy/Numeracy/Health and Wellbeing. As a small team their agility and flexibility in responding to emerging needs will ensure that the Team will continue to provide bespoke approaches delivered to children within the highest levels of deprivation and who have low levels of attainment.</p>
Continuing Intervention from 2020/2021Plans? Y/N	YES
2021/22 Proposed Funding	£ 1,290,229

<b>2021/22 Proposed Funding TOTAL</b>	<b>Early Intervention Team</b>  £267,945	<b>R4L and Intensive Therapy Service</b>  £77,426	<b>Improving Outcomes Team</b>  £861,173	<b>Equitable Literacy</b>  £9,500	<b>TALK Clacks</b>  £74,184	<b>CCPE</b>  PAID IN FULL
<b>STAFFING</b>						
<b>2021/22 Breakdown of Resource:</b> Please provide a breakdown of what this funding will be used for including details of teachers/others staff	<b>Early Intervention Team</b>  6.8 FTE EI Workers  <u>£267,945</u>	<b>R4L and Intensive Therapy Service</b>  0.9 FTE  <u>£63,267</u>	<b>Improving Outcomes Team</b>  7 x 1.0 FTE Principal Teachers 3.2 FTE LA( Small Group Interventions) 1x1.0 FTE SAC Lead 1x0.1 FTE Curriculum/Maximising Progress Lead 1x1.0 FTE Improvement Analyst 1x1.0 FTE Engagement Officer 1x1.0FTE Business/Admin Support 1x0.2 FTE Finance Support  <u>£856,173</u>	<b>Equitable Literacy</b>  <u>£9,500</u>	<b>TALK Clacks</b>  1.8 FTE SLT Therapists  <u>£74,184</u>	<b>CCPE</b>
<b>RESOURCES/TRAINING</b>						
<b>2021/22 Breakdown of Resource:</b> Please provide a breakdown of what this funding will be used for including details of	<b>Resources/transport</b>	<b>Resource/Awards</b>  <u>£14,159</u> EMDR Resources	<b>Resources/transport</b>  <u>£5,000</u>	<b>Resources/transport</b>		

teachers/others staff						
<p>If new for 2021/22 please provide information on the rationale for this new work stream, the proposed impact of this work stream in 2021/22 and how that will be measured.</p> <p><b>Proposed impact:</b></p> <ul style="list-style-type: none"> <li>• Higher quality of learning and teaching across participating schools</li> <li>• Improved understanding and use of effective pedagogy in closing the poverty related attainment gap</li> <li>• Increase in the percentage of pupils from SIMD 1 and 2 achieving expected levels in CFE</li> <li>• Practitioners confidence in interventions is maintained</li> <li>• Increased attendance rate of pupils from SIMD 1 and 2 compared to pupils from SIMD 3 to 10</li> <li>• Reduced numbers of exclusions of pupils from SIMD 1 and 2 compared to pupils from SIMD 3 and 10</li> </ul> <p>Measures:</p> <ul style="list-style-type: none"> <li>• % improvement in HMIE and review/professional dialogue feedback</li> <li>• % increase in pupils surveyed reporting improved experiential learning opportunities</li> <li>• % of pupils from SIMD 1 and 2 achieving expected levels in CFE</li> <li>• Adapted Leuven’s Scale identifies improvements of at least 1 scale point across “engagement” and “wellbeing”</li> <li>• Weekly attendance rates of targeted children and young people are maintained 12 weeks after targeted intervention</li> <li>• Pre and Post Teacher Professional Judgement Data</li> <li>• Exclusion Rates</li> </ul>						
<p>If new for 2021/22 please give details of the plans you have in place to deliver this work stream or provide details of changes to a work stream from 2020/21</p> <ul style="list-style-type: none"> <li>• Continuation of and alignment of work stream from 2020-2021</li> </ul>						

## 2. Families and Communities/Health and Wellbeing

For Year 7, the Families and Communities/Health and Wellbeing Lever highlights the continuing focus on improving health and wellbeing , the impact of Covid 19 and poverty grouped around two complementary interventions,

- ❖ Holistic Wellbeing and Listeners Service
- ❖ FLIC 1400

Together they:

- strengthen and empower communities – by building on capacities across schools to take action together on mental health and wellbeing to close the poverty related attainment gap
- provide volunteer and peer roles – where interventions focus on enhancing individuals’ capabilities to improve outcomes, knowledge and understanding, skills and attributes
- enhance collaborations and partnerships – where approaches involve communities and local services working together to provide early and effective interventions from identifying needs through to implementation and evaluation
- access to community resources – where approaches connect people to community resources, practical help, group activities and volunteering opportunities to meet health needs and increase social participation
- 

4	<p><b><u>Holistic Wellbeing and Listeners Services</u></b></p> <p><b>Continuation of the Third Sector Partnership working with targeted SIMD 1 and 2 pupils and families in identified schools to:</b></p> <ul style="list-style-type: none"> <li>• <b>Build on capacities across schools to take action together on mental health and the social determinants of wellbeing to close the poverty related attainment gap</b></li> <li>• <b>Ensure that there is alignment with the Clackmannanshire Driving Change in Mental Health for Children, Young People and their Families Transformational Project to offer a continuum of specialist and targeted support</b></li> <li>• <b>Provide an independent and confidential listening and wellbeing support service to pupils through individual sessions and group work responding to their personal, social, emotional or educational concerns</b></li> <li>• <b>Provide advocacy and facilitate access to locality support for young people to increase social, emotional and behavioural competencies</b></li> <li>• <b>Work collaboratively with parents/carers to further support and promote the inputs and strategies put in place</b></li> <li>• <b>Provide parents/carers with opportunities to identify and address their own wellbeing needs and offer wider partnership support</b></li> <li>• <b>Provide an additional pathway for schools to support the needs of their young people based on the Wellbeing Workers role, responsibility and contribution</b></li> <li>• <b>Link closely with any complementary Counselling Services in schools who provide enhanced, targeted and more intensive interventions</b></li> <li>• <b>Work with schools to make referrals, where appropriate and with the pupil’s consent, to other external agencies</b></li> <li>• <b>Liaise with school staff and other professionals as appropriate to ensure the effective operation of the service</b></li> </ul> <p><b><u>Family Learning in Clackmannanshire(FLIC 1400)</u></b></p>
---	--

<p>A continuation of the targeted approaches led by Education Community Learning and Development team to help families support their child's learning in literacy, numeracy and health and wellbeing and improve confidence and skills for both parent and child. Parents will provide opportunities to share experiences give moral support and learn from each other. An increase in the number of Parent groups will provide opportunities to share experiences give moral support and learn from each other. The collegiate approach aims to:</p> <ul style="list-style-type: none"> <li>• Support positive behavioural and attitudinal changes</li> <li>• Provide volunteer and peer roles focusing on enhancing individuals' capabilities to improve outcomes, knowledge and understanding, skills and attributes</li> <li>• Enhance confidence and self esteem of all participants</li> <li>• Provide opportunities to gain pleasure from collaborative learning</li> <li>• Increase parent/carer confidence in contact with educational establishments, leading to becoming more active partners with schools</li> </ul> <p>An increase across the Family Learning Team will support the rise in referrals and engagement and allow FLIC1400 to respond to the impact that Covid 19 has had on families and children's learning. The additional resource will further develop partnership working with schools, Library Services and Strathclyde University to develop literacy programmes, story time, digital skills and online learning resources.</p>		
Continuing Intervention from 2020/21 Plans? Y/N	YES	
2021/22 Proposed Funding	£281593	
<b>STAFFING</b>		
<b>2021/22 Breakdown of Resource:</b> Please provide a breakdown of what this funding will be used for including details of teachers/others staff	<b>Holistic Wellbeing and Listeners Service</b>  4x1.0FTE Worker 6x0.2FTE Worker  <u>£128,895</u>	<b>FLIC 1400</b>  1 x 1.0FTE CLD Worker 3 x 1.0FTE Development Workers  <b>£132,858</b>
<b>RESOURCES/TRAINING</b>		
<b>2021/22 Breakdown of Resource:</b> Please provide a breakdown of what this funding will be used for including details of teachers/others staff	<b>Holistic Wellbeing and Listeners Service</b>	<b>FLIC 1400</b>  Training (PD11 Assessors Award) Training Professional development Adult learning programmes Family learning resources for programmes  <b>Total £19,840</b>

If new for 2021/22 please provide information on the rationale for this new work stream, the proposed impact of this work stream in 2021/22 and how that will be measured.

**Proposed impact:**

- Improvements in positive behavioural and attitudinal changes across children and families
- Volunteer and peer roles focus on enhancing individuals capabilities to improve outcomes, knowledge and understanding, skills and attributes
- Increased parental engagement/participation with educational establishments and wider community
- Increased attendance rate of pupils accessing services from SIMD 1 and 2 compared to pupils from SIMD 3 to 10
- Reduced numbers of exclusions of pupils accessing service from SIMD 1 and 2 compared to pupils from SIMD 3 and 10
- Increase in the percentage of pupils accessing service from SIMD 1 and 2 achieving expected levels in CFE
- Improved wellbeing and engagement in learning of pupils accessing services

**Measures:**

- Weekly attendance rates of targeted children and young people are maintained 12 weeks after intervention
- Exclusion rates
- % increase in volunteer/peer roles
- % increase in pupils surveyed reporting improved experiential learning opportunities
- % of pupils from SIMD 1 and 2 achieving expected levels in CFE
- % decrease in CORE Wellbeing Tool scores from “critical to normal” range over period of service support
- Adapted Leuven’s Scale identifies Improvements of at least 1 scale point across “engagement” and “wellbeing”
- Pre and Post Teacher Professional Judgement Data

If new for 2021/22 please give details of the plans you have in place to deliver this work stream or provide details of changes to a work stream from 2020/21

- Continuation of work stream from 2020-2021



### 3. Research and Evaluation

Continuation of partnership working with Strathclyde University, Phase 2 (2021-2022) to examine the contextual analysis from the “Understanding the Challenges: Phase One Report (2019) and put in place a targeted action plan for Alloa South and East (our area of greatest deprivation). Lessons learnt and evidence from the Phase 2 report will form the basis of the transition beyond SAC 1.0 and inform the next phase of targeted work.

<p><b><u>Research and Evaluation</u></b></p> <p>A delay in the progression of the proposed plan due to the impact of Covid 19. Using the evidence and report from Phase 1 (2019-2020) Strathclyde University will work with FLIC in a formative way providing ongoing reporting on the development and impact of interventions to inform our strategies for sustainability and exit beyond 2022.</p>	
Continuing Intervention from 2019/20 Plans? Y/N	YES
2021/22 Proposed Funding	<u>Paid in full</u>
<b>STAFFING AND RESOURCES</b>	
<p><b>2021/22 Breakdown of Resource:</b> Please provide a breakdown of what this funding will be used for including details of teachers/others staff</p>	<p><b>Phase 2</b> Based on evidence and evaluations from Phase 1 ( 2019) £</p>
<p>If new for 2021/22 please provide information on the rationale for this new work stream, the proposed impact of this work stream in 2020/21 and how that will be measured.</p> <p><b>Proposed impact:</b></p> <ul style="list-style-type: none"> <li>• Improved understanding of the balance of local authority, school led and third sector based SAC initiatives</li> <li>• Improved understanding and use of effective interventions in closing the poverty related attainment gap</li> <li>• Improved awareness of the perceived potential for any innovation to endure and the impact/change on practice</li> </ul> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• Continual self assessment and evaluation of participants</li> <li>• Strathclyde University Evaluation</li> <li>• Case Study</li> </ul>	

If new for 2021/22 please give details of the plans you have in place to deliver this work stream or provide details of changes to a work stream from 2020/21

Governance

People Committee and Towards Excellence and Equity Group

- QUARTERLY

Children's Services Strategic Group/Management Board

- TERMLY

Workstream Focus

- MONTHLY

Improving Outcomes Integrated Team /Integrated Perfomance

- Improving Pedagogy and Practice/Learning and Teaching
- Health and Wellbeing/Families and Communities
- FORTNIGHTLY

### Towards Excellence and Equity Group- (Elected Members) and People Committee

The Towards Excellence and Equity Group is adding value to the governance structure as the group (consisting of cross-party elected members) now considers and reviews the interventions across the Attainment Challenge, visits schools and offers challenge.

The People Committee, as part of the Council duties, monitor SAC performance in the delivery of services including consideration of:

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

### REVISED Management Board - Children's Services Strategic Group/Management Board

This group meets termly; the objectives of this Group are to:

- To oversee the Scottish Attainment Challenge programme plan, reporting on deliverables and milestones 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 programme and reports to Scottish Government
- To review and mitigate key risks to the programme
- To serve as an advisory body to the Scrutiny Committee
- To support and develop future bids for programmes, in accordance with Scottish Government guidelines
- Consider voice of young people, teachers, parents and other stakeholders

### Work stream Focus

SAC Lead and Attainment Advisor will carry out a "deep dive" of each work stream -1 per month to include:

- meeting with work stream lead

- review of data ,School Improvement Plans, PEF Plans
- school visits where this work stream is being implemented ( to further support the Quality Assurance programme )
- review of Task Brief and Risk Register

### Improving Outcomes Integrated Team/Integrated Performance

The Improving Outcomes Integrated Team meets fortnightly with wider partnership involvement every month. The objectives of this Group are to:

- To report on deliverables and milestones of the Scottish Attainment Challenge programme plan, including progress of each work stream
- To provide an update for use in the Authority Performance management System-Pentana
- To share good practice and support a collaborative approach to the delivery of Clackmannanshire’s Scottish Attainment Challenge
- To report to and advise the Scottish Attainment Challenge, Performance Group and Management Group
- To 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.
- To develop and maintain a communication plan for the attainment challenge
- To highlight opportunities for sustainability and plan for exit strategies across the programmes

The Monthly Performance Update will be integrated into this meeting to review the above in addition to:

- To monitor the performance of individual action plans, ensuring outcomes are achieved and recorded on *Pentana*, and reported monthly to the Performance Manager
- To monitor and report on individual financial spend
- To highlight key risks of interventions within the individual programmes, taking necessary action and ensuring sustainability
- To discuss and evaluate the progress against agreed outcomes and measures of each intervention
- To share good practice and support a collaborative approach to the delivery improving pedagogy and practice/learning and teaching across targeted schools

- To ensure that there is a focus on the **Stretch Aims** of the Attainment Challenge
- To review and update the risk matrix for each work stream and associated action plan
- To ensure that there is communication and collaboration to create and sustain effective change

## Appendix 2



### Scottish Attainment Challenge Challenge Authorities Programme 2020/21

Local Authority	Clackmannanshire
Project Lead/Contact	Catherine Quinn

#### **MID-YEAR Academic Report – August 2020 to March 2021**

##### **Impact of Covid-19**

Given the challenges presented by Covid-19 and the resultant school building closures, we do not anticipate that all activities planned for the delivery of Challenge Authority plans will have been undertaken.

Please provide a summary (up to 500 words) of the impact of Covid-19 on the delivery of your plans between August 2020 and March 2021. Please include an overview of how many interventions / approaches had to be paused or adjusted as a result of Covid-19 between August and March detailing any changes in funding allocation.

In August 2020, early year's provision, primary and secondary schools in Clackmannanshire were moved to remote learning due to the continuing Covid-19 outbreak.

All Programme Plans had been reviewed and adapted in March 2020 to reflect the Scottish Government Guidance, locality amendments and to continue, where possible, to provide coherence, equity and excellence and offer targeted support for our most vulnerable children, young people and families. These Plans were incorporated into the Local Re-Opening Plans and provided detailed SAC work stream operational information to ensure that progression in learning continued despite restrictions. Regular updates on progress across the plans were provided for the Chief Education Officer, Elected Members, Authority Senior Management Teams and Attainment Advisor to ensure that clear and reliable information was available to inform any wider decision making and strengthen messages and communications from the Authority during Covid 19.

All SAC Leads were also redirected to support the delivery of a blended model of in-school and at-home learning, involving digital, independent and active learning. Consideration was given to the specific requirements of targeted schools to provide input and advice for practitioners, children and young people with additional support needs, additional help in areas of transition and focussed work with identified vulnerable families.

Leads continued to meet regularly (virtually) to review their plans, discuss progress across each intervention and were able to quickly adapt their approaches to ensure a continuation (where possible) of their model as well as enhance their existing network of support and collaboration. Their flexibility, agility and professionalism in responding to an ever changing context meant that all our schools had timely access to:

1. Targeted curriculum/activity advice and resources for practitioners through virtual networks, Webinars, and Google/Team Meets
2. Guidance for BGE and Senior Phase
3. Engagement, consultation and signposting to partners and agencies to support a wider group of identified vulnerable children and families
4. Continuing review of data ,locality specific information , attainment analysis, development of surveys to target inputs and resources
5. Access to FLIP Clacks (Family Learning in Partnership) an on-line platform of curriculum learning, resources and activities continues to provide support for parents/carers, through Learning Zones, age and stage specific. <https://flipclacks.org/>
6. Engagement in Authority and Education Services digital platforms -Facebook, Twitter

On-going evidence capture and surveys undertaken during August-December 2020 by FLIC1400 and Educational Psychology(R4L) investigating the impacts of Covid-19 on the attainment gap and educational outcomes identified a disproportionate impact on:

- single parents and low-income households
- inequalities in how much support parents could give
- a lack of support for home learning for children and young people where parents have a lower level of education

This indicated that there was an urgent need to build on the existing programmes and capacity to further support and empower families to effect change in their lives. By reshaping and strengthening the existing FLIC1400, a Change Request allowed for this approach to be offered to more targeted families and provide an immersive and intensive experience for a wider number of families to develop a stronger, jointly understood programme of change.

Only one intervention, Critical Collaborative Professional Enquiry with Stirling University was delayed .With agreement from Stirling University the programme will revisit the cluster curriculum models and build on the BGE to now include Primary-P6, P7 through to S3 from April 2021.The remainder of the Programme will be revisited in the new academic year and is now due to be completed in 2022.

**Number of schools supported by this funding?**

22



How many pupils are benefiting from this funding?	6700
<i>What progress are you making towards being able to report on the extent to which you are achieving your short, medium and long-term outcomes <b>taking into account the impact of Covid-19 and the resultant school building closures</b>; are there any challenges?</i>	
<i>See Appendix 1</i>	

### OVERALL PROGRESS AND REFLECTIONS TO DATE

Overall progress towards long-term outcomes and reflections	
Long-term outcomes	<p><i>The long-term outcomes of the Attainment Scotland Fund are to:</i></p> <ul style="list-style-type: none"> <li><i>a. Improve literacy and numeracy attainment</i></li> <li><i>b. Improve health and wellbeing</i></li> <li><i>c. Close the attainment gap between pupils from the most and least deprived areas.</i></li> </ul> <p><b>What evidence are you collecting to measure these long-term outcomes in your authority? Please specify the type of evidence you are collecting.</b></p>
	<p>Across the authority, at Senior Level SCQF Levels (SQA data) are being used to measure Literacy and Numeracy with the same data being used to measure the poverty-related attainment gap.</p> <p>At CfE – data was not available for 2019/20 however it will be available in future reporting for 2020/21.</p>
	<p><b>What did this evidence show so far?</b> <i>Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available at this stage in the year, just leave blank.</i></p>

See Appendix 1

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

- In January 2021 a "Deep Dive" was undertaken with the Attainment Advisor, Senior Management Team and Middle Leadership Team to review emerging data and evidence and ensure that interventions which are making the biggest impact in improving children's progress in literacy, numeracy and health and wellbeing are strengthened. These have been highlighted within the 2021-2022 Programme Plan.
- The SAC Lead represents Education and the Attainment Challenge at a number of wider partnership groups (e.g. Alcohol and Drug Partnership, Family Nurse Partnership, Tackling Poverty Partnership). Partnership poverty aware and equity action plans are now including key outcomes that reinforce the SAC Stretch Aims to close the poverty related attainment gap through identified actions e.g. tackling stigma, accessing partnership resource, reducing school-related costs, provision of "holistic" family support.
- All SAC Leads have engaged in on-going professional dialogue and guided the development of Individual School Re-opening Plans. These have transitioned to School Improvement Plans for the coming session and have a clear focus on accelerated recovery and transition beyond SAC 1.0
- The inclusion of the key SAC Interventions (Readiness for Learning, Holistic Wellbeing and Listening Service, FLIC1400) into the wider *Clackmannanshire Mental Health Transformational Model* has built a stronger continuum of provision for children, young people and families impacted by the Covid 19 Pandemic.
- A greater focus and targeting of resources, through the use of the *Change Request Process*, for the extension of the FLIC1400 approach is ensuring that a greater number of children and families are given the opportunity to build resilience, develop mental and emotional strength to cope with the impact of Covid 19.
- Enhanced virtual support and resource within the FLIC1400, Holistic Wellbeing Workers, Early Intervention Team and Readiness for Learning approach has been put in place for those who have been identified as requiring more than access to an appropriate digital curriculum with socially distanced home visits and daily phone calls and virtual contact.
- Our RIC Data Coach and Improving Outcomes Team continue to support all establishments by providing bespoke inputs, quality professional learning and a network of support across the authority and Regional Improvement Collaborative. This is ensuring that all practitioners have access to and understand

their unique data particularly in relation to Covid 19 and Recovery and are able to more effectively direct interventions to improve children and young people's learning, progress and achievement

- During "Lockdown" digital influencers / Google certified educators within the SAC Team cascaded training to equip practitioners, children and young people with the skills to set up and maintain remote learning. Over 800 Chromebooks were purchased after securing Digital Inclusion Funding from the Scottish Government to help our most vulnerable children / young people access a device and provide connectivity to enable them to access home learning.
- The good practice developed during the Pandemic has enabled a more agile response to emerging needs

#### a. Improve literacy and numeracy attainment

##### Equitable Literacy

Through continued review of available data and professional dialogue with Head Teachers, it has been possible to identify core priorities and requirements for a model of targeted and extended support across the Equitable Literacy Programme moving forward. Additional advice and guidance has been provided to almost all schools during "Lockdown". Individual priorities have been embedded within School Improvement Planning allowing for a bespoke transition model of the Programme for each establishment towards 2022.

Virtual Networking Groups for reading and writing have allowed staff members to access wider opt-in opportunities to build their capacity, skills and understanding and also share ideas and discuss resources. A Virtual Staff Book club has provided virtual libraries and resources for practitioners to take back to the classroom to extend the digital offering.



##### Numeracy

On-going consultation and communication with practitioners has resulted in all establishments having a greater understanding of their "gaps" and the resources available to support remote and in-school learning. Feedback has highlighted that developing staff pedagogy, supporting schools to effectively assess and plan learning experiences post lockdown, and engaging with parents will be the focus for Year 7. Using current and historical SNSA and TPJ data, five least attaining establishments have been identified and will be the focus for this additional targeted support.

#### b. Improve health and wellbeing

## Health and Wellbeing

During Covid 19, the focus of school support shifted towards ensuring children and young people and families had access to services and food and had the necessary resources and packs available to access learning. The co-ordination of doorstep visits with vulnerable families' has ensured that support and signposting can continue. eg Period products were distributed through third sector partners and at via the Authority locality Hubs.

On return to school, establishments have providing uniform, resources for learning Additional funding streams have been sought to ensure that family supper clubs continue virtually

Resources from the Poverty Alliance were shared highlight the realities of poverty and tackle

### c. Close the attainment gap between pupils from

Given the challenges presented by Covid-19 and gather attainment data at the same level as in



continued to explore ways of supporting families around (including the distribution of Chrome books to pupils) and food. provide snacks for children and creative solutions put in place to through programmes such as Food Families Futures

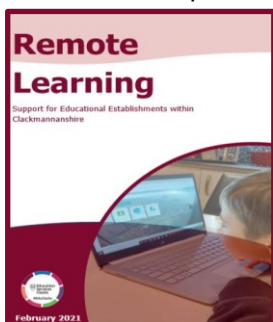
with practitioners to use with classes from P1 into Secondary to stigma.

### the most and least deprived areas.

the resultant school building closures, it has not been possible to previous years.

Appendix 1 outlines the focus on S4 data and this report highlights examples of good practice and evidence of targeted interventions to support our most vulnerable and at risk children, young people and families. These have included:

- Increased engagement with children young people and families
- Improved digital access for children, young people and families
- Easing of financial pressures on families through access to funding, support networks and groups
- Development of parent/carer s digital skills through focussed FLIC programmes
- Practical support-door step visits, increased and improved communication( email, telephone, virtual)
- Remote learning -Evidence captured highlighted that all schools developed approaches to track and monitor levels of engagement and use this information to identify learners and their families who were identified as being “at risk” or who were not engaging.
- All Early Intervention Workers were able to track identified pupils across targeted interventions to support literacy and numeracy
- Increased Core Wellbeing Scores from children and young people engaging in interventions



Through feedback and Professional Dialogue, all establishments have acknowledged the support of the SAC Teams during “Lockdown”

and their continued engagement through virtual Professional Learning, Networks and Meetings.

Local authority '*Remote Learning Guidance*' and supplementary documents supported practitioners responsible for the planning, implementation and quality assurance of remote learning and engagement with parents/carers.

Establishments recognised the support of Clackmannanshire's Educational Psychology Service through their R4L reinforcement of approaches. Feedback highlighted that the telephone consultation service and mental health and directory site was extremely helpful in supporting the health and well-being of staff, children and their families particularly difficult times.



advice and wellbeing during these

**Can you share any learning on what has worked less well or could be improved?**

**Equitable Literacy**

As part of the Equitable Literacy philosophy, opportunities to read and write for enjoyment are valued. Although establishments have utilised online resources during "Lockdown", use of a digital platform to reinforce this has been challenging due to the absence of concrete physical resources in homes and the opportunities to share books

Providing support for writing tasks in particular has resulted in an overuse of Google Suite. Active learning and opportunities for play have been limited and not as easily promoted on a digital platform when learners are not interacting with groups of peers.

**Numeracy**

One of the fundamental approaches to deliver effective numeracy and mathematics learning experiences is using manipulatives to develop conceptual understanding. Replicating this through a digital platform has proved difficult, particularly when assessing and identifying depth of understanding.

### **Health and Wellbeing**

Delivering CLPL digitally, particularly around Outdoor Learning has been a challenge as opportunities for Experiential Learning do not lend themselves well to the virtual environment. The ever changing Covid 19 restrictions and context within which schools have been working has also proved challenging and led to lack of continuity in working with targeted schools, sharing practice and networking opportunities.

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

The ever changing Covid 19 context has meant that all SAC Teams have had to review and revise their approaches with children, young people and families to ensure that support continued to be targeted to those with the greatest need. The increasing demand for additional support required for families who had not previously been identified as being at risk, meant that teams had to be agile and flexible in their offer, while ensuring that there was still targeted support to close the poverty related attainment gap.

## WORK STREAMS – HIGHLIGHTS AND CHALLENGES

**Activities:** *Please comment on progress in implementing your planned activities in the year 2020/21*

### Families and Communities/Health and Wellbeing

1. Holistic Wellbeing and Listening Service
2. Family Learning in Clackmannanshire FLIC 1400

#### Holistic Wellbeing and Listening Service

Following targeted support within our Hubs during the summer, all Well-being Workers transitioned to on-line support and telephone consultations for the targeted children and young people within their establishments during periods of “ Lockdown”.

Well-being Workers provided evidence of their additional support, regular home visits ( within the Scottish Government Covid19 Guidelines on social distancing) and engagement with targeted families weekly, providing advocacy, bespoke mental and emotional support and check-ins to approximately 70 families each month

21.1.21	wk2	Admin	1
21.1.21	wk2	Family Work	0.5
21.1.21	wk2	Prep Work/Creating own material	1
22.1.21	wk2	Food Bank Referrals	0.5
22.1.21	wk2	Partnership Working/Meeting	0.5
22.1.21	wk2	Family Work	0.75
22.1.21	wk2	Admin	2
22.1.21	wk2	Family Work	0.25
22.1.21	wk2	Check in with Pupils not on caseload	0.25
22.1.21	wk2	Client 1-2-1 Via Telephone	0.25
22.1.21	wk2	CPD	0.5
19.01.21	wk2	admin	90
19.01.21	wk2	admin	130
19.01.21	wk2	Partnership Working/Meeting	20
19.01.21	wk2	Partnership Working/Meeting	20
19.01.21	wk2	Family Work	20
19.01.21	wk2	Client 1-2-1 Via Telephone	10

With agreement from Wellbeing Scotland and the Authority Health and Safety Team, an enhanced Risk Assessment permitted the all Wellbeing Workers to physically meet vulnerable children and their families in their own schools to provide “wrap-around” support for their wellbeing and learning.

The inclusion of the Holistic Wellbeing and Listening Service within the wider Mental Health Transformation Programme (and additional use of Pupil Equity Fund) is providing a comprehensive range of interventions and “joined-up” services to support targeted well-being needs within a whole systems approach, leading to greater sustainability beyond 2022.

### **Family Learning in Clackmannanshire FLIC 1400**

After August 2020, FLIC1400 adapted their core work streams to meet the needs of the families, providing a range of support for their learning and health and wellbeing. Online programmes were developed and social media groups established.

Family Learning took on a blended learning model, with the continuation of virtual programmes, face to face group and work programmes in the community were reinstated with limited numbers accessing the face to face work due to COVID restrictions.

Family cooking programmes and craft programmes were delivered on line and virtual coffee mornings were held. In addition welfare calls were made to those identified as most vulnerable and when COVID guidance allowed "Walk and Talk" sessions were implemented with individual families to enable face to face contact.

Partnership working with local community groups enhanced the offer of family learning activities, sharing resources, knowledge and skills so that FLIC1400 was able to engage more families in online programmes and provide support and resources to families i.e. food, crafts, wellbeing kits, devices and fuel vouchers. This provided greater contact and support for parents to support their child's school learning and develop family learning in the home

All educational establishments were able to link in with family learning programmes providing support for their most vulnerable children and families who had been identified through the GRIFEC model. FLIC1400 Workers focussed their support for these families encouraging them to sustain their involvement in the learning programmes.

Individual school contacts continued to highlight families to engage in the wider programmes providing digital help, Wi-Fi connectivity, food or advice on services/supports available.

**Slippage from plans:** *Please comment on slippage from your original plans for implementing activities in the year 2020/21*

### **Holistic Wellbeing and Listening Service**

Due to the need for a more responsive model of support during "Lockdown" the usual data capture using the Core Young Person Wellbeing Tool and overview of attendance and engagement in learning was paused. Wellbeing Workers continued to monitor engagement with their continuing caseload and , reporting weekly on the number of additional family inputs put in place to support our most vulnerable and at risk children and families

### **Family Learning in Clackmannanshire FLIC 1400**

COVID19 not only raised issues for the development of family and adult learning in terms of attainment but it highlighted new and emerging issues around poverty, digital skills, health and wellbeing and confidence in supporting the child's home learning.( This has been taken into consideration and is reflected in the



Year 7 Plan)

Due to the restrictions of “Lockdown” the Columba 1400 programmes were not implemented during the academic year 20/21, and planning is underway to offer a blend of both virtual and face to face learning programmes moving forward.

**Reflections on progress to date:** *Can you share any learning on what has worked well in implementing this initiative during 2020/21? Please highlight any quantitative data, people’s views or direct observations that have informed your evaluation of progress.*

### Holistic Wellbeing and Listening Service

The revised Partnership Guidance(September 2020) document has enhanced the referral pathway and provided a clear mechanism that outlines the tiered roles and responsibilities of the Well-being Workers funded by SAC to align with those funded by PEF and through additional Scottish Government funding.

WELLBEING SCOTLAND

## CASE STUDY

St Mungo's, St Bernadette & Coalsnaughton  
WELLBEING WORK

This case study will hopefully demonstrate how adaptable and flexible our service and partnership working have been during Covid-19 to ensure the safety of our young people and their families.

**PROFILE**

Pseudonym: x

- To be able to regulate emotions more effectively
- To engage in positive learning experiences out with the family

Age: 11

Year: P7

- home
- To help prepare for transition to S1

**DETAILS OF WORK**

During a weekly phone call to one family, mum mentioned she had concerns re mental health of X. I had worked with X for some time in school and he had recently been prescribed medication for ADHD. An appointment to CAMHS to re-assess his medication had been cancelled due to lockdown and mum and young person had both told me they felt it was not now effective. The mood of X was low and early in April, mum reported she had found X with a dressing gown cord round his neck in a suicide attempt.

I reported this to Psychological Services and Head Teacher and young person was referred to Vulnerable Children's panel. Young person was offered one to one support from myself and Jen Silk from Clackmannan Secondary Support through the Intensive Support Service, set up to assist vulnerable young people.

Linda Rickard (NHS) chased up appointment with CAMHS regarding medication. A Support for Learning Assistant from St Mungo's, who regularly worked with X, facilitated the first two meetings with Jen Silk. These interventions have supported young person and family throughout lockdown and assisted in monitoring any issues affecting mental health of X.

The family was struggling financially and I was able to make several foodbank referrals for them. Moreover, sessions were arranged for the young person during lunch time so he could receive a hot meal in school on the days he was in.

Mum is a single parent with X and older brother still living at home. Parents separated about a year ago due to dad's substance and alcohol misuse and dad was living in temporary accommodation. Following a serious attack on dad in his house, he returned to his family home to recuperate. This has added additional pressure to the household. Regular contact with mum and also young person has assisted in monitoring the situation and providing appropriate interventions as required.

WELLBEING SCOTLAND

## CASE STUDY

LORNSHILL ACADEMY WELLBEING WORK

I started my role as Wellbeing Worker at Lornhill Academy on the 1<sup>st</sup> June. During the summer I worked with several Lornhill pupils checking in on how they were doing throughout the summer as well as socially distance walks with some pupils. Currently I am working with 22 pupils at the school and have a waiting list of 10 pupils. This case study will be on one of the pupils I have worked with since August 2020.

**PROFILE**

Pseudonym: Lisa

Age: 15

Year: S5

Referral info: Low mood, poor self-esteem and suicidal ideation but no plan of suicide.

**DETAILS OF WORK**

I have worked with Lisa for five 50 minute sessions within the school. We have discussed what has caused her low mood, poor self-esteem and suicidal ideation. It was discovered that Lisa had the thought of "it would be easier for my family if I wasn't here."

We discussed this thought at length as well as the emotions connected to the thought and where the thoughts had come from. After talking this thought through Lisa has realised there is a lot of evidence against this thought and she now discusses a more realistic thought of "my family love me and I am valued".

**YP CORE FORMS**

29 WEEK 1 Overall score was 29.

11 WEEK 5 Overall score had dropped to 11 by week 5.

**OUTCOME**

Lisa is now feeling like her mood has become more optimistic and positive. She is especially looking forward to going to more social events and she told Mum about her feeling of "it would be easier if I wasn't here". After discussing this with Mum she feels this thought has really subsided and she is excited by things in life like hanging out with friends, doing make-up and coming to school. Lisa is going to continue coming to see me but every 2 weeks, which will be dropped to once a month when she feels this is appropriate.

Fortnightly Strategic Liaison Meetings with Wellbeing Scotland, SAC Lead and the Clackmannanshire Mental Health Transformational Lead is providing both clarity and a more collaborative approach with timely and focussed interventions from Well-being Workers for children and young people being available at times of crisis.

While data capture highlighting the evidence of impact on attainment has not been possible, Wellbeing Workers have provided individual anonymised Case Studies highlighting the range of mental and emotional concerns that were supported. All case studies identified a decrease in Core Wellbeing Scores over the period of intervention highlighting the impact of the targeted intervention

### **Family Learning in Clackmannanshire FLIC 1400**

At the start of lockdown FLIC 1400 focussed on the development of Google Classrooms for family learning. Initial uptake was low and, following consultations with parents/carers issues with devices, internet access, as well as mounting pressure regarding home schooling were identified as challenges.

Supporting parents to increase their skills in accessing their children's Google Classroom platforms was identified as a priority. Workers offered one to one support, over the phone, through socially distanced visits and general support was provided through social media groups.

FLIC1400 secured additional digital devices and MiFi through the *Connecting Scotland* scheme and distributed devices with MiFi to 87 families (63 in the Alloa South East and Sauchie area( SIMD1 and 2); 7 to travelling families; 16 to refugee families)

It was evident that families were also worried about financial pressures during the pandemic; working in partnership with schools, the Clackmannanshire COVID response team, Wimpy Park Community Group and Sauchie Active 8, Workers delivered fruit and vegetables every week for 8 weeks to 150 households between August and October 2020.

Food poverty was an emerging theme within the family learning programmes. With additional funding from the SAC Change Request, FLIC1400 was able to work in partnership with local parents, pupils, community groups and local supermarkets to implement a “Food Top Up Scheme “with an average of 60 families accessing this service on a weekly basis.



<https://www.alloaadvertiser.com/news/18929513.food-poverty-project-launched-alloa>

Focussed programmes targeting our SIMD1 and 2 Communities have included:

- 19 Families with 29 children have participated in the Café Create programme which was implemented in the community in November 2020 but went online in January 2021. Families carried out music, craft and games Programmes in the community this led to parents/carers being better equipped to support their children at home.
- 55 families with 125 children have continued to participate in our WOW programme; they have received resources to enable them to participate in challenges, learning programmes and activities during school holidays. The WOW social media page now has 113 members, these being parents/carers of local families participating in programmes
- 143 families have participated in the FLIC Cooking programme, working in partnership with Sauchie Active 8 and again supported by local super markets it has been possible to provide 3 x 10 week blocks with an average of 60 families taking part in each block. Families were provided with ingredients and a recipe to prepare a meal.

To increase engagement and involvement all sessions have been posted weekly on Facebook (Clacks Youth Voice). The programme is becoming more popular with videos now reaching over 1 thousand views from 486 views when it started. Feedback has been positive with everyone sending in pictures and completing the online evaluation forms

Ensuring that Workers within the FLIC1400 Programme maintained contact with families and developing the provision of online learning programme with local community groups has been a success. There has been an increase in the demand for all programmes. For example, the online cooking programme has included 143 families participating in the programme from both Alloa and Sauchie areas.

- 73% of participants wanted to improve their confidence in cooking a
- 93% wanted their children's confidence in cooking to improve.
- By the end of the block 86% of participants saw an improvement in their confidence, 94% saw an improvement in their children's confidence.

Feedback gathered highlighted that participants wanted to improve their cooking skills, try new foods, spend time as a family and eat healthier options. Initially 44% of parents/carers said they had good cooking skills and 56% saying they had bad to moderate cooking skills, at the end of the block 88% stated they had seen an improvement in their cooking skills. With regards to their children's cooking skills 31% said their children had good cooking skills and 69% said their children had moderate to bad cooking skills, and by the end of the programme 98% had seen an improvement in their children's cooking skills. The recipes we included in the



programme gave families a healthy balanced meal with some vegetarian dishes also included as 96% of children were reluctant to eat vegetables and healthy options, by the end of the programme 98% said they would cook all the recipes again and 94% of children willing to try new foods and eat healthier options.

Parents/carers commented:

*"I think it's lovely that we all still can connect even if it's virtually also so kind giving us the food to cook with and the fun activities thank you"*

*"Really enjoyed making the homemade pizza from scratch and the kids enjoyed the responsibility of making it themselves with my supervision. This is a great thing to get families to work together."*

*"The group have done amazing giving children and family things to look forward to and encouraging us to spend more time together."*

*"Kids were so excited to be able to help prepare dinner.. Kept asking was it time yet. Staff are fantastic deserve all the praise in the world. From a Mum that can't cook it was easy to follow and a tasty dinner for all kids have asked if we can make it again so was a hit with them. "*

*Really great! Would like to be more involved in the future such a great wee team helping the community*



**Can you share any learning on what has worked less well or could be improved?**

#### **Holistic Wellbeing and Listening Service**

A change in staffing meant that for a short period of time there was additional pressure on service demand .Wellbeing Workers ensured that there was no loss of support .The recruitment processes within Wellbeing Scotland were fast-tracked and the position of Holistic Wellbeing worker was filled quickly to ensure that support was resumed.

#### **Family Learning in Clackmannanshire FLIC 1400**

The leadership programmes with Columba 1400 in the development of blended or virtual learning approach did not achieve their planned outcomes due to the reduction in face to face activities and delays as a result of "Lockdown"

**Activities: Please comment on progress in implementing your planned activities in the year 2020/21**

**Improving Pedagogy and Practice/Learning and Teaching**

1. Improving Reading :Equitable Literacy Programme
2. Numeracy
3. TALK Clacks
4. Readiness for Learning (R4L)
5. Improving Outcomes Curriculum Team
6. Early Intervention Team
7. CCPE

**Improving Pedagogy and Practice/Learning and Teaching**

At the beginning of March 2021, Professional Dialogue was undertaken with all primary schools (P4-7 focus) and specialist provisions based around 7 themes of remote learning:

- Model of remote learning, including learning, teaching and assessment
- Health and Wellbeing (staff, learners, families)
- Quality Assurance
- Meeting Learner's Needs
- Learner Voice
- Parent/Carer Voice

Evaluation and feedback from participants was gathered to review the process and help inform the future development of our SAC Plan and wider authority self-improving system.

Evidence captured highlighted that all schools developed approaches to track and monitor levels of engagement and use this information to identify learners and their families who were identified as being "at risk" or who were not engaging.

Head Teachers reported that pro-active measures, involving discussions with the Improving Pedagogy and Practice/Learning and Teaching Team and support from the Early Intervention Team, Educational Psychologists (R4L) Holistic Wellbeing Service and FLIC 1400 Support Workers was invaluable in contacting and supporting families to identify barriers to participation and engagement assess wellbeing and offer support.

Some examples included:

- making physically distanced doorstep visits
- creating bespoke learning packs for children and families
- identified staff to maintain regular contact with groups of learners
- provision of part-time/in-school to those struggling to engage with remote learning

Almost all schools provided regular “live” check-ins with learners allowing them to engage directly with their teacher, talk about their learning and celebrate achievements.

Feedback from parents and carers indicated that regular 1-1 check-ins was supportive and very much valued.

### **Improving Reading :Equitable Literacy Programme**

Through analysis of TPJ (2019/20) and SNSA data and evidence captured during “Lockdown”, identified schools were offered in person support at the start of the school year which continued throughout periods of opening and closing of establishments.

Probationer teachers benefitted from two in-depth sessions and a drop-in session reinforcing the principles of the Equitable Literacy approach and key Fundamentals to ensure a continuation, where possible of the use of the Fundamentals in learning and teaching.

Literacy Lead capacity was identified as a challenge for some schools so more flexible and opt-in Networking Sessions for reading and writing, based on school priorities supplemented this.

Five schools received accreditation from Scottish Book Trust in relation to the Reading Schools pilot. They have been recognised for their commitment to sustain and develop a positive reading culture in the current circumstances.

The virtual staff book club has continued and the virtual libraries have been shared more widely to support schools during remote learning.

### **Numeracy**

Numeracy support in Clackmannanshire was adjusted in the Covid 19 period to meet the needs of the lowest attaining schools, rather than wider authority support. Targeted support was offered through virtual CLPL sessions, virtual lessons for classes and joining class bubbles upon school return.

Probationer teachers had four sessions developing focussing on numeracy pedagogy through authority and RIC offers.

Assessment processes have been adjusted in the post lockdown phases, with learning conversations supplementing current formative and summative assessments

### **TALK Clacks**

The Speech and Language Therapy (SLT) Service has brought forward the implementation of a planned transformational review and new service model this

academic year, widening the reach of TALK Clacks so that it is part of what is offered by the whole SLT team, in order to integrate universal, targeted and individualised support for children, families and placements. This builds on learning from TALK Clacks so far, to support the spread of innovation and ensure the sustainability of the approach.

SLT continues to enhance the level of support it provides to previously identified TALK Clacks schools and early years establishments that have the highest proportion of children living in SIMD 1 and 2.

TALK Clacks interventions are now being incorporated into the SLT Service Model, which involves:

- All therapists delivering universal, targeted and individualised interventions, incorporating TALK Clacks interventions
- Typically only one therapist working with an education establishment, supporting the placement, families and the active caseload
- Increased reach, with the SLT Service Model provided to all schools and ELCs in Clackmannanshire to:
  - Understand and support a planning phase with all schools
  - Provide a universal and targeted offer available for all schools
  - Ensure maintenance and development of previous interventions in TALK Clacks targeted schools and early years establishments, due to enhanced capacity and leadership support through the addition of the Attainment Challenge Funding
  - Ensure all therapists are responsible for individualised caseload support within their key schools.

Key strands from the model, as part of the Year 7 SAC Plan will be embedded in conjunction and in alignment with other interventions to ensure that advice and support focusses on how these together can improve learning and teaching to raise attainment and close the poverty related gap.

Progress on planned activities between August 2020 and April 2021 in the 10 targeted TALK Clacks primaries and 9 targeted TALK Clacks ELCs has included:

- Increased access and uptake of Speech and Language Therapy Modules
- Increased engagement with parents/carers via education establishments' digital/ social media platforms in order to share information about the service, how to contact SLT for advice and support, and to introduce the placement's link therapist: SLT
- Completion of SLT and education Self-Evaluation Tool (SET) by staff in all placements alongside their key therapist, to support evaluation of progress, identification of the placement's needs and development of a bespoke improvement plan
- Placements to work with SLT on identified outcomes in at least one of the following strands of the SLT Balanced System Framework:
  - Supporting parents, young people and families
  - Enhancing and adapting environments
  - Developing the workforce
  - Identifying need

- Providing appropriate interventions  
Achieved in almost all primary and ELC placements

### **Readiness for Learning (R4L)**

All R4L plans were reviewed so that there was a continuation of targeted support for children and families affected by the pandemic and access to the online e-learning modules for all practitioners to offer more bespoke information relating to targeted needs.

The number of R4L modules available to staff has risen from 17 in March 2020 to 35 in March 2021, with more currently in preparation. Educators have accessed over 7,400 hours of CLPL in the last year on this platform with feedback highlighting its targeted use with our more vulnerable and at risk children and young people.

All establishments were supported to develop Trauma Recovery Plans based on R4L principles which led to increased numbers of pupils and educators returning to face-to-face schooling in a regulated way. The widespread use of this information and planning resource has also increased the reach of the intervention as the need for trauma-informed responses to the pandemic became apparent.

By utilising emerging methods of engaging in therapeutic interventions digitally, support to our most vulnerable pupils through the Intensive Therapeutic Service was maintained throughout the last year

### **Improving Outcomes Curriculum Team**

The Improving Outcomes Team all increased their focus on supporting remote learning to include the enhanced use and access to digital platforms, and transformational pedagogy. The focus was on supporting our SIMD1 and 2 children and families and ensured that practitioners were supported to plan effectively and deliver motivating engaging, and differentiated remote learning activities to maximise progress and close the attainment gap. This evidence was captured in the “Overview of Practice in Remote Learning” and captured comments made by senior leadership teams during discussions with education officers to help illustrate good practice taking place.

There continued to be a focus on virtual Professional Learning and bespoke inputs in the use of digital skills and technology to meet targeted and highlighted need and further develop a Clackmannanshire understanding of “blended learning” across whole school communities

The FLIP, digital learning platform was revised and continually updated to provide focussed curriculum resources, videos and learning activities for children ,parents and carers to access “anytime” learning during “Lockdown”..



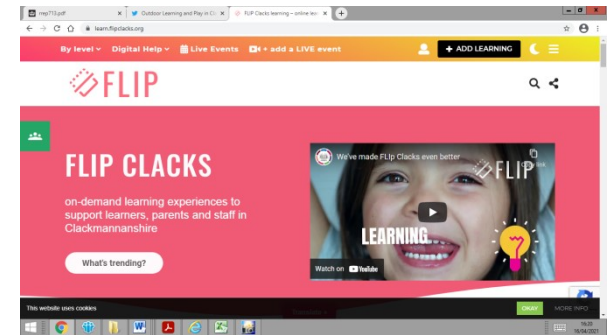
## Overview of Practice in Remote Learning

Clackmannanshire Council



Evidence from the Clackmannanshire Viewpoint Survey and national data capture has highlighted the significant impact of the COVID-19 pandemic. Children and young people have missed out on many formative experiences with their classmates to develop resilience and self-motivation alongside the impact on the delivery of the curriculum.

Moving towards recovery, the Scottish Government's advice and guidance on supporting continuity of learning on return to schools, particularly in terms of maximising the use of facilities and resources in schools, ELCs and the local area was taken on board by the Improving Outcomes Curriculum Team. Working collegiately that supported practitioners to factored more active, play and outdoor learning experiences into their targeted support and curriculum. This included opportunities for learners to be more physical, to enjoy and learn about their natural environment, and to relax. As a result:



- All primary schools engaged in consultation with THRIVE outdoors regarding strengths, opportunities and development needs within their context. The main points were summarised within a report for each school with actions and recommendations for both the establishment and the Local Authority
- Clackmannanshire Education Services put together an Online Toolkit for all practitioners containing resources, useful links and networking opportunities
- A designated Twitter feed was created to cascade and share the latest information with schools and their community related to OL opportunities, funding etc.  
<https://twitter.com/clacksol?lang=en>
- 3 CLPL sessions were delivered in partnership with the *Outdoor and Woodland Learning Service*. These were attended by schools in each of the three clusters. Feedback was positive and, as a result, a collaborative network has been formed which will be taken forward in Term 4.
- Targeted support provided to staff in two schools at early and second level to develop skills and confidence around taking learning outdoors. Feedback indicates that pupils were more engaged during and after sessions in the early level setting

- The *Outdoor and Woodland Learning Service* has provided targeted working with pupils at early, first and second level. It is hoped that, support the continuation of this work while the representative from forward with senior staff
- A satellite Outdoor ELC has been developed at one Primary School
- An Outdoor Learning Strategy (Draft) and Poverty Plan (in schools in August 2021.



support to one of our SAC schools, moving forward, the IO team will OWL takes family work outdoors development) will be shared with

### Early Intervention Team

All Early Intervention Workers were able to track identified pupils from October-December across targeted interventions to support literacy and numeracy. While it was not possible to this to overall attainment, it gave an indication of the gaps and issues associated with disrupted learning.

Fortnightly network meetings continued to provide an opportunity for the Team to share good practice and discuss the on-going challenges of a mixture of remote in-school learning to better support children and families.

Data relating to engagement in on-line learning and additional support was captured and shared with establishments. This weekly analysis provided the opportunity to identify children and families who were struggling and provide bespoke help and interventions.

Early Intervention Team-Weekly Engagement

DATE									
Establishment	EI Team Member	No of days in school	Key stages	No. of engagements with children to support remote learning INDIVIDUAL	No. of engagements with children to support remote learning GROUP	No. of engagements with children in school	No. of children who are not-engaging	No. of engagements with parents/carers in phone call/meet/Doc	Comments
Abercromby	Vicky	5 days	P1/2	5		21	5	1	1-1s H/web activities, Literacy name tray
Banchory	Danno	3	p1/2	2		34		1	1-1s Small group Supporting all children in bubble
St Serfs	Karen	3	P1/2		Mon - 8 Wed - 6 Thur - 6	20			1-1s menu, 1:1 Small grp support virtual learning and google meets.
Craigbank	Kirsty	3	p1/2	2		36		2	

2020 link

and

### CCPE

While it was not possible to resume the CCPE Programme, there was a review of the capacity built from the previous years work with secondary schools in relation to moving forward with this approach at Cluster Level. For example, a STEM focus for SBCD through CCPE.

Equity is a key component of SBCD though CCPE and feedback to date indicates that this has made an impact in the planned approaches to the Curriculum.

**Slippage from plans: *Please comment on slippage from your original plans for implementing activities in the year 2020/21***

**Improving Reading :Equitable Literacy Programme**

Programme Progress in relation to the development of Fundamentals was paused as a result of the pandemic. Engagement with establishments during Covid 19 highlighted that some establishments were asking for support to sustain previous progress rather than exploring new elements. All establishments had to find creative ways to continue to progress despite on-going closures and guidance in relation to resources/social distancing etc.

Supporting remote learning was a priority and this included offering bespoke support for and signposting/creating resources. Developing a curricular hub, digital resources and learning in relation to Google Educator was prioritised to ensure that access to support was available to aid recovery and maximise progress.

**Numeracy**

Maths Recovery for Support for Learning staff and some Learning Assistants was postponed indefinitely due to the pandemic. An offer was made from the Maths Recovery Group to deliver the remaining 20 hours virtually. However, this required our staff to work in close contact with children, while wearing a mask and therefore impacted on the delivery of the training and support. Also the content of the training is best delivered in person, working with colleagues and using manipulatives. The training has been pushed back to Term 1 in 2021/2022 dependent on local restrictions.

One of the fundamental approaches to deliver effective numeracy and mathematics learning experiences is using manipulatives to develop conceptual understanding. Replicating this through a digital platform has proved difficult, particularly when assessing and identifying depth of understanding. Additionally, engaging with all learners was problematic due to interrupted periods of support.

**TALK Clacks**

The speed of implementation of the Speech and Language Therapy transformational review and service model has been affected by COVID-19 during this academic year. Difficulties have included restrictions on the number of visits by therapists to educational establishments throughout the year, occasional ELC and school closures or staff absences due to COVID-19 outbreaks and placements being closed to face to face learning between January and February 2021.

This resulted in some planned goals taking longer to achieve or having been postponed, for example, delivery of planned training modules for staff, implementing language-based interventions in ELCs and primaries and progressing with development of the communication environment in establishments alongside education staff.

**Readiness for Learning (R4L)**

Due to the reallocation of the Team to provide targeted support for our most vulnerable families, it has not been possible to offer the individual therapeutic interventions and has reduced the amount of time available to strategically support schools in developing their R4L practice. However, due to the progress in embedding the approach within the Educational Psychology Service this role has been subsumed within standard practice across the authority, meaning there is now a sustainable model in place to support the continued use of the approach beyond 2022.

**Improving Outcomes Curriculum Team**

From August 2020 all Recovery and Re-Opening Plans within the Programme Plan were reviewed to take into account the restrictions and guidance associated with the Pandemic.

Outcomes and measures aligned to individual programme plans and interventions were paused. All Leads were redirected to support the delivery of a blended model of in-school and at-home learning, involving digital, independent and active learning. Consideration was given to the specific requirements of children and young people with additional support needs, areas of transition and families most in need of support.

**Early Intervention Team**

The planned tracking of progress was paused and data capture was limited to the restricted schools for our most vulnerable children during October-December 2020.

DATE	PUPIL 1 A				PUPIL 2 A				PUPIL 3 A				PUPIL 4 ST B				PUPIL 5 ST B			
	SEP	OCT	NOV	DEC	SEP	OCT	NOV	DEC	SEP	OCT	NOV	DEC	SEP	OCT	NOV	DEC	SEP	OCT	NOV	DEC
Attendance	72.22	89.71			100	100			94.44	83.82			88.89	94.12			100	100		
Exclusions	0	0			0	0			0	0			0	0			0	0		
Behavior	G	A			A	G			A	A			G	G			G	G		
Learning Literacy	E2	E2			E2	E2			E1	E2			F1	F1			F1	F1		
Learning Homework	E2	E2			E2	E2			E1	E2			F1	F1			F1	F1		
NOTES	Staged intervention Family group				Staged intervention intervention Vulnerable				Staged intervention											

opening of

**CCPE**

In light of Covid 19 ,all CCPE delivery plans were postponed until after Easter 2021

**Reflections on progress to date: Can you share any learning on what has worked well in implementing this initiative during 2020/21? Please highlight any quantitative data, people’s views or direct observations that have informed your evaluation of progress.**

### **Improving Reading :Equitable Literacy Programme**

Feedback from Leads and establishments has indicated that they have benefitted from more accessible professional learning opportunities as a result of all CLPL moving to a virtual model, with inputs from the local authority, RIC, and from national organisations such as Education Scotland and Scottish Book Trust.

The promotion and engagement in Google Suite has provided greater access and use of resources to enable practitioners to continue developing digital literacy.

Networking sessions, particularly for writing, and virtual staff book club sessions have resulted in a variety of productive conversations regarding sharing of resources and pedagogy with practitioners remaining enthusiastic and motivated.

Input and support has meant that practitioners feel more confident in the triangulation of TPJ and SNSA and formative assessment observations/discussions to identify target groups of learners.

Practitioners have been supported to revisiting running records and attitude surveys to identify the specific impact of school closures

### **TALK Clacks**

The use this academic year of the SLT and Education Self-Evaluation Tool has been powerful in providing schools and ELCs, along with their key therapist, with a structured way of evaluating progress, identifying areas for improvement and developing a bespoke improvement plan for each placement. This will continue into Year 7 of the programme Plan for TALK Clacks

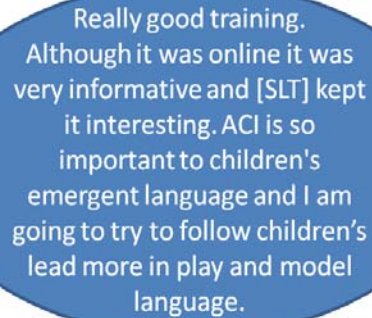
The change to the SLT service model and introduction of one key therapist per placement for universal, targeted and individualised supports for children has further allowed therapists to be responsive to initial concerns staff have around children's speech, language and communication support needs.

In the identified TALK Clacks placements, therapists have had at least 87 conversations with staff about children not currently active on the speech and language therapy caseload, enhancing staff's opportunity for access to good quality advice from SLT to support initial concerns about children and to identify those who would benefit from more individualised support.


Despite the challenges faced by COVID-19 and the resulting restrictions, new ways of offering supports have been established where this has been possible, for example over digital technology.

A range of training opportunities have been delivered in this way to both ELCs and Primaries and has varied to include training modules for all staff in some placements as well as training that is bespoke to meet the needs of a placement, an identified group of staff or group of learners. These have included: Introduction to SLT, Adult Child Interaction, and Makaton sign sharing, Colourful Semantics, Developing a Visual Communication Environment and Objects of

Reference.



Really good training. Although it was online it was very informative and [SLT] kept it interesting. ACI is so important to children's emergent language and I am going to try to follow children's lead more in play and model language.

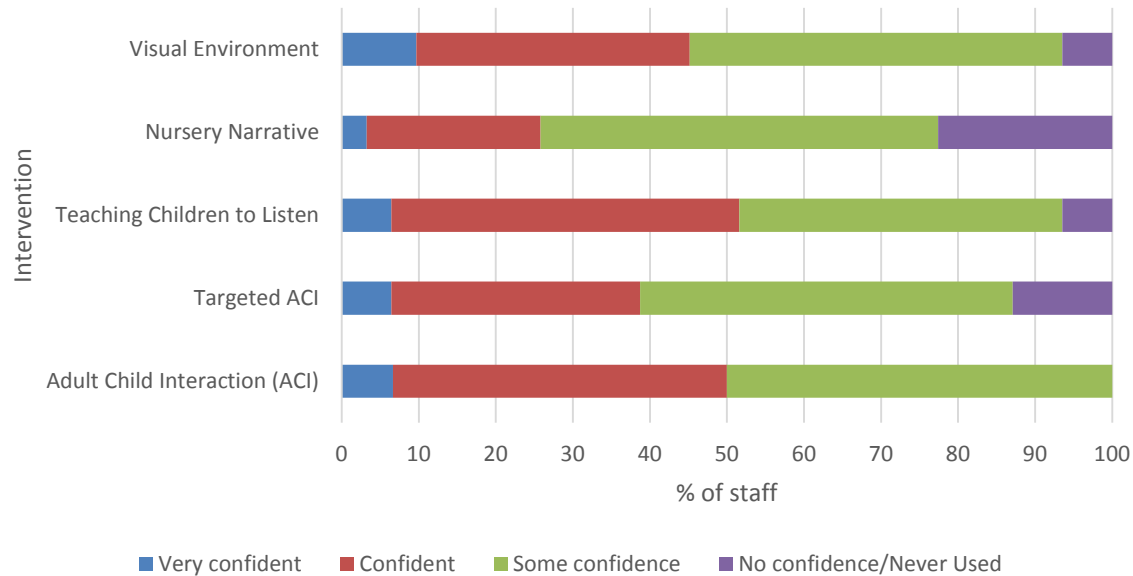


This was a great way to refresh and remind me about the importance of Adult Child Interaction for developing language and I feel more confident now about embedding it into my everyday work practice.

In a number of establishments already experienced in TALK Clacks interventions and approaches to support listening, spoken language and literacy through previous work with SLT, there has been evidence this year that universal and targeted interventions are being embedded with a reducing need for direct, ongoing modelling and coaching by an SLT.

This has included *Colourful Semantics*, a colour coded sentence building approach which supports children's vocabulary, understanding of questions and ability to construct spoken and written sentences. In one school, all staff who had previously received Colourful Semantics training and support to implement it in their classroom reported to the SLT being either 'confident' or 'very confident' in using the approach to support their learners' spoken and written language. In this school, a class teacher new to the school had linked with an experienced colleague to shadow lessons and engage in dialogue about the approach and, as a result, was beginning to implement it in his classroom and could demonstrate understanding of key aspects.

### Staff Confidence - Language & Communication Supports in ELCs



#### Readiness for Learning (R4L)

All establishments had completed their initial NME training just prior to the pandemic starting, meaning that they all had a core level of knowledge and understanding to allow them to support their learners through the past twelve months. In addition, the national recognition that the school closures were traumatic for both educators and learners prompted more establishments to focus on their implementation of the approach so has, in fact, moved practice on more quickly than we may have seen otherwise.

#### Early Intervention Team

Weekly engagement data and regular planned meetings have highlighted value establishments and families placed on the wide range of positive engagement and involvement in learning activities based on each establishment's context and need.

For example: Families engaging in supported home learning through virtual meetings and socially distanced "door-step" visits.

Feedback from establishments highlights the flexibility and agility of the Team to respond to individual needs and provide specialist support, particularly for children and young people experiencing challenges due to the on-going "Lockdown".

**Can you share any learning on what has worked less well or could be improved?**

**Common themes have emerged across all the interventions and include:**

Remote working practices have exacerbated the difficulties around effective communication and joint working across the different strands of SAC interventions. This has required additional time and a greater number of virtual meetings to network and review actions across the programme plan.

Governance meetings have been reduced at a strategic level due to the demands of the on-going crisis with more 1-1 meetings, individual programme meetings and reports required for Elected members and Chief Education Officers. Moving forward, the Year 7 Plan will review the current structure to ensure that there is still a clear governance at all levels and it continues to provide on-going support and challenge as the Programme transitions to SAC 2.0

**Activities:** *Please comment on progress in implementing your planned activities in the year 2020/21*

Research and Evaluation

Key strands from Phase 2 have been taken forward despite the restrictions of “Lockdown”. They include:

**Supporting parents and carers in early literacy development** - the development of a training course for Community Learning and Development, staff and parents in how to develop and deliver different activities for children that can promote well-being and literacy development has progressed. Feedback and evaluations from this initial work will be built upon to deliver a larger family-based activity potentially over some of the school summer break (2021) These will be a mixture of on-line and face-to face small group interventions.

**Community level engagement** -intergenerational mentoring planning is underway in Alloa Academy with a music education provider being used to initiate community level access to music for children and young people. This work will be progressed in a way that offers opportunities for literacy development and will



link to the previously planned project holiday care and learning programmes pupils (primary 3-6).

**Slippage from plans:** *Please comment on slippage from your original plans for implementing activities in the year 2020/21*

The Covid 19 situation has impacted on Strathclyde University's ability to engage directly with communities during the Covid 19 period. The model switched to making sure the online course for community and family workers was developed. As Covid19 restrictions lift the planned approaches will re-commence with greater face to face work in communities and liaising with Columba 1400 to ensure that there is continuity and progress.

**Reflections on progress to date:** *Can you share any learning on what has worked well in implementing this initiative during 2020/21? Please highlight any quantitative data, people's views or direct observations that have informed your evaluation of progress.*

The main focus of the intended work was to develop community based links and relationships that would form the basis of further project development. While significantly delayed due to the Covid 19 crisis, the programme is slowly returning to a phase in which the community engagement can continue. The online work has received positive responses from reviews particularly from practitioners, who value the needs- led and bespoke approach.

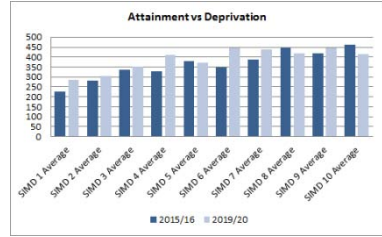
**Can you share any learning on what has worked less well or could be improved?**

The provision of online resources has expanded the ability to engage with different groups and will be an extremely useful resource when blended with face to face work This will be adapted during Phase 2 to produce a new version that will be useful to practitioners

**SAC Report APPENDIX 1**

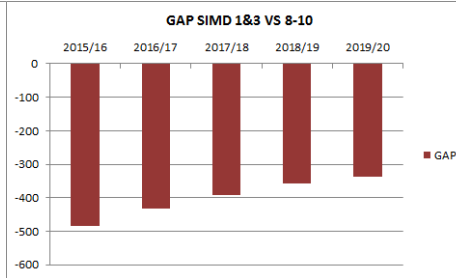
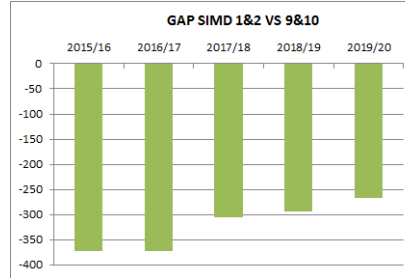
Analysis has been carried out on Senior Phase data, particularly at S4 as this has been the focus of analysis with our Attainment Advisor.

The following chart illustrates the attainment (total tariff points) of two S4 cohorts (learners not leavers) – 2015/16 & 2019/20 by SIMD deciles. In our most deprived areas (SIMD 1, 2, 3 & 4) the total tariff points our learners achieved in 2019/20 is **higher** than in 2015/16. In our more affluent areas however, there is variance as to where learners have achieved more tariff points.



The size of the S4 cohort has also fluctuated with a higher number of learners in the S4 cohort in 2019/20 compared to the previous year but lower than the comparator year (2015/16).

Using the same comparison years as highlighted in the Clackmannanshire Impact Report, the poverty related attainment gap (SIMD 1&2 vs 9&10) has **narrowed** from 373. Comparing the gap including SIMD 3 the

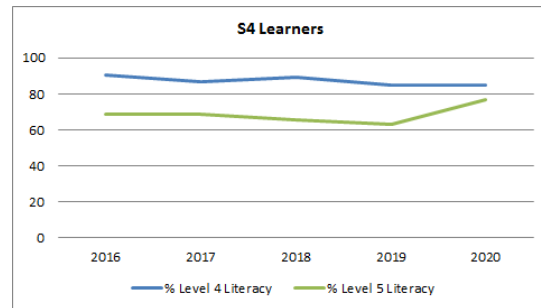


gap has also **narrowed**; as illustrated below.

**S4 Learners – Literacy & Numeracy (Level 4 & 5)**

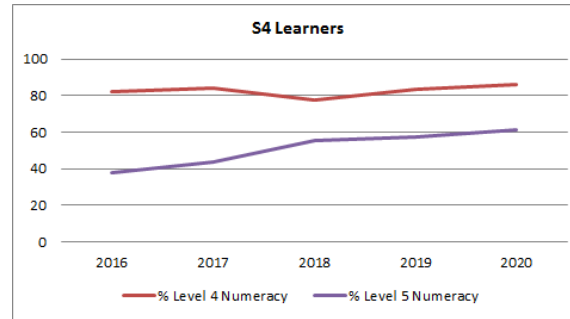
**LITERACY:** The chart opposite illustrates a **slight yearly improvement** in the achievement of Literacy for S4 learners at Level 4; however it remains lower than the comparator year of 2016.

For Level 5, there is also **improvement** reported on the previous year and is **higher** than the comparator year of 2016.



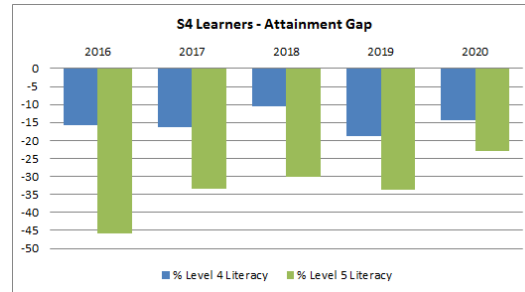
**NUMERACY:** The chart opposite illustrates an **upward trend** in the achievement of Numeracy for S4 learners over the past 5 years. This upward trend can be attributed to the secondary schools focusing on alternative subjects offered by SQA where Numeracy can be awarded.

Both achievement levels in 2020 are **higher** than the comparator year of 2016.



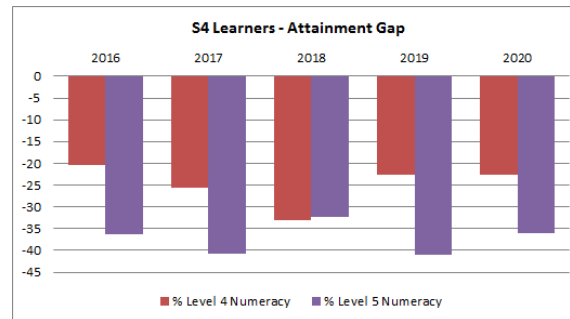
**LITERACY:** In relation to the achievement of Level 5 Literacy, the attainment gap between SIMD 1 & SIMD 5 **has narrowed** but remained fairly consistent at Level 4.

For Level 4 the gap is **similar** to the comparator year of 2016 but in Level 5 it is **significantly smaller**.



Despite the improvement in Numeracy, the attainment gap between learners in SIMD Q1 & Q5 **has fallen** from the previous year and there is no clear trend at either Level of a narrowing of the gap.

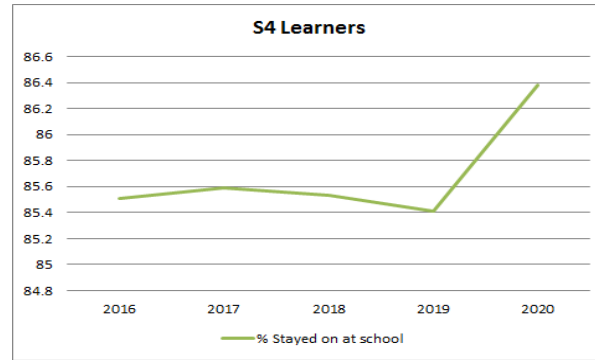
The gap at Level 5 remains **similar** to the comparator year of 2016 but at Level 4 it has **grown slightly**.



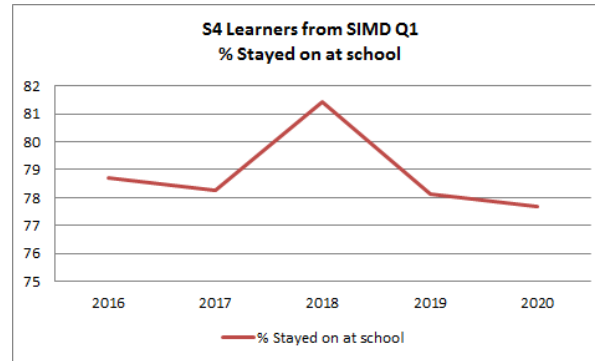
### Staying on Rate – S4 Destinations

The following analysis concentrates on the destination of the S4 cohort only....

**Staying on at School:** Over the last five years the percentage of S4 learners who stayed on at school **increased** in 2016 from 85.5% to 86.4%. This is illustrated in the chart opposite.



**Staying on at School – Learners from SIMD Q1 (most deprived):** Over the last five years the percentage of S4 learners from our most deprived areas who stayed on at school has **fallen** over the last three years and is lower than the rate of the comparator year – 2016.



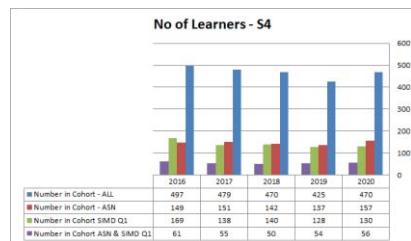
This is illustrated in the chart opposite.

The following analysis focuses on the attainment of all three of our cohorts (S4, S5 & S6) in 2020 (using local measures in Insight); comparing the past 5 year's attainment (with the caveat of 2020 data being influenced by COVID).

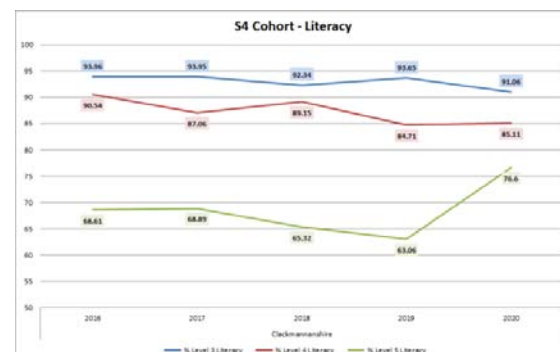
## Authority Overview

### S4 Cohort

#### Demographics



The size of the S4 cohort in 2020 was **470 learners**; 157 had ASN (33%) and 130 (28%) lived in our most deprived area. Just under half of our learners living in our most deprived area also had ASN (56 learners).



## LITERACY

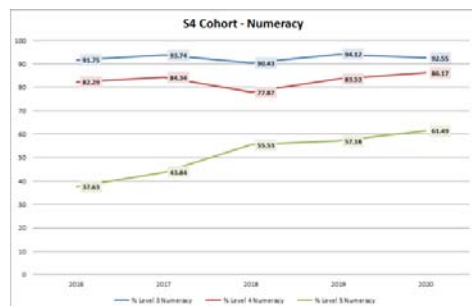
Overall there is a *yearly improvement* in the attainment of Level 5 Literacy with 76.6% of learners achieving Level 5 in 2020; however the trend at both Level 3 (91.1%) and Level 4 (85.1%) is downwards.

The achievement rate in 2020 was higher than the VC at Level 5 Literacy but lower at both Level 3 & 4.

*Poverty Related Attainment Gap:* For the purposes of this section of the report the Poverty Related Attainment Gap is measured by comparing the attainment of learners from our most deprived areas (SIMD Q1) against the learners from our least deprived area (Q5).

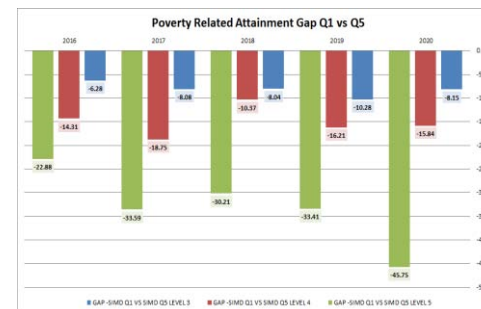
At Level 3 and 4 the gap has **narrowed slightly** although at Level 5 it has grown, as illustrated in the chart below:

### NUMERACY



Overall there is an **improving trend** in both Level 4 and Level 5 Numeracy with a slight fall in Level 3 (92.6%) in 2020, where the trend has been more sporadic in nature.

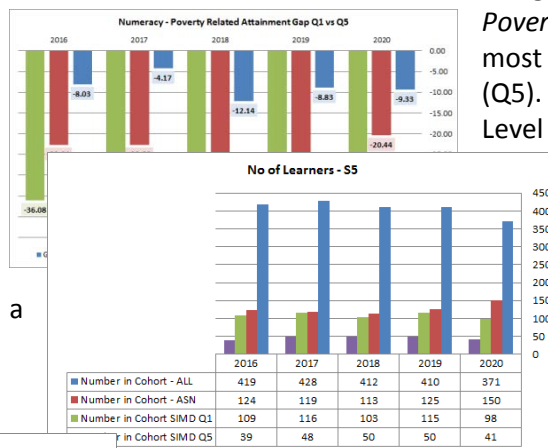
Over the five year period under review, Level 5 Numeracy has **improved significantly** to 61.5% in 2020; an increase of almost 24 percentage points. The increase in achievement rate in 2020 was higher than the VC for all three levels in Numeracy.



### S5 Cohort

#### Demographics

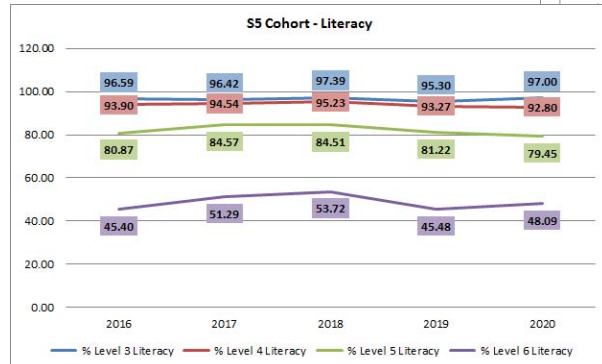
The size of the S5 cohort in 2020 was learners with ASN (40%). Just over a



*Poverty Related Attainment Gap* - comparing the attainment of learners from our most deprived areas (SIMD Q1) against the learners from our least deprived area (Q5). At Levels 4 & 5 the gap has **narrowed**, with the biggest improvement being at Level 4; however at Level 3, the gap has grown (slightly).

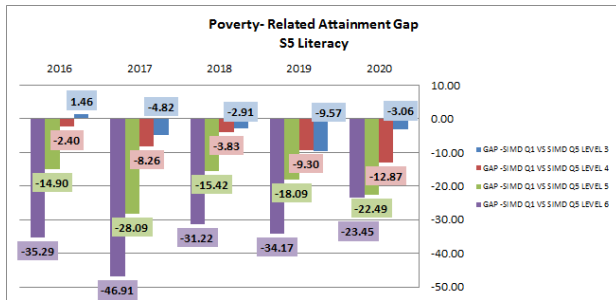
**371 learners;** lower than in previous years with a higher proportion of quarter (26%) of learners live in our most deprived area.

### LITERACY



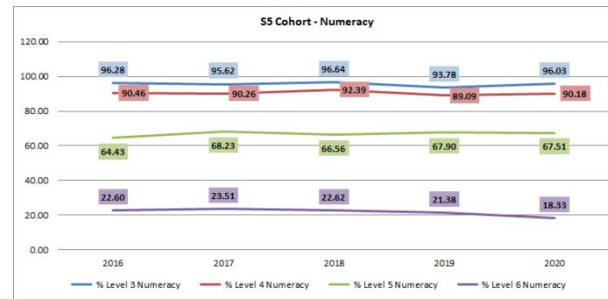
Overall there is a **yearly improvement** in the attainment of Level 3 & Level 6 Literacy but a fall at both Level 4 & 5. Only the achievement rate of Level 3 Literacy is higher than the VC.

*Poverty Related Attainment Gap:* For the purposes of this section of the report the Poverty Related Attainment Gap is measured by comparing the attainment of learners from our most deprived areas (SIMD Q1) against the learners from our least deprived area (Q5).



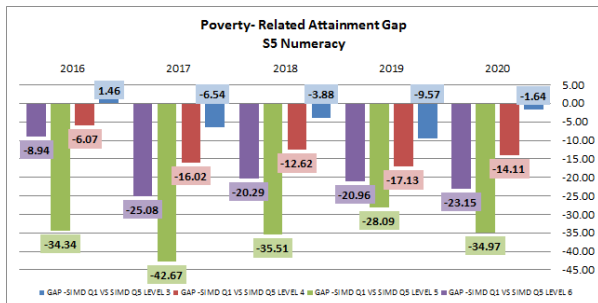
As the chart opposite illustrates, consistent with the increases in achievement at both Level 3 and Level 6 Literacy, the attainment gap has **narrowed slightly**. The gap has grown at both Level 4 and Level 5 Literacy, consistent with the achievement rate falling.

### NUMERACY



Overall there is a **falling trend** across Levels 5 & 6 Numeracy, but a yearly improvement in both Level 3 and 4. Despite the improvement the achievement rates across all the levels are lower than the VC.

### Poverty Related Attainment Gap - comparing the



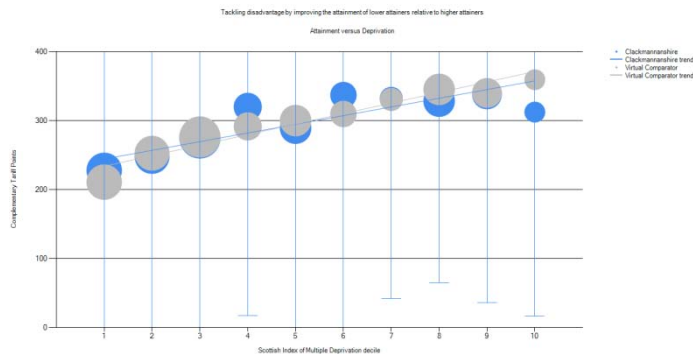
attainment of learners from our most deprived areas (SIMD Q1) against the learners from our least deprived area (Q5). At Levels 3 & 4 the gap has **narrowed**, reflecting the improvement in the achievement of these levels

however in Level 5 & 6 the gap has grown. This is illustrated in the chart opposite.

### Attainment Gap Analysis – Part 3 – Attainment vs Deprivation Authority Overview

[The following analysis is based on “Complementary” tariff points (average tariff points gained for the top 5 qualifications) & cumulative].

### S4 Cohort



increase in the average tariff points achieved. For learners in

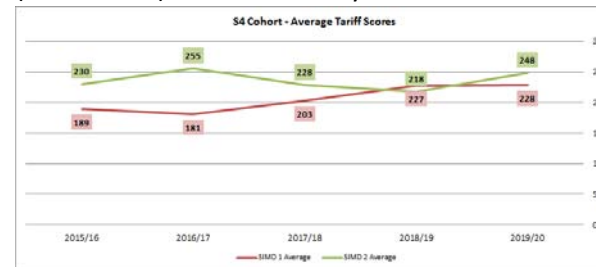
The chart opposite illustrates the average tariff score by SIMD Deciles for the 2019/20 S4 Cohort. This is in comparison to the Virtual Comparator.

As can be seen, learners in SIMD 1 (slightly) 4 and 6 are outperforming the VC.

This data is further examined below:

### Most Deprived Learners

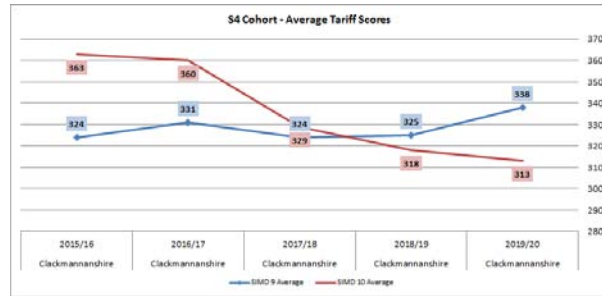
The following chart illustrates the **average tariff score** of learners who live in our most deprived areas (SIMD 1 & 2) over the last 5 years for the S4 cohort.



The trend, up until last year, had been that learners who live in one of our most deprived areas (SIMD 2) achieved less tariff points, however compared to last year there is a 14% SIMD 1, our most deprived area; there has been

**little improvement** in 2019/20 despite being on an improving trend since 2016/17. Despite the lack of improvement the S4 cohort is outperforming the VC by 17 tariff points.

Learners who live in SIMD 4, 6 & 7 also outperformed the VC in 2019/20.

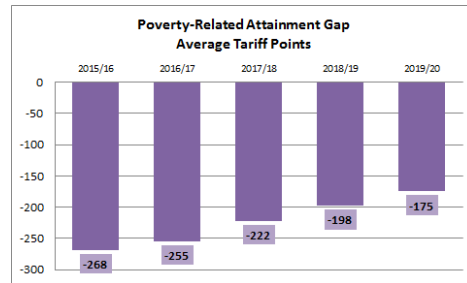


**Least Deprived Learners**

The attainment of learners who live in one of our least deprived areas (SIMD 10) has been falling over the last four years, whereas learners who live in the next least deprived areas (SIMD 9) are achieving more in the last 3 years. It is worth highlighting the size of the cohort though as in 2019/20 there were only 14 learners in SIMD 10 compared to 43 in SIMD 9.

Compared to the VC learners who live in both SIMD 9 & 10 are not performing as well as expected.

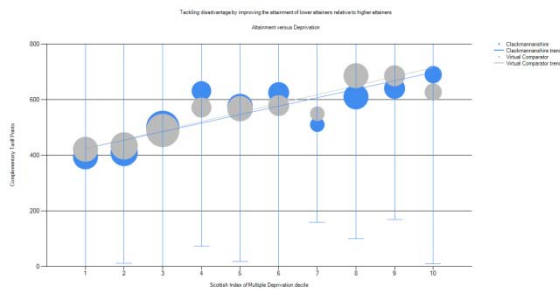
**Poverty Related Attainment Gap:** In determining the attainment gap, the average tariff points for learners from



SIMD 1&2 has been compared to the average tariff points achieved by learners from SIMD 9&10. The difference (or gap) has been illustrated in the chart opposite. As shown, the gap is narrowing for the S4 cohort. It is not the case, as both groupings are reporting increases.

[Checking against any “squashing” of the gap, this

**S5 Cohort**



areas (SIMD 1 & 2) improved in 2019/20 tariff points achieved by learners living in SIMD 1 by learners living in SIMD 2. Despite the VC, in both deciles.

Learners across all deciles achieved higher with learners who live in “our middle deciles” are **Least Deprived Learners**

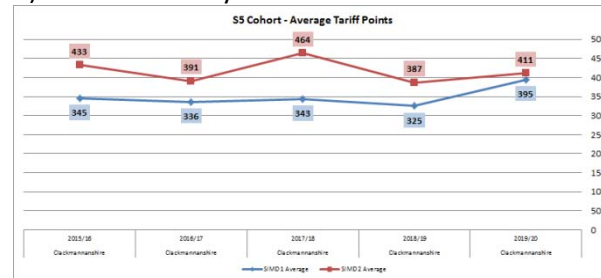
Comparator.

As can be seen, learners in SIMD 3 (slightly), 4, 5 (slightly), & 10 are outperforming the VC.

This data is further examined below:

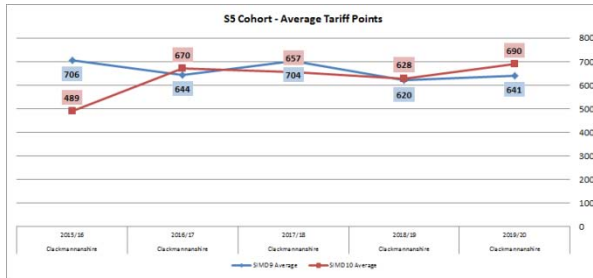
**Most Deprived Learners**

The following chart illustrates the **average tariff score** of learners who live in our most deprived areas (SIMD 1 & 2) over the last 5 years for the S5 cohort.



The performance of learners who live in our most deprived compared to the year with 6% yearly increase in the average and 22% yearly increase in the average tariff points achieved improvement of the S5 cohort, the scores are lower than the

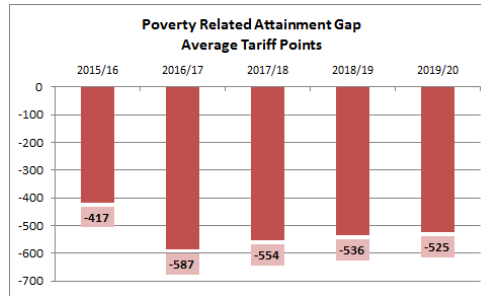
average tariff points in 2019/20 than in the previous year also outperforming the VC (SIMD 3, 4, 5, & 6).



The attainment of learners who live in our least deprived areas (SIMD 9 & 10) improved in 2019/20

narrowing for the S5 cohort with 11% fall in the attainment the gap, this is not the case, as both groupings are reporting

*Poverty Related Attainment Gap:* In determining the attainment gap, the average tariff points for learners from SIMD achieved been



1&2 has been compared to the average tariff points by learners from SIMD 9&10. The difference (or gap) has illustrated in the chart opposite. As shown, the gap is gap since 2016/17. [Checking against any “squashing” of increases].



### **Appendix 3**

#### **MCR Pathway-Care Experienced**

( see attached PDF)

### **Appendix 4**

#### **Pupil Equity Funding (PEF) Year 2020-2021**

##### **Clackmannanshire**

#### **Overview**

For Academic Year 202-2021, £1527, 000 Pupil Equity Funding (PEF) was allocated to Clackmannanshire schools to help close the poverty related attainment gap. The allocation was based on an analysis of free school meal entitlement. Individual schools received amounts between £20,00 and £157,00, ( see Appendix 1 of Appendix 4)

Schools continue to follow guidance issued by Scottish Government and seek local authority advice when making decisions regarding PEF spend. This was updated in June 2020 to reflect the impact of Covid 19 on learners and establishments.

<https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2020>

Input from our Education Scotland Attainment Advisor (to individual Head Teachers and clusters) continued to provide support and challenge regarding PEF rationale, expenditure and impact .Due to the closure of schools in March 2020, these discussions and meetings were held virtually.

Evaluations on PEF interventions are reported through the annual standards and quality reports and centrally collated to ensure that there is moderation and quality assurance of individual plans.

All PEF plans have involved pupils and young people, and parents and carers in decision making for the spend and this has been conducted virtually for this session through digital communication as a result of the COVID-19 pandemic.

A briefing was provided to all schools to assist with Procurement which was designed to support schools with PEF spending to ensure appropriate compliance with procurement processes.

The Scottish attainment Challenge (SAC) Lead continues to provide coherence between the various strands of Attainment Scotland Funding (SAC, PEF and Care Experienced Funding) within Clackmannanshire, utilising the current governance structure for all three strands to ensure that all funded activities are very clearly focused, and result in, a closing of poverty related gaps across all sectors

Engagement with our statutory , third sector partners and Regional Improvement Collaborative continues to be enhanced so that we focus our collective efforts to ensure that PEF interventions continue to be targeted to those areas of greatest need to improve outcomes and close the poverty related attainment gap.

### **Impact of Covid 19**

There is, however, a recognition that the continuing pandemic and Recovery may require new and more responsive models, as on-going data capture and review identifies children and young people who may have developed needs that were not apparent prior to “Lockdown”. PEF spend and allocation will need to be responsive to this and be agile in its targeting of resources.

For academic year 2020-2021 the Senior Finance Officer has continued to monitor and analyse PEF expenditure. This has identified the range of schools’ positive interventions which have widened to meet the needs of targeted groups. The main focus of interventions being:

- Literacy
- Numeracy
- Health and Wellbeing

A wide range of partner providers are now registered on the Clackmannanshire Procurement Framework .For 2020-2021, these interventions have a more targeted focus on supporting mental wellbeing, for example, Inscape Therapeutics- a music therapist supporting emotional and social wellbeing

Due to lockdown schools were unable to collect enough data to provide robust evaluation of PEF interventions. Furthermore, the need for schools to respond to the significant change in circumstances because of Covid-19 has mean that for 2020-2021 there has been a shift in priority of school PEF plans. In particular:

1. Addressing mental wellbeing issues
2. Addressing the impact of Poverty
3. Addressing any digital 'gaps' for learners with respect to devices and internet connectivity
4. Recovery focus on literacy and numeracy

Pupil Equity Funding has allowed the majority of schools to recruit additional staff that have provided individual and small group support for targeted learners.

There continues to be a focus on those who have been most affected by the COVID pandemic and schools are reviewing their approaches to align with the work of the Child Poverty Action Group (CPAG) – Cost of the School Day.

Interventions using outdoor education providers and extending the outdoor learning experience has been targeted at vulnerable young people and particularly those with complex and distressed behaviour. Additional outdoor learning resources and links with organisations such as Outdoor Woodland Learning(OWL) have been utilised to extend the range and type of curricular experiences for children and young people.

A focus on professional development and upskilling of teachers and support staff has increased the knowledge and understanding in pedagogical practices and supporting learners. Some schools have used PEF to employ additional staff to engage and involve parents and carers in their children’s learning and improve family learning opportunities. Some of this takes place after school and during holidays and includes providing support for families.

A large number of Primary schools have focussed on mental and emotional wellbeing and have used PEF to support their work. For example Emotionworks <https://www.emotionworks.org.uk> to further build confidence and self-belief in our learners.

Another area of significant spend has been the investment in digital learning.. PEF has been used to enhance the access to digital learning including the purchase of tablets and laptops for home use as well as additional professional development to support staff in the provision of digital learning.

#### Appendix 1

<b>School</b>	<b>Allocation based on estimated FSM pupils 2020 - 2021</b>	<b>Top-up</b>	<b>2020-21 Total Allocation including Top-up</b>
Abercromby Primary School	£ 64,614	£ 40,061	£ 104,675
Alva Primary School	£ 84,586	£ -	£ 84,586
Banchory Primary	£	£	£

School	90,460	6,814	97,273
Clackmannan Primary School	£ 68,138	£ -	£ 68,138
Coalsnaughton Primary School	£ 24,671	£ 9,163	£ 33,834
Craigbank Primary School	£ 46,992	£ -	£ 46,992
Deerpark Primary School	£ 72,838	£ -	£ 72,838
Fishcross Primary School	£ 15,272	£ -	£ 15,272
Menstrie Primary School	£ 24,671	£ -	£ 24,671
Muckhart Primary School	*	*	*
Park Primary School	£ 157,423	£ 38,181	£ 195,604
Redwell Primary School	£ 66,964	£ -	£ 66,964
St Bernadette's Primary School	£ 19,972	£ 117	£ 20,089
St Mungo's Primary School	£ 42,293	£ 1,057	£ 43,350
St Serf's Primary	£	£	£

School	49,342	27,843	77,184
Strathdevon Primary School	*	*	*
Sunnyside Primary School	£ 99,858	£ -	£ 99,858
Tillicoultry Primary School	£ 84,586	£ -	£ 84,586

- No PEF



MCR Pathways

# Clackmannanshire Impact Report August 2021



# Contents

---

<b>Clackmannanshire Programme Context</b>	<b>Page 3</b>
<b>Key Performance Indicators</b>	<b>Page 3</b>
<b>Covid 19-Young Person's Support During Lockdown</b>	<b>Page 4</b>
<b>Get On-line Programme</b>	<b>Page 5</b>
<b>Programme Development</b>	<b>Page 6</b>
<b>Voices from Clackmannanshire Schools</b>	<b>Page 8</b>



## Clackmannanshire programme context

---

The MCR Pathways Programme across Clackmannanshire continues to ensure that every care experienced young person, or those who have experienced disadvantage, has access to the same educational outcomes, career opportunities and life chances as every other young person.

On-going data capture and analysis during 2020-2021 has identified a number of challenges and highlighted the need for future planning and data capture to take into account the impact of Covid 19 on children, young people and their families. It has required MCR and its Education partners to carefully consider the additional requirements and support needed to address the impact of Covid 19 on interrupted learning, disconnection from school and data collection and ensure that this is taken into consideration as the Programme moves towards Recovery and transition to the next phase of Care Experienced Funding.

While the pandemic has had a significant impact on young people, it has resulted in an increased capacity and agility across all MCR Teams to respond to identified issues. The pandemic demonstrated the resourcefulness and range of responsibilities taken on by practitioners, partners and families, a shared purpose and the flexibility across the Programme to ensure our Care Experienced young people were continually supported.

Currently (August 2021) MCR Pathways supports 107 Care Experienced and disadvantaged young people between S1-S6 in Clackmannanshire.

The Young Clacks Talent programme, launched in January 2020 currently operates in the three high schools: Alloa Academy, Lornshill Academy and Alva Academy as well as within Clackmannanshire Secondary Support Service.

In S1 and S2, young people participate in weekly Group Work sessions facilitated by their Pathways Coordinator focusing on emotional literacy, wellbeing, teamwork, employability skills and self-awareness.

From S3, young people are carefully matched with a mentor who meets with them for a period every week, for a minimum duration of one academic year (with most of the mentored relationships lasting for longer).

Capacity across the Programme will be increased for 2021-2022 once Covid restrictions are eased in schools and the Mentor Recruitment Programme can utilise both virtual to physical meetings.

## Key Performance Indicators

---

In delivering the MCR Programme, Key Performance Indicators (KPI) are targeted to evidence closing of the educational attainment gap for pupils affected by poverty and who also experience barriers to accessing education.

As the MCR programme's KPI's are based on attainment and engagement in a positive destination, impact in relation to the 20/21 academic year will be captured next year. While it has not been possible to gather quantitative data, learning and evidence on what has worked well in the overall strategy to achieve impact is evidenced within the report.

Range of MEASURES of impact used	Range of intended OUTCOMES:
<b>Increase or improvement in:</b> <ul style="list-style-type: none"> <li>CYP's health and wellbeing</li> <li>Attendance and punctuality</li> <li>Attainment and achievement</li> <li>Pupil participation and engagement in learning, clubs, non-academic supports</li> <li>Number of CYP staying on past earliest school leaving date</li> <li>Positive and sustained destinations</li> <li>Satisfaction surveys/feedback from stakeholders (participation in and in positive responses given)</li> <li>Engagement numbers: staff training, parental or family participation in events/supports, community participation</li> <li>Practitioner awareness, confidence, and skill</li> <li>Parental awareness, confidence, and skill</li> </ul>	<b>Education</b> <ul style="list-style-type: none"> <li>Improved educational outcomes and reduced attainment gap</li> <li>Increase in sustained destinations</li> <li>Improved learner journey (fewer gaps, improved engagement, longer journey etc.)</li> <li>Improved inclusion of care experience CYP in all aspects of the curriculum</li> <li>Earlier intervention and prevention of need for more intrusive interventions</li> <li>Improved and more effective transition planning</li> <li>Improved data analysis to identify trends and patterns, progress, and impact.</li> <li>Increased practitioner's understanding of care experienced CYP needs and the capacity to them</li> <li>Improved collaboration between services</li> </ul>
<b>Decrease or reduction in:</b> <ul style="list-style-type: none"> <li>Pupil support referrals</li> <li>Exclusions</li> <li>Part time timetables</li> <li>School placement and/or care placement moves</li> <li>Need for statutory measures of care</li> <li>Need for residential care placement</li> <li>Out of authority placements</li> </ul>	<b>Child or Young Person</b> <ul style="list-style-type: none"> <li>Improved school readiness of care experienced CYP</li> <li>Improved wellbeing, safety and readiness to learn</li> <li>Overcoming emotional barriers to learning</li> <li>Improved resilience, coping mechanisms, and positive attachments</li> <li>Improved mental health</li> <li>Improved social confidence and skills of care experienced CYP</li> </ul>
	<b>Care &amp; Supporting Agencies</b> <ul style="list-style-type: none"> <li>Reduced breakdown of care placements</li> <li>Improved planning and monitoring of out-of-authority placements</li> <li>Increase in pupils successfully returning from out-of-authority placements</li> <li>Reduction in need for statutory measures of care</li> </ul>
	<b>Family/Community</b> <ul style="list-style-type: none"> <li>Improved parental engagement and involvement with school and available community supports</li> <li>Improved outcomes for families</li> </ul>

**For academic year 2021-2022, MCR and Education are reviewing, planning and monitoring a range of the above measures/outcomes collaboratively to ensure that there is coherence between the various strands of Attainment Scotland Funding (Scottish Attainment Challenge), Pupil Equity Funding (PEF) and Care Experienced Funding within Clackmannanshire. These will form the basis of an agreed Development/Recovery Plan to capture the evidence of progress and impact across the Programme. By utilising an existing Attainment Funding governance structure for all three strands, this will ensure that all funded activities are very clearly focused, and result in shared performance indicators, outcomes and a closing of poverty related gaps across all sectors.**

The following table identifies outcomes for the 19/20 school year.

	Lit. & Num. at Nat. 4+	5+ qualifications at Nat. 4+	1+ qualifications at level 5+	3+ qualifications at level 5 +	S4>S5 staying on rate	Destinations
Care-exp. MCR mentored	N/A	N/A	N/A	N/A	N/A	N/A
LA care-exp.	42.86%	38.06%	0%	0%	27.27%	60%
National care-exp.	63.45%	53.12%	57.20%	39.54%	N/A	65.97%
National universal	92.36%	89.80%	92.03%	83.61%	73.07% (LA Universal)	88.44%

For 2021-2022, the Adapted Leuven's tool will be used for identified young people from SIMD 1 and 2 in gathering information and evaluative statements across the MCR Programme and will focus on three central indicators of provision:

- Well being
- Involvement
- Engagement

At identified and agreed dates during the session, the scores will be cross-referenced with the data collated to:

- Evaluate the impact of the MCR programme on attainment across identified qualifications
- Evaluate the impact of the MCR Programme on attendance /exclusions
- Highlight any issues/concerns/progress

## Young People support during lockdown

---

Despite the Covid pandemic and restrictions hampering the growth of the MCR Program, since August 2020, MCR have established and grown Group Work and Mentoring across all establishments in Clackmannanshire.

The relationships built within schools, with staff and students, have enabled Mentored interactions to be created and established for the start of the academic year, August 2021.

MCR continues to support students participating in the Young Clacks Talent programme to achieve their academic potential and reach a positive destination (which MCR counts as college, university or employment).

This year's figures will provide a baseline to demonstrate positive impact moving forward.

MCR maximise the impact of mentored relationships by working closely with schools throughout the year, checking in on progress, and complimenting plans and academic goals for each individual young person.

As part of the MCR new regional planning approach (please see page 6), the team is sharply focused on strengthening relationships with business and forging strong partnerships with local Further Education provisions.

During the two periods of national lockdown, MCR continued to provide mentoring (and in some schools Group Work) through virtual platforms. Pathways Coordinators have a scheduled programme of regular contact with young people on the programme (through video call, email, text or phone call; dependent on young person choice) to check-in and provide wellbeing support where needed.

The table below shows the interactions between young people and Pathways Coordinators (PCs) over comparable periods in each of the two national lockdowns.

	1 <sup>st</sup> lockdown 20/04 -22/06	2 <sup>nd</sup> lockdown 11/01 -15/03
S1/S2	124 Total interactions 59.18% cohort participation	184 Total Interactions 62.12% cohort participation
Young people in pipeline*	35 Total interactions 88.88% cohort participation	87 Total interactions 64.28% cohort participation
Young people meeting with mentors	N/A	162 Total interactions 96% cohort participation
Total	159 Total interactions 63.70% cohort participation	433 Total interactions 69.16% cohort participation

\*those on the programme, in the process of being matched with a mentor

The first lockdown impeded MCR’s ability to establish mentor relationships. However, during this time, Pathway Coordinators became an integral aspect of school support: liaising with their colleagues in education and agreeing which young people to contact and support. By the second lockdown, MCR had mentored relationships in place and significantly increased the number of interactions with young people (+274 interactions), engaging with nearly 70% of the cohort.

Through the second lockdown MCR worked alongside each school to enhance their provision of support, keeping young people engaged and focussed on learning. Due to lessons learned, on-going evaluation, and having developed solutions during lockdown last year MCR have also been able to continue to grow the Young Clacks Talent program.

## Get Online Programme

Wave	Laptops & Wi-Fi	Wi-Fi Only	Laptops Only	Totals
Wave 1 (June)	1	0	0	1
Waves 2 + 3 (July/August)	1	1	11	13
Wave 4 (September)	6	0	3	9
<b>Total Young People Supported</b>				<b>23</b>

From the onset of the pandemic, it became evident that young people were struggling to access learning and were unable to interact with their mentors due to a lack of ICT equipment. Pathways Coordinators, working with their Pastoral Care and Pupil Support colleagues, identified urgent needs within their schools.

Over 4 “waves” in June, July, August and September, 23 young people across Clackmannanshire were supported with Google Chromebooks, portable Wi-Fi with unlimited data, or a combination thereof.

## Programme development

---

MCR has continued to invest significantly in programme development for 2020-2021. Frequent and regular young people, Mentor and Pathways Coordinator insight and feedback, combined with professional expertise from a range of specialisms enables MCR to review and further improve the YST programme through a holistic approach.

Key developments are:

**New Group Work programme** for S1 and S2 young people. The new programme is designed to:

- Increase motivation, commitment and resilience
- Build self-belief and self-esteem
- Support young people to find, grow and use their talents
- Develop literacy/listening/talking skills, thereby:
  - Increasing confidence by empowering young people to believe that their voice has value, and with the ability to articulate thinking
  - Fostering wellbeing through building successful relationships, talking through issues, expressing feelings and resolving conflicts
  - Improving academic outcomes by developing critical thinking, reasoning skills and vocabulary to express knowledge and understanding
- Grow and extend empathetic and emotional literacy skills
- Increase understanding and develop strategies to maintain personal wellbeing and a balanced lifestyle
- Establish and foster positive relationships with peers, their Pathways Coordinator and the regional and national network of YST young people.

Each year is structured into three termly themes, further subdivided into shorter topics. Each topic contains one Challenge that usually requires young people to work in pairs or small teams to complete a practical project with a clear purpose. Development of skills, based on the Oracy framework from the University of Cambridge and School 21, are woven throughout every session. Group Work is sequential and progressive, building on prior learning and increasing in level of challenge each term and between S1 and S2.



Above: S1 YCT participated in an explore music session; developing their skills and showcasing their talent.

Left: S2 YCT busy in their group work; designing and building a chair strong enough to hold the tallest person in the room.

**New Mentor Matching System** launched. MCR has reviewed and improved the mentor matching system, with young people and mentors taking a quiz (supported by their Pathways Coordinator and Mentor Services) that is run through an automated system on a weekly basis. The system compares all young people ready to match with prospective mentors and generates suggestions. Pathways Coordinators then review these suggestions and take their preferred mentor match to the weekly Matching Panel meeting.

**New appraisal process** for Pathways Coordinators. MCR has launched a new appraisal process linked to the Pathway Coordinator 3-part remit and regional plan priorities. The appraisal process is based on professional discussion, where continuing professional development is agreed, and strategies for overcoming potential barriers to success are discussed. MCR have also created materials to support reflection on the delivery of Group Work sessions.

**Pathway Coordinator website.** The new site, specifically for Pathways Coordinators, contains all programme materials, guidance, handbooks and resources. There is an area to share ideas and innovation, and a separate section to upload young person challenges that S1 & S2 students complete as part of the Group Work programme. The site is very accessible and easy to use.

**Young Person Regional Advisory Boards.** Further extending the focus on ensuring young person voice is at the heart of programme development, aligning very much with a central theme of *The Promise*, MCR are introducing regional Young Person Advisory Boards. The boards will be comprised of MCR young people (S4 to S6) from across Clackmannanshire schools. They will play important roles in regional events, programme evaluation and development, as well as benefiting from the opportunity to develop leadership skills and qualifications through facilitated project work.

## Regional planning approach

---

The number of local authorities working with MCR has continued to grow despite the COVID-pandemic. MCR is currently working with 75 schools, with more soon to come on board. MCR are a national programme but believe working through a regional approach is the most effective way to support and positively impact young people and all other stakeholders.

Working with senior MCR staff, and building on blueprint plans based on 3 stages of programme maturity, each Programme Manager has developed a regional plan based on three core objectives: Mentor recruitment, retention and engagement; Young Person achievement (academic & wellbeing); and Continuous improvement. Managers from Mentor Services, Digital Systems and Marketing have key areas of responsibility within each regional plan.

## Voices from Clacks schools

---

### Case Study: Lornshill Academy – Brian\* and Graeme

Brian is in S3, due to health concerns within his home he has been working remotely for some time. He was matched with his mentor Graeme just before Christmas. Their initial contact was through pen pal mentoring, moving on to virtual video calls in the new year. At first the calls were a little challenging, however both Brian and Graeme committed to meeting up each week and the conversation soon started flowing. Their shared interest in sports helping along the way. As the school opened up more they have since been able to meet up, socially distanced, within the school grounds.

Graeme said:

“The challenges of starting a mentoring relationship in lockdown are huge, but the team supported me through every step of the process.

The first couple of virtual meetings were difficult as Brian lives in a very busy household and felt nervous about meeting up with someone for the first time via video link. We both quickly found out that we had a lot of shared interests, though, and this really helped.

Conversation got easier and we both started to relax a bit more. Getting a smile and a wave at the start of the call was a huge moment for me.

We’ve now met face to face for the first time and it went really well. I’m delighted that I’m able to support Brian in this way and really look forward to our chats each week.”

---

"Me and my young person have met on four occasions now, D\* is always smiley and chatty and it's been lovely getting to know her. We talk about her School Subjects and the projects she is currently working on, to our favourite TV series and giving each other homework to try a new one!

I admire D's self discipline, setting timers on her phone to limit social media access in the evenings. This is something that I will now try myself!

When I signed up for MCR Pathways, I wanted to make a difference to a young person's life and be there for guidance if needed. When I was matched with D, it was apparent how mature and capable she is. I'm getting as much out of mentoring as I hope D is."

Heather Innes, Mentor at Alloa Academy

At **Alva Academy**, Pathways Coordinator Janet began working with a pair of siblings, one of whom was disengaged. Throughout COVID, keeping in contact with young people has been a challenge. Janet persisted with her weekly calls, and slowly the older pupil began opening up. Both siblings started coming in once a week to meet with her (socially distanced) and taking part in fun activities. The older sibling had previously resisted signing up for the programme, but had now started expressing interest when Janet mentioned how she was helping her sister with school work. Despite the challenges of lockdown, an effective working relationship has been established.



YCT mentor Colin and his mentee are really enjoying meeting virtually. Both love to have a catch up and play games every week. Today they both took part in an emoji quiz.

His mentee really enjoys their weekly meetings and said that it gives him something to look forward to.



**Alva Academy** mentor Lorna contacted her PC to see if she could send a well being craft box to her mentee. This was in collaboration with the Ochil Youth Community Improvement Group. Providing young people between 8–18 with a craft box. Via the PC, Lorna's mentee and her sibling received their craft box, giving them additional things to do during lock down. This was a fantastic of example of a mentor, thinking of her mentee during these difficult times.

---

**Eddie Buggy**

MCR Clackmannanshire Programme Manager

**Kaye Hills**

Improving Outcomes Team Leader

01 August 2021

\*Names changed for privacy reasons

# Clackmannanshire Community Learning and Development Plan

2021 – 2024



328



## **Introduction**

The Community Learning and Development (CLD) sector in Scotland includes youth work, community based adult learning, ESOL, Community Development and Community Engagement.

CLD activity is an essential part of the education system in Scotland. The Scottish Government policy context for the provision of CLD is outlined in the Strategic guidance for community planning partnerships: community learning and development (2012) and the Requirements for Community Learning and Development (Scotland) Regulations 2013 (“the CLD Regulations”).

The CLD Regulations are subordinate legislation made under section 2 of the Education (Scotland) Act 1980 (“the 1980 Act”). Section 1 of the 1980 Act requires each local authority to secure adequate and efficient provision in their area of both school education and further education, which in this context includes CLD and is not age limited. Section 2 of the 1980 Act allows the Scottish Ministers to prescribe requirements to which every local authority must conform when discharging its obligations under the 1980 Act.

## **CLD Sector response during COVID-19**

The Scottish Government recognise the unique skillset of CLD, which has proved invaluable in providing Scotland’s communities with much needed support during the COVID-19 pandemic. Throughout the pandemic, the CLD sector adapted their services to provide essential lifelines and support through face to face interaction, digital engagement or through telephone contact to young people, adults, families and communities.

The Scottish Government highlighted that surveys carried out by the CLD sector throughout the crisis demonstrated that the CLD sector was well positioned to identify, engage and support learners and communities most in need.

In responding to the pandemic, the data demonstrated that CLD practitioners have applied their knowledge, skills and experience across all aspects of community engagement and learning.

In Clackmannanshire there has been a blended approach to service delivery with a mixture of online / digital programmes and physical responses to community needs. Many CLD services have changed working practices to deliver services to learners and communities.

The CLD staff and volunteers in the county have adapted the CLD offer to include:

- responding to food emergency work
- developing and supporting networks for staff and volunteers
- moving services on line and addressing emerging issues around mental health and wellbeing – welfare calls, garden visits and walk and talk sessions
- providing front line support for vulnerable children and children of key workers
- supporting communities to develop local responses to the crisis, providing information and advice networks
- continuing to be a front line presence in the most deprived communities.
- youth work in schools to offer a connected learning model providing young people more opportunities for learning.

## **The Plan**

The 2021 – 2024 CLD Partnership Plan is the second plan developed in Clackmannanshire. The plan is not static and will be an evolving plan based on the recovery from the COVID 19 pandemic; the plan reflects emerging needs identified by the stakeholders which will be the focus within the first year, with ongoing monitoring and evaluation to assess ongoing needs.

This in turn will not only enable the sector to re-establish services and take forward positive lessons from the pandemic and develop services to meet ongoing emerging needs; it will also enable the partnership to align services and developments with the revised Local Outcome Improvement Plan, Integrated Children's Services plan and other Community Partnership plans.

In addition partners will be able to align the plan with National strategies for Youth Work and Adult Learning which are due to be published in the Autumn of 2021 and the Lifelong Learning Framework due to be published in 2022.

## **Universal Provision**

We are committed to supporting the provision of universal CLD services and this is reflected within the Plan. In order to achieve this aim, communities will require support to ensure that they have the capacity to deliver CLD opportunities. We will work with individuals, groups and communities to develop and enhance their skills, knowledge and experiences to develop more innovative and effective CLD opportunities across Clackmannanshire.

## **Targeted Provision**

CLD partners work together to support our most vulnerable children, young people, families and communities across Clackmannanshire

The groups that we have identified as being at particular risk of inequality and poverty are:

- Low income households and workless households particularly where there are children;
- Women; lone parent families and young mothers/teenage pregnancies;
- Those living with poor physical and mental health and those affected by alcohol and substance use;
- Young people in and leaving the care system
- Community of Alloa South and East which has experienced deep rooted poverty for decades
- People living with disability
- People with caring responsibilities
- Refugee and Asylum Families
- LGBTi Youth
- Victims of abuse

## **Needs that will not be met under the Plan**

It is important to draw a distinction between basic individual, group and community needs and the community learning and development needs of individuals, groups and communities when considering what needs will not be met by our CLD Plan.

For example, the needs of individuals with regard to employability (unemployment), mental health (mental ill health) and having enough (poverty) cannot be addressed by community learning and

development approaches alone. Community learning and development can be a significant contributory factor to these societal needs, but must be part of an integrated community planning approach to bring about societal change.

Across the range of community planning partnership themes, we will continue to explore the role and impact of community learning and development as a contributory approach to achieving outcomes for our citizens. We will target our resources more effectively at specific individuals and groups with greatest need. We believe that by addressing inequality we will have a greater contribution to societal impact than trying to provide something for all.

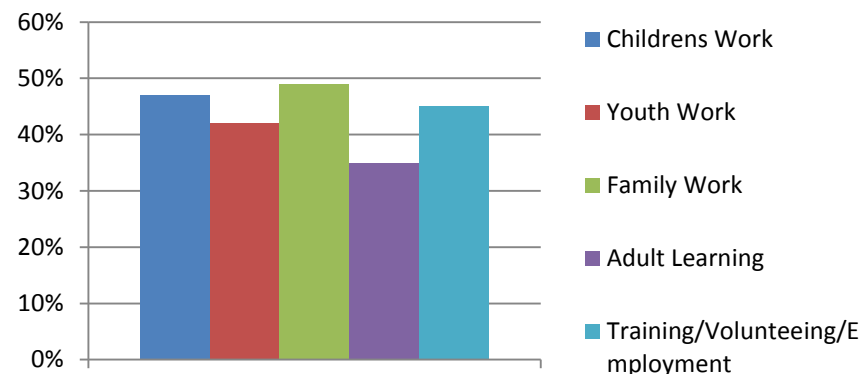
### Stakeholder engagement

The following sources of data and stakeholder engagement methods were carried out in order for partners to develop the plan

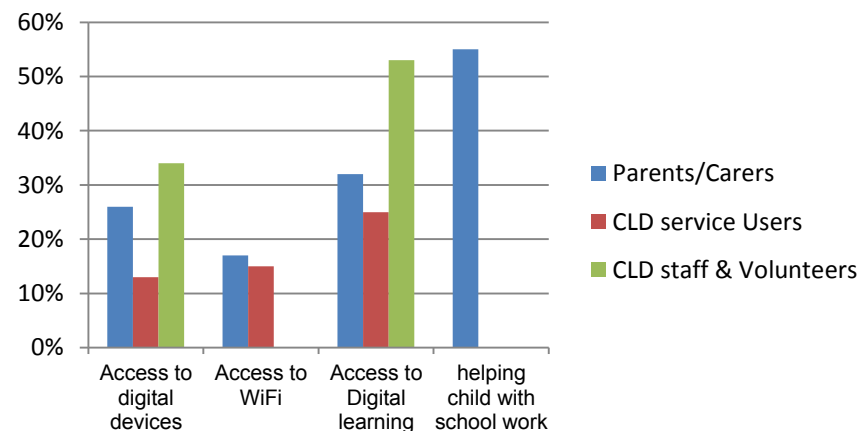
- Place Standard Consultation and development of Alloa South East Plan (278 responses)
- Covid Recovery survey Alloa South & East (47 responses)
- CLD sector survey (11 organisations representing 57 full time staff, 71 part time staff and 178 volunteers)
- Individual staff and volunteers (32 responded)
- Individual service users (53 responded)
- CTSi Community Breakfast event (15 participants)
- Youth Workers Network (58 online forum)
- Volunteer managers forum event (11 participant)
- Children and family forums (14 participants)
- CTSi Volunteer/Community Activity survey (52 responses)

### Key findings

Of 100 service users the following areas were identified as being a priority



Digital inclusion has been an ongoing concern during the pandemic the following demonstrates results with regards to access to digital devices and learning.



## **Governance**

The plan will be monitored on an ongoing basis, measures will be aligned to the KPIs proposed by Education Scotland, and partners will set these along with key outcome measures for each area of work.

### **CLD Partnership – Strategic Group**

Representation on this group will be sought from across the CLD sector and alliance partners.

Bi- monthly meetings will be held with the CLD Partnership Strategic Group who will:

- Involve key stakeholders in the development of a framework that will enable joint planning, delivery of the plan, monitoring, self-evaluation and improvement of the CLD Plan
- Ensure that support is provided to deliver on the identified outcomes.
- Provide key stakeholders/partnerships with strategic support in implementing the CLD Regulations/Guidance
- Identify and address issues through the Clackmannanshire Alliance Thematic Groupings
- Develop partnership working approaches to community engagement, community capacity building and co-production
- Increase the profile of CLD in Clackmannanshire and promote the important role it has to play in early intervention and prevention and the future delivery of services

- Ensure that ongoing stakeholder engagement is implemented which will identify emerging needs for learning
- Plan joint work that addresses the identified need, deliver and monitor targeted learning, evaluate the effectiveness of the plan and plan for improvement.
- Develop joint planning utilising existing planning and quality improvement frameworks
- Support the participation/contribution of all stakeholders, including learners
- Identify and address CLD Workforce Development Needs

### **Open forum meetings will be held for**

- Development Trusts
- Youth Workers
- Child and Family learning/support
- Adult Learning
- Volunteer managers
- Alloa South East Community Forum
- Clacks Youth Voice

Annual meetings will be held with all partners to ensure plan is still meeting emerging needs

An annual review and report will be presented to the Clackmannanshire Council People Committee

## Action Plan

Key Priority 1		Develop Support for staff and service users to address Mental Health and Wellbeing			
Key Action		Outcomes	Partners	Measure	Timescale
1.1	Improve information in communities in regards to support services for Mental Health and Wellbeing	Impact of mental health and wellbeing is addressed at an early stage	Educational Psychology Wellbeing Scotland NHS Reachout	Number of users of the new digital services	2021-22 initial COVID recover period with ongoing evaluation
1.2	Co-produce services for children young people and families to address mental health and wellbeing	Services are developed to meet the needs of children, young people and families at an early stage Fewer referrals to specialist services	ECLD Educational Psychology	Number of individuals engaged in co-production Feedback and involvement from service users	2021-22 initial COVID recover period with ongoing engagement
1.3	Contribute to the development of a training framework for staff to deal with mental health and wellbeing	Staff are more confident in providing support and information to meet services users needs	Educational Psychology Service Wellbeing Scotland NHS	Number of staff participating in training Feedback from staff on impact their practice	2021-22
1.4	Develop opportunities for social interaction to combat isolation	Child, young people and adults' health and wellbeing is improved	All	Number of individuals attending community based group work provision	2021-22
1.5	Working in partnership implement family support programmes to aid recovery from COVID19 pandemic	Families, Children and young people will have the best possible start in life	Play Alloa Womens Aid Action for Children ECLD Homestart Children and Families Forum		2021-22 initial COVID recover period with ongoing evaluation

Key Priority 2		Develop clear pathways to support learner accreditation and progression from CLD service provision into volunteering, training, education and employment			
Action		Outcome	Partners	Measure	Timescale
2.1	Develop supported volunteer programmes for young people and adults with additional support needs	Initial and sustained school leaver destinations are increased  Sustained volunteer placements for adults with additional support needs  Participants feel valued and part of the community	CTSi Play Alloa ECLD Volunteer Matters SDS	Number of participants completing volunteer placement  Number of participants gaining positive destination  Number of participants achieving an award	2021-24
2.2	Develop links with secondary schools & college to enhance Developing Young Workforce offers within the sector	Increase awareness of employment opportunities within the sector  Children and young people will have the best possible start in life	DYW Secondary Schools CLD Sector FVC	Number of work experience placements  Number of interventions delivered in schools with pupil feedback demonstrating increased awareness of opportunities within the sector	2021 - 22
2.3	Develop Volunteer Passport programme which will enhance recruitment, management and support for volunteers across the sector	Increased capacity of local organisations in supporting volunteers  Our communities will be resilient and empowered so that they can thrive and flourish	CTSi Volunteer Matters	Number of new volunteers recruited  Volunteer feedback demonstrates that there is a greater flexibility in opportunities to volunteer	22 - 23
	Develop SQA centre at Bowmar and develop new partnership to deliver accredited programmes	Increase percentage	ECLD FVC Coalfields CTSi	Number of participants Number of awards achieved	2022 – 23



Key Priority 3		Develop Adult learning and family Learning opportunities to meet the needs of priority groups			
Intervention	Outcome	Partners	Measure	Timescale	
3.1	Working in partnership with schools and across the sector to develop family learning and wellbeing programmes	Families, Children and young people will have the best possible start in life	Schools ECLD Columba 1400 Homestart Play Alloa	Number of families involved in programmes  Feedback from participants on impact on supporting child's learning	21-24
3.2	Enhance ESOL provision to support wider integration in communities for refugee families	Families, Children and young people will have the best possible start in life	ECLD FVC Forth Valley Welcome	Number of refugee learners  Feedback from participants	21-24
3.3	Increase opportunities for digital learning for staff, parents/carers and adults	Families, Children and young people will have the best possible start in life  Parents/carers are more confident in supporting child's home learning  Adults are more confident in using digital platforms  Staff are more confident in developing online resources	ECLD CTSi FVC	Number of learners reporting increased skills and confidence in using digital platforms	2021-22 initial COVID recover period with ongoing evaluation
3.4	Develop Adult Learning Forum to develop provisions to meet needs	Our communities will be resilient and empowered so that they can thrive and flourish	ECLD FVC Coalfields regeneration trust Forth Valley Welcome	Number of stakeholder engaging  Feedback from stakeholders	2021-24

Key Priority 4		Partners will work towards building the capacity of in individuals and community groups to develop services to meet their needs			
Intervention		Outcome	Partners	Measure	Timescale
4.1	Support the development of Alloa South East Forum to take forward the Area Action Plan	Our communities will be resilient and empowered so that they can thrive and flourish	ECLD CTSi Hawkhill C.A. Play Alloa HomeStart Community House	Outcomes achieved against actions in the plan	2021-24
4.2	Support the development of initiatives that address food poverty	Our communities will be resilient and empowered so that they can thrive and flourish	Gate Hawkhill Community Ass. Sauchie Active8 NHS Clacks 1400	Number of users at food banks  Number of individuals with membership to food larder	2021-24
4.3	Partners will provide local training programmes to develop skills and knowledge across the sector	Our communities will be resilient and empowered so that they can thrive and flourish	All partners	Number of learners  Feedback from learners	2021-24
4.4	Support community based organisations to develop services that support recovery from Pandemic	Our communities will be resilient and empowered so that they can thrive and flourish	CTSi ECLD	Number of organisations supported by CTSi and ECLD	2021-22 initial COVID recover period with ongoing evaluation
4.5	Implement Clacks Youth Voice Framework	Children and young people will have their opinion heard and acted upon	All partners Schools FVC	Number of young people involved in Youth Voice  Number of young people who state their opinions are listened to and heard	2021-24
4.6	Support local communities to develop children and youth work programmes	Children and young people will have their opinion heard and acted upon  Reduction of reported incidents of anti social behaviour	ECLD CTSi Youth Scotland Police Scotland Fire and Rescue Service Bernardo's	Number of staff engaged in training and development  Number of youth workers involved in Youth Network  Reduction in calls to police re anti-social behaviour	2021-24

Key Priority 5		Partners will support the continued professional develop of staff and volunteers to enhances skills and knowledge within the sector			
Intervention		Outcome	Partners	Measure	Timescale
5.1	Networking events to share information and good practice	Staff and volunteers are up to date with local and national plans and priorities	All	Number of people attending events Feedback from participants	2 per annum
5.2	PDA in Youth Work	Staff are more skilled and confident in their work Youth work programmes are enhanced	ECLD Youth Scotland	Number of participants Feedback from participants	2021-22
5.3	Mental Health and Wellbeing training	Staff are better able to meet the needs of the service users	Ed Psychologist NHS Wellbeing Scotland	Number of participants Feedback from participants	2021-22
5.4	Working within the wider RIC establish CPD opportunities to meet the needs of the wider sector	Staff are more confident and skilled in the areas of work that they are involved in	RIC partners	Number of participants Feedback from participants	2 per annum
5.5	Develop skills within the sector to support and develop award programmes for children, young people and adults	Staff are more confident in developing awards within their work Service users have more opportunities to gain an award	ECLD CTSi D of E Youth Scotland	Number of participants Feedback from participants Number of awards offered within programmes	2021-2023
5.6	Develop skills across the sector and within schools to support and deliver outdoor learning	Staff are more confident in delivering outdoor learning programmes Learners health and wellbeing has increased	ECLD Countryside Rangers	Number of participants Feedback from participants Feedback from learners	2021-2022

## Links to Local and National plans

Local Plans and Priority Areas
National Improvement Framework for Education 2021/22
The Scottish Attainment Challenge – Clackmannanshire Programme 2021-22
Clackmannanshire Integrated Children’s Services Plan 2017 – 2020 (currently being reviewed)
Local Employability Partnership Plan (currently being reviewed)
Clackmannanshire Young Carers Strategy
Sport and Active Living Framework
Transformation of Change – children and young peoples mental health services
City Regional Deal
Poverty Action Plan
Outdoor Learning Strategy
Digital Strategy (Education)
Community Justice Improvement Plan
CTSi Fairer Future
Clackmannanshire Council ‘Be the Future’ programme

National Policies and Priority Areas
Community Empowerment Act 2015
National Performance Framework
Curriculum for Excellence
No On Left Behind
Getting it Right for Every Child – Wellbeing Indicators
National Standards for Engagement
UNCR
Family Learning Framework
National Youth Work Strategy (currently being reviewed)
Adult Learning Strategy (currently being reviewed)
New Scots Strategy
United Nations Convention on the Rights of the Child (UNCRC)

## Stakeholder Engagement

In Attendance	Forum
CTSi	Volunteer Managers Forum
Barnardo's	
Eden Project Communities	
Volunteering Matters	
Homestart	
Education CLD	
Opening More Doors	
Forth Valley Welcome	
Alva Development Trust	
Alloa Community Enterprise	
Vital Spark Racing CIC	
NHS Forth Valley	
Opening More Doors	
Action for Children	
Wellbeing Scotland	
Falkirk and Clackmannanshire Carers Centre	
Resilience Learning Partnership	
Sauchie Community Group	
Sauchie Active 8	
Alloa Musical Players	
Sports Development	
Ludgate House	
Education Psychology Services	
Education CLD	

In Attendance	Forum
Education CLD	Youth Workers Network social media and meetings
LGBT youth	
Connect Alloa	
Hawkhill Community Association	
OYCI	
Youth Scotland	
Play Alloa	
Elm Youth Group	Sector review and consultations
Reachout	
Resonate	
Forth Valley College	
Education CLD	
CTSi	
Homestart	
Play Alloa	
Community House	
Hawkhill Community Association	
Clackmannanshire Womens Aid	
Sauchie Active 8	
Connect Alloa	
OYCI	
Wimpy Park Community Group	
Volunteer Matters	
Coalfields Regeneration Trust	47 individual responses
Alloa South East Residents	32 individual responses
CLD sector staff and volunteers	53 individual responses
CLD service users	

