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**Report to: People Committee**

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**Date of Meeting: 27 January 2022**

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**Subject: People Business Plan-Interim Update December 2021**

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

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### **1.0 Purpose**

The purpose of this report is to provide an interim update on the progress across the 2021-2022 People Business Plan.

### **2.0 Recommendations**

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

### **3.0 Background**

- 3.1 In the period from September 2021-December 2021, the People Directorate continued with an extensive plan of improvement activity set out within the Business Plan 2021-2022, to improve outcomes for children, families and communities, with a particular focus on the most vulnerable.
- 3.2 This Plan, approved by members of the People Committee on 16<sup>th</sup> September 2021, contributes to the delivery of key strategic objectives as set out within:
- Be the Future Programme
  - Council's Corporate Plan 2018-22
  - Local Outcomes Improvement Plan 2017-27(Refresh)
  - Clackmannanshire Council's Children's Services Plan 2021-24
  - Clackmannanshire National Improvement Framework Plan 20-21

- Clackmannanshire Community Justice Plan 2018-23
- Health and Social Care Partnership Transformation Plan 2021

3.3 The detailed Pentana Progress Report at **Appendix 1** highlights improvement activity underway so far. A full report on the progress against the Key Performance Indicators will be included in the final, end of year report in June 2022. This will be presented to People Committee in September 2022.

3.4 This report focuses on collaboration across services within the People Directorate, with other Directorates and partners to support COVID recovery, and drawing on intelligence gathered from across the system – in particular stakeholders' needs.

## 4.0 Considerations

### 4.1 Overview

4.2 Progress has been made in a number of key areas (refer to Pentana report at **Appendix 1** for more detail):

- Improving attainment and closing the poverty related attainment gap;
- Implementation of Education Recovery plans to address the impact of COVID-19;
- Roll out of Clackmannanshire's 1:1 Digital Device Deployment Programme;
- A new Children's Services Plan, designed around *The Promise* and the five priority areas and themes (A Good Childhood; Whole Family Support; Planning; Supporting the Workforce; Building Capacity);
- Values Based Leadership experiences provided for senior leaders, frontline workers and key influencers, as part of the Family Wellbeing Partnership;
- Review of the condition and suitability of the School Estate is underway;
- Review of support for Kinship Carers.

4.3 Latest progress on both Senior Phase and Broad General Education Attainment was reported to People Committee on 18th November 2021.

## 5.0 Next Steps

5.1 Based on this interim report, evaluation and feedback, the Directorate will continue to respond to the ongoing needs and impact of COVID 19, as well as drive forward with continuous improvement activity and service redesign.

## 6.0 Sustainability Implications

6.1 None

## 7.0 Resource Implications

7.1 None

## 8.0 Exempt Reports

8.1 Is this report exempt? No

## 9.0 Declarations

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

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

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

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

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

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

The Council is effective, efficient and recognised for excellence

### (2) Council Policies (Please detail)

None

## 10.0 Equalities Impact

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

Yes  No

### 11.0 Legality

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

Yes  No

### 12.0 Appendices

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

**Appendix 1** Interim Report December 2021

### 13.0 Background Papers

- 1 Annual Report of the Chief Social Work Officer 2020-2021
- 2 Letter from Care Inspectorate 10<sup>th</sup> January 2022
- 3 Children's Services Plan 2021/24
- 4 People Directorate Business Plan 2021/22
5. Attainment Reports to People Committee on 18<sup>th</sup> November 2021

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

People Directorate Business Plan 2021-2022

**Author(s)**

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**Approved by**

<b>NAME</b>	<b>DESIGNATION</b>	<b>SIGNATURE</b>
Lorraine Sanda	Strategic Director People	





# People

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## Business Plan 2021-22

Interim Report  
December 2021



**Be the  
FUTURE**

## Overview

The People Business Plan Interim Report, December 2021, provides an update on the collective actions being undertaken, with a particular focus on progress to address the immediate impact of poverty and Covid 19 on Clackmannanshire children, young people and families.

In the period from September-December 2021, the People Service has continued with an extensive plan of improvement activity, to progress its vision.

*“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.”*

This Plan, approved by members of the People Committee on 16th September 2021, contributes to the delivery of key strategic objectives as set out within:

- Be the Future Programme
- Council’s Corporate Plan 2018-22
- Local Outcomes Improvement Plan 2017-27 (Refresh)
- Clackmannanshire Council’s Children’s Services Plan 2021-24
- Clackmannanshire National Improvement Framework Plan 2021-2022
- Clackmannanshire Community Justice Plan 2018-23
- Health and Social Care Partnership Transformation Plan 2021

The detailed Pentana Report (included in this report), highlights improvement activity underway across the 3 main priorities:

1. Sustainable and Inclusive growth
2. Empowering Families and Communities
3. Health and Wellbeing

A full report on the progress against the Key Performance Indicators will be included in the final, end of year report in September 2022.

The report highlights the focus on recovery and response to the continuing impact of COVID-19, in response to evidence gathered from across the system – in particular stakeholders’ needs.

It highlights progress being made to improve the opportunities and life chances of children and young people, by reducing the equity gap and improving outcomes for our most disadvantaged, with a focus on those who are most vulnerable and at risk.

The People organisational redesign, as part of the *Be the Future Programme*, is underway, promoting a deeper integration of services and supports. These services and teams are increasingly working in a more integrated way across Education, Children’s Social Work, Health and Social Care Partnership, Justice Services, Sport, Leisure, Libraries, and Community Learning and Development, as well as more closely with other Directorates, within the authority, and with key partners. Leadership development at all levels, as well as workforce planning, and promoting new ways of working, are fundamental to the People Redesign.

Given the ongoing need to work remotely, the People Service continues to hold regular virtual networking and check-in events as well as monthly email updates for all staff in the Directorate - *People Connected* is focused on developing a shared understanding of the



Redesign process and the Business Plan actions and goals. A key focus remains on staff wellbeing.

### **Summary of progress across key actions**

Involvement of children, young people and families in decision making has been strengthened through a focus on promoting children's rights, parental involvement and engagement, multi agency planning, and embedding the principles of *The Promise*.

Progress in improving attainment and closing the poverty related attainment gap continues, supported by funding from the Attainment Scotland Fund,(a separate progress and performance update on the Attainment Funding will be presented to People Committee in March 2022.)

Recent publication of CfE Data (Broad General Education) shows that we have made progress in narrowing the attainment gap between Clackmannanshire's pupils in the most and least deprived areas in literacy and in numeracy in 2021. We need to continue to work towards increasing the proportion of primary school pupils achieving the expected CfE Levels in literacy and numeracy , as this has decreased between 2018/19 and 2020/21.

Recent insight data (Senior Phase) shows that our S6 learners have performed particularly well across all SIMD levels, demonstrating a higher level of attainment than the Virtual Comparator and national figures; narrowing the attainment gap between our most and least deprived young people. In S5, there is a significant improvement in 2021 for the lowest 20%, middle 60% and highest 20% attainment cohorts in Clackmannanshire, compared to 2019 and 2020.

Attainment in S4 Level 5 numeracy shows a 3 year improving trend and there has been an increase in the percentage of learners in S4 and S5 who have gained Level 4 and Level 5 literacy.

Challenge Poverty Week highlighted the impact of a partnership approach with collaborative programmes implemented across the People Service to raise awareness of the impact of poverty on families and increase support for solutions to reduce the stigma of living on a low income.

Good progress is being made in the Clackmannanshire's 1:1 Digital Device Deployment Programme, running over 10 years. This was agreed in the 21/22 Budget at Council. 1948 children and young people have now received a 1:1chromebook device and 131 have received an I-pad, which supports their learning in the classroom and at home.

All local authority Early Learning and Childcare establishments have been providing 1140 of funded hours to all eligible children since August 2020, a year ahead of the national expectation. The new provision at Park ELC fully opened in September 2021, with provision for 114 children aged 2-5 years.

The whole-systems Mental Health Transformation Project has been further adapted to support COVID-recovery and alignment with developments in the Council and wider communities. The Getting It Right Forum (Mental Health and Wellbeing) launched in October 2021 and has met on a bi-weekly basis and works to ensure that children, young people and families are getting the right help, to the right people, at the right time, in the right place and in the right order.

The 'One Door' community spaces now includes four digital mental health services in operation covering the entire age range from 5-26years, providing support for both mild/moderate and crisis level difficulties.

STRIVE has continued to operate remotely during COVID-19, supporting those who need it most in Clackmannanshire. A dedicated STRIVE space has been created within the new Alloa Police station, where STRIVE team members and project board members can now work collaboratively.

The Family Wellbeing Partnership, with Scottish Government and the Hunter Foundation, is fully underway, focusing on improving wellbeing and developing the capabilities of our communities. Evidence highlights the importance of a whole systems approach to understanding and involving families and communities. The Programme is building understanding and leadership to develop local solutions in line with Community Wealth Building principles.

Work has begun to shift practice and culture so that Clackmannanshire can **#KeepthePromise** and implement the findings of the Independent Care Review. In line with the principles of the Scottish Approach to Service Redesign, a Participation Network is being established to focus on how we can listen, strengthen and connect the voices of care experienced children and young people and their families. This will provide a vital feedback loop as plans progress. Key to success will be working with all partners who have a role to ensure that every child grows up loved, safe and respected, able to realise their full potential. Work is also underway to “follow the money” to understand how and where the money is currently spent and to what end.

An audit is now underway to collate all activities which our ELC settings and schools took part in during COP26, to embed Learning for Sustainability and create a legacy beyond COP26.

The Annual Report of the Chief Social Work Officer 2020-2021 (**see Background Paper 1**) provided an overview of the delivery of children’s services, social work justice services and adult and community services in Clackmannanshire. It also highlighted the additional challenges on the services as a result of the COVID-19 pandemic. As part of the work on *The Promise* and the People Service Redesign, improvement activity is underway to shift practice and culture across the services, working alongside partners and service users. This improvement activity was supported by the Care Inspectorate during September – December 2021 (**see Background Paper 2**)


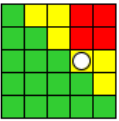







An updated Children’s Services Plan 2021/24 has been published (**see Background paper 3**) In collaboration with community planning partners. Actions are being taken and forward and the Plan will be monitored and reviewed by the Children’s Services Strategic Partnership, and reported to People Committee and the Clackmannanshire Alliance.

The People Directorate continues to place a major focus on the use of data and evidence to measure and monitor what matters to children, young people, and families. Interventions are based on outcome-based approaches, robust self-evaluation using qualitative and quantitative data, as well as lived experience and real stories.


People Service


Business Plan 2021-22 Half Year Report


Key to symbols used in this report


ACTIONS		RISKS	
Status		Current Rating Likelihood x Impact (1 - 5)	Status
	Completed		 Rating 16 and above
	In progress/Not started		 Rating 10 to 15
	Check progress		 Rating 9 and below
	Overdue	The likelihood of a risk occurring, and the impact if it does occur are each scored on a scale of 1 to 5, with 1 being the least likely or the least significant impact. Detailed guidance on scoring is provided in the Risk Management Policy and guidance.	
	Cancelled		

**Priority 1 - 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	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
PPL 21 01	Educational establishments and all teams are supported to implement identified actions to reduce the impact of poverty on families including food poverty.	31-Aug-2022	33%		<p>During Challenge Poverty Week (5th-11th October 2021) all educational establishments raised awareness of key poverty issues as part of the themed days within the week. Through targeted curricular inputs, parent learning /sharing and events, feedback highlighted an increased awareness and support for solutions to poverty to reduce the stigma of living on a low income.</p> <p>Almost all establishments shared their activities through Twitter, Class Dojo and Facebook, creating a unified voice around poverty and its impact on children, young people and families.</p> <p>Some establishments refreshed their approaches to tackling poverty using the "Cost of the School Day Toolkit" reviewing their circumstances and further discussing the issues around school costs for their own context.</p> <p>All establishments shared information with parents and from local organisations such as Citizen's Advice, Social Security Scotland, Clackmannanshire's Third Sector Interface to ensure that there was access to up-to-date, relevant and local support and advice. Educators attended a Regional Improvement Collaborative Seminar led by the Child Poverty Action Group highlighting the impact of poverty and giving advice on how to Poverty Proof their establishments.</p> <p>The Period Products (free provision) (Scotland) Bill became an Act in January 2021 and states that everyone in Scotland who menstruates should have reasonably convenient access to period products, free of charge, as and when they are required. Discussions with colleagues in the Third Sector are ensuring that we are able to extend the provision to ensure our most vulnerable community members can access the products. The Scottish</p>	Improving Outcomes Team Leader



Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>Government has commissioned the production of a Period Products App, showing the location of free period products throughout Scotland. This App is now "live" (November 2021) across Clackmannanshire and is increasing awareness and access to products across local communities. Analysis of its use will be available early in 2022.</p> <p>Information regarding access to period products is now available on Clacksweb.  <a href="https://www.clacks.gov.uk/community/sanitaryprovy">https://www.clacks.gov.uk/community/sanitaryprovy</a></p> <p>A Period Poverty Working Group has been established to ensure that approaches and engagement will be refined to enhance and tailor central support to meet identified needs. A representative from the Working Group attends the National Network to ensure that we continue to support the development, implementation and delivery of the policy as it relates to wider settings. We continue to build on partnership with the Third Sector and the Tackling Poverty Partnership as a means of consulting with the local community over product/location, etc., to ensure a high standard of availability across Clackmannanshire and that those most in need of the service are supported.</p>	
PPL 21 02	Children's Services are supported to implement identified actions to reduce the impact of poverty on our care experienced children and young people	31-Aug-2022	10%		<ul style="list-style-type: none"> <li>• Work is underway, being led by Education services, to take forward an Employability Project proposal 'Voice and Opportunity' to be delivered by Volunteering Matters.</li> <li>• Individual young people known to TCAC continue to be supported in relation to their specific needs.</li> <li>• Work is underway in developing robust systems around employability opportunities and reporting.</li> </ul> <p>Impact -</p> <ul style="list-style-type: none"> <li>• Opportunities around employability will be increased for care experienced young people and performance data systems will be able to capture this.</li> </ul> <p>Next Steps -</p> <ul style="list-style-type: none"> <li>• Discussions across Council directorate to ensure consistent approach and recording.</li> </ul>	Service Manager


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
PPL 21 03	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.	31-Aug-2022	30%		<p>The Education Service Digital Learning Strategy and Implementation Plan 2019-2022 takes into account and supports the Clackmannanshire Council Digital Strategy 2019-2025, which was agreed by Council on 18 April 2019.</p> <p>The Strategy has four main aims:</p> <ul style="list-style-type: none"> <li>• To further develop the skills and confidence of all educators in the appropriate and effective use of digital technology;</li> <li>• To improve access/remote access to a range of digital technology for all learners;</li> <li>• To ensure that digital technology is evident in all areas of curriculum design, delivery and assessment; and</li> <li>• To empower leaders to drive forward and further develop innovation and investment in digital technology</li> </ul> <p>This strategy runs parallel to Clackmannanshire Council's Digital Strategy 2019-2025 and builds upon the 'Enhancing learning and teaching through the use of digital technology' strategy published by the Scottish Government. It supports the four priorities in the Clackmannanshire National Improvement Framework to: Improve Attainment in Literacy and Numeracy; Improve Health and Wellbeing; Close the Attainment Gap; and Improve employability skills and positive destinations. Additionally, it aligns with the work of the Wellbeing Local Outcomes Improvement Plan, including the development of a scoping paper looking at digital exclusion and gaps analysis across Clackmannanshire.</p> <p>During lockdown, Scottish Government Digital Inclusion funding resulted in the deployment of 828 devices between August and November 2020. Additionally, MCR Pathways issued 10 devices to care experienced young people, whilst Community Learning and Development secured 150 devices from Connection Scotland for families and learners. Schools also financed digital devices / repurposed old devices to support young people in need, where possible.</p> <p>Clackmannanshire's 1:1 Digital Device Deployment Programme, to run over 10 years, was agreed in the 21/22</p>	Improving Outcomes Manager

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>Budget at Council on 24 March 2021. The 1:1 digital rollout aims to provide Clackmannanshire's learners with a digital device to support their learning, whilst ensuring equity of access for all, including teacher support, collaborating with peers and using devices to learn and present their work in a myriad of ways. 1,948 Chromebooks were delivered to the three Academies on 5th November 2021 and 131 I-pads were delivered on 3rd November 2021. These are being set up by IT Teams for use. When the devices are being used by young people in school, a Wi-Fi network 'clacks-book' specifically for Chromebooks has already been set up by Education IT and this is available in all schools. Running alongside this rollout are classes and assemblies reminding young people of the importance of responsible digital citizenship and being safe online.</p> <p>Work has commenced with our Regional Improvement Collaborative (RIC) on a pilot project, looking at sharing senior phase subjects across Forth Valley. Additionally, our three academies are collaborating as part of the secondary transformation, in order to pool resources to offer more subjects so that all young people can access their preferred pathway.</p> <p>The 1:1 Digital Deployment Programme is in Year 1. Year 2 (2022-2023) will see the deployment rolled out to all Primary 5 to S1 learners.</p>	
PPL 21 04	DYW school coordinator programmes are developed and implemented in 4 secondary schools.	31-Aug-2022	<input type="text" value="30%"/>		<p>Since the Scottish Government established the independent Commission for Developing Scotland's Young Workforce in January 2013, there continues to be a focus on the development of a modern, responsive and valued system for vocational training, which emulates the labour markets of the best performing European countries. The resultant parity of esteem between vocational and academic qualifications in Scottish schools has supported this programme, with young people being advised that there is 'no wrong path' beyond school, in a bid to enter a sustained and positive destination.</p> <p>Clackmannanshire's Local Outcome Improvement Plan 2017-2027 sets four strategic outcomes:</p> <ul style="list-style-type: none"> <li>• Clackmannanshire will be attractive to business and</li> </ul>	Improving Outcomes Manager

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>ensure fair opportunities for all.</p> <ul style="list-style-type: none"> <li>• Our families; children and young people will have the best possible start in life.</li> <li>• Women and girls will be confident and aspirational and will achieve their potential.</li> <li>• Our communities will be resilient and empowered so that they can thrive and flourish.</li> </ul> <p>These outcomes correlate with the four priorities of the National Improvement Framework and specifically the need to improve employability skills and sustained, positive school-leaver destinations for all young people. The rationale and action plan align with the Young Person's Guarantee, namely the commitment to bring together employers, partners and young people.</p> <p>Forth Valley College, Developing Young Workforce Regional Group and Coordinators, Skills Development Scotland, Local Employability Partnership, Community Learning and Development and senior management teams of all secondary schools have continued to work collaboratively to ensure improved outcomes for Clackmannanshire's young people. This has been detailed in an Action Plan for 2021/2022, with key dates and timelines being consulted on and shared with all stakeholders.</p> <p>Annual Statistical Data published on 23rd February 2021 by the Scottish Government on Initial Leaver Destinations for 2019/2020 school leavers, confirms a four year improving trend for Clackmannanshire. The percentage of school leavers who entered an <i>initial positive destination (3 months after leaving school)</i> continued to improve in 2019/20 with a high of <b>96.5%</b>, higher than the national average.</p> <p>The Annual Participation Measure is a National Performance Framework indicator - "Percentage of young adults (16-19 year olds) participating in education, training or employment". Work has commenced with both Forth Valley College and the Local Employability Partnership to ensure that when young people enter their initial destination, they manage to sustain it, which involves further monitoring</p>	




Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>and tracking by the post school team.</p> <p>Emerging evidence from the pandemic economic impacts to date shows that young people (aged 16-24 years) have been disproportionately affected and have seen greater falls in employment, greater rises in unemployment, and a greater rate of furlough take-up than any other age group. Our collaborative approach to addressing this will ensure our young people have the necessary skills and qualities to prepare them for future work, so that both initial leaver destination rates (after 3 months) and follow-up leaver destination rates (after 9 months) continue to improve. Equally, collaborative working will secure a targeted delivery model that ensures those young people identified as requiring further support, in addition to the standard offer, receive this at the point in time they need it.</p> <p>Work will continue throughout this academic session to ensure the aims in the Action Plan are achieved.</p>	
PPL 21 05	Working with housing partners, the school estate is reviewed to ensure that there are sufficient school places to match the number of new houses being built.	31-Aug-2022	<input type="text" value="33%"/>		Discussions with partners and developers about contributions are still ongoing and as yet to be concluded.	Improving Outcomes Business Manager
PPL 21 06	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.	31-Aug-2022	<input type="text" value="25%"/>		<p>All relevant and appropriate resources, signposts and links were shared with all ELC, Primary and Secondary HTs prior to COP26. This was to support all practitioners with identifying tangible and meaningful activities in preparation for COP26, during COP26, and thereafter, in order that Learning for Sustainability becomes an integral part of learning experiences at all levels.</p> <p>An audit is now underway to collate all activities which our ELC settings and schools took part in during COP26, and to celebrate these as a catalyst to embed Learning for Sustainability and create a legacy beyond COP26. In addition to this information, achievement of an Eco-Schools Green Flag Award is being identified. Capturing the range of projects, and sharing these will undoubtedly help us to build capacity and further strengthen professional networks across education and our wider partners.</p> <p>Evidence is already showing that across all sectors there is</p>	Improving Outcomes Officer


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>a wide range of innovative and forward-thinking activities to promote sustainable development both in the classroom setting and beyond, with the voice of our children and young people at the heart of shaping next steps.</p> <p>Two of our educational setting, Sunnyside ELC and Alloa Academy, were Highly Commended in the National Learning for Sustainability Awards, which was a tremendous accolade amongst an extremely high standard of submissions from across Scotland.</p> <p>Twelve young people from across Clackmannanshire (Alloa, Alva, Lornhill and Dollar Academies) attended the inaugural event for our Young Pathfinders programme, prior to the official launch of Scotland's International Environment Centre on 11th November. As Young Pathfinders they will have a key role in shaping the direction of travel for the accredited Young Pathfinders programme, which reflects the importance of community engagement with a focus on skills and the voice of young people. An intern has been appointed by the University of Stirling to work directly with the Young Pathfinders cohort, and to create an informed plan in order to secure maximum impact for all.</p>	
PPL 21 07	The lead Director for the Regional Improvement Collaborative maximises the opportunities for inclusive growth across Clackmannanshire	31-Aug-2022	<input type="text" value="33%"/>		<p>A self-evaluation report on our Regional Improvement Collaborative (RIC) has just been completed and will be considered by the Programme Board on the 3rd December. This report along with a national review of RICs across the country, will help to inform our new strategic plan for 2022-24.</p> <p>Our RIC is currently focusing on 'Equity' which is one of our three key values. Our RIC has been collecting and sharing examples across the four Local Authorities of how schools and establishments have been supporting young people and families at this difficult time. Examples highlighted in Clackmannanshire include; Alva Academy's pop up shop, and Alloa Academy's advice and support service allowing families to access unclaimed benefits. This theme will culminate with the RIC Heads of Establishments meeting on the 14th January 2022, which will be entirely focused on equity with nine workshops designed to allow for the</p>	RIC Development Officer

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>sharing of ideas and practice.</p> <p>Stage Two of our RIC inspiration Hub - <a href="https://theinspirationhub.co.uk/">https://theinspirationhub.co.uk/</a> - will be launched on the 17th December. This will be a qualifications directory which will put qualifications available to schools from a wide range of providers in the one place for the first time. Potential qualification providers include e.g. SQA (Scottish Qualification Authority), SCQF (Scottish Qualifications Framework), City and Guilds, Duke of Edinburgh etc. This directory will initially include qualifications available in the Senior Phase of Secondary schools, but will be rapidly expanded early in the New Year to include qualifications available at all levels from Early Years upwards. This directory will assist our schools in three ways:-</p> <ul style="list-style-type: none"> <li>• It will allow schools to see what qualifications are available that will best meet the needs of our children and young people.</li> <li>• It will allow our schools to identify what extra qualifications our young people can achieve without having to radically alter or modify current learning in the classroom.</li> <li>• This will allow for an increase in the attainment of our young people and improve the performance of our schools.</li> </ul> <p>The directory will not only list the qualifications, but will also include the contact details of establishments which are currently delivering these qualifications. This will allow schools to learn from each other's experiences and introduce new qualifications more smoothly.</p> <p>Our Numeracy and Literacy Teams are supporting practitioners in Clackmannanshire to raise attainment and reduce the poverty related attainment gap through:-  "Numeracy - Delivering Number Sense" training for all primary probationers as part of Clacks' probationer support programme.  Running monthly Numeracy Drop-ins for primary probationers.  We are delivering a CLPL programme on 'Effective Pedagogy: Fractions, Decimals Fractions and Percentages' -</p>	


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>two Clacks schools are involved.            We are delivering a CLPL programme on 'The CPA Approach and the Effective Use of Tools to teach Numeracy' – 4 Clacks practitioners signed up.            We are supporting the Moderation Leadership programme which has a numeracy focus.</p> <p>Literacy activities include:-</p> <ul style="list-style-type: none"> <li>• Colourful Semantics programme - 8 settings - 15 practitioners.</li> <li>• Pedagogy of Writing - 11 settings - 28 practitioners.</li> <li>• Recount Writing programme - 10 settings - 19 practitioners.</li> <li>• Screen Scotland Film Literacy - 3 settings - 4 practitioners.</li> <li>• Screen Scotland Christmas Animation - 2 settings - 4 practitioners.</li> <li>• Play session One - 14 settings - 21 practitioners.</li> <li>• Reciprocal Reading - 7 establishments.</li> </ul>	

**Priority 2 - 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	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
PPL 21 08	<p>Recruitment of local carers and community / family based placements is maximized to ensure children remain connected to their communities wherever possible.</p> <p>Support and training for kinship and foster carers is delivered through development of supportive local, community-based services.</p>	31-Aug-2022	33%		<p><b>Kinship Panel</b>  Children's Services identified a backlog of kinship care assessments and funding was approved to use independent assessors to clear this. Due to lack of assessments being undertaken, Kinship Panel had not sat for a number of months to consider new assessments.</p> <p>20 out of the 30 assessments are currently allocated for assessment and are progressing at pace. As a result of assessments being undertaken by independent assessors, Kinship Panel has been reconvened and due to sit on 16 December. The plan will be for these to be held on a monthly basis going forward to consider and approve assessments. The completed assessments will go to the Kinship Panel for approval and then the remaining 10 assessments will be allocated.</p> <p>Although not yet completed, the assessments are well underway and no significant concerns have been identified that would require a move of placement for the child. Assessments of kinship carers will be formally considered and approved and recommendations will clearly set out the required supports for carers to support stability for child/children.</p> <p><b>Family Wellbeing Partnership Programme</b>  The Family Wellbeing Partnership programme aims to enhance the wellbeing and develop the capabilities of people living in multiple deprivation in Clackmannanshire, transferring power and voice, by prioritising what young people and their families value and what matters to them. The care experienced community and our kinship carers will be key partners.</p>	<p>Service Manager</p> <p>Improving Outcomes Team Leader</p>

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>Columba 1400, a delivery partner for values based leadership, have worked with three groups of senior leaders, team leaders, frontline workers, elected members and partners. Two further groups will take place by 8 December 21. This phase seeks to create spaces for reflection to understanding the current barriers in the system and how to move towards providing services which have wellbeing and capabilities at the heart.</p> <p>Impact:</p> <ul style="list-style-type: none"> <li>Increased knowledge and understanding amongst staff of the roles of colleagues and interconnectivity.</li> <li>Opportunities to collaborate across and within directorates have been identified.</li> </ul> <p>Next Steps:</p> <ul style="list-style-type: none"> <li>Our learning partner, Heriot-Watt, will evaluate the learning by interviewing participants. This will inform future actions.</li> <li>Negotiations are underway to provide two further groups for Safeguarding for Rapid Intervention (STRIVE).</li> <li>Individuals from core groups will come together to share expectations and ideas of what needs to happen to make service provision in Clackmannanshire more wellbeing and capabilities driven.</li> <li>Families will be identified and invited to participate in Columba 1400 leadership opportunities to co-create future actions of the Family Wellbeing Partnership.</li> </ul>	
PPL 21 09	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	31-Aug-2022	<input type="text" value="30%"/>		<ul style="list-style-type: none"> <li>The United Nations Convention on the Rights of the Child (UNCRC) is the global 'gold standard' for children's rights and sets out fundamental rights of all children. On 16 March 2021, the Scottish Parliament voted unanimously to bring the UNCRC into Scots Law when it passed the UNCRC (Incorporation) (Scotland) Bill.</li> <li>On 6 October 2021, following a legal challenge brought by UK government law officers, the Supreme Court judges unanimously agreed that certain parts of the UN Convention on the Rights of the Child (UNCRC)</li> </ul>	Improving Outcomes Manager

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>(Incorporation) (Scotland) Bill, and the European Charter of Local Self-Government (ECLSG), went beyond the limits of the Scottish Parliament's powers, as set out in the Scotland Act 1998.</p> <ul style="list-style-type: none"> <li>• On 12 October 2021 Scottish Government announced that they remain committed to the incorporation of the UNCRC into Scots law and acknowledged that the provisions referred to by the UK Supreme Court would have to be re-visited, but that they would continue to drive forward with the embedding of children's rights in Public Services to the maximum extent possible.</li> <li>• The Scottish Government has committed to a three-year UNCRC Implementation Programme in collaboration with public authorities and children and young people. Between now and March 2024 they will invest £4m to support the delivery of a fundamental shift in how children's rights are respected, protected and fulfilled in Scotland. Clackmannanshire Council will report every 3 years on the steps we have taken in that period to secure better or further effect of the requirements of the United Nations Convention on the Rights of the Child (UNCRC).</li> <li>• The first part of awareness raising took place in August 2021, with an interactive training module, developed by our Regional Improvement Collaborative (RIC), with Education Scotland. This was undertaken by <b>all staff</b> across Children's Services in Clackmannanshire to ensure they understand the implications of UNCRC on policy, practice and procedure and are aware of the potential for legal challenges via the Children's Commissioner if children's rights are not being met. Forth Valley West Lothian 'Train the trainer' sessions have commenced with staff and an online self-evaluation form has been issued and data collated, to ascertain further professional learning needs.</li> <li>• Clackmannanshire's Children's Services Plan 2021-2024 has UNCRC as a key priority. Colleagues across People, Place and Partnership &amp; Performance Directorates will</li> </ul>	


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>collaborate to scope the activity required in relation to UNCRC implementation in Clackmannanshire between now and June 2022.</p> <ul style="list-style-type: none"> <li>• Work has commenced with the RIC on involving young people, parents and carers in the plans for implementation. A collective questionnaire is under development and will be used as a tool to ascertain what children, young people and families recognise and understand in relation to their rights and a UNCRC toolkit will be available online for central staff and Children's Services staff by December 2021.</li> </ul>	
PPL 21 10	The principles of The Promise in supporting looked after children into adulthood are delivered.	31-Aug-2022	25%		<p><i>Participation Network</i></p> <ul style="list-style-type: none"> <li>• A Participation Network Task Brief has been written with the aim of improving the current participatory opportunities for children and young people in Clackmannanshire in order to achieve collaborative change to support keeping "The Promise" made to children, young people, and their families. The Participation Network will focus on how we can listen, strengthen and connect the voices of care experienced children and young people across all our schools, partners and other networks.</li> <li>• A Core and Wider Mobilisation Team was established to oversee work within the Task Brief.</li> <li>• Corra Funding – An Assistant Educational Psychologist started in November to support development of the participation network and a consultant is also now in place to support the overall strategic development of the work.</li> <li>• A Quick Mapping Exercise was carried out regarding current participation opportunities for care experienced children, young people and families which highlighted importance of taking wellbeing and relationships into account when developing participation opportunities; the need to include a range of participation opportunities which includes those for care experienced children and young people and those that are wider, and the need to ensure appropriate feedback 'loops' are in place to ensure that children and young people's voices are influencing change.</li> </ul> <p><i>The Promise Design School</i></p> <ul style="list-style-type: none"> <li>• The Principal Educational Psychologist attended The</li> </ul>	Senior Psychologist




Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>Promise Design School and then presented to ESLG re the implications and the Scottish Approach to Service Design (SAAtSD) for all our work, and not just with care experienced children, young people and families.</p> <ul style="list-style-type: none"> <li>• Director of People has arranged for Cat MacAuley, Chief Designer with Scottish Government, to offer an input on the SAAtSD for managers in the New Year.</li> <li>• An Adapted Design School is to be offered to young people, parents and carers and key professionals in order to ensure that everyone is given the same opportunity to develop the skills and knowledge to equally participate in the co-design process to support the development of the participation network above. The Adapted Design School will be run for a full day in December (rather than 4 days as per the full Design School) and is open to young people, foster carers, kinship carers and parents as well as professionals. 12 participants in total will be invited along with 2 – 3 facilitators from “The Promise”.</li> </ul>	
PPL 21 11	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.	31-Aug-2022	<input type="text" value="33%"/>		<p><b>Literacy and Numeracy Small Group Interventions</b></p> <ul style="list-style-type: none"> <li>• The impact of the initial six weeks (52% SIMD 1-2, 48% SIMD 3-10) is as follows; Aug - Oct 2021 (8 weeks)</li> <li>• average increase in mathematical age of 11 months for children living in SIMD 1-2</li> <li>• average increase in mathematical age of 9 months for children living in SIMD 3-10</li> <li>• Almost all establishments have implemented the Building Blocks programme.</li> <li>• A pre-intervention baseline survey has been conducted with Learning Assistants. <ul style="list-style-type: none"> <li>- 63.2% stated that they regularly accessed a professional to support them in their role.</li> <li>- 42.1% rated themselves as 5, on a scale of 1-6 where 1 is the lowest and 6 is highest, in how confident they are in supporting children’s learning in Literacy.</li> <li>- 26.3% stated that they had attended specific professional learning in the last 2 years to help support children’s Literacy.</li> </ul> </li> </ul>	Improving Outcomes Team Leader

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>- 36.8% rated themselves as 5, on a scale of 1-6 where 1 is the lowest and 6 is highest, in how confident they are in supporting children's learning in Numeracy.</p> <p>- 52.6% stated that they had attended specific professional learning in the last 2 years to help support children's Numeracy.</p> <ul style="list-style-type: none"> <li>• Professional learning to support raising attainment in numeracy has been delivered to Learning Assistants to provide an overview of Clackmannanshire's Building Blocks Small Group Intervention Programme and raise awareness of the topic and lesson structure of the Building Blocks Programme.</li> <li>• Professional Learning has been delivered to all Lead Teachers and identified Learning Assistants to provide an overview of Clackmannanshire's small group intervention programmes.</li> <li>• Raising Attainment in Literacy and Numeracy: Small Group Interventions Handbook, has been produced to provide establishments with a clear understanding of the rationale behind the interventions and the associated aims and responsibilities.</li> <li>• Building Blocks 4, Clackmannanshire's Numeracy Intervention Programme has been reviewed and updated to reflect Local Authority SNSA analysis. A 12-week programme consisting of 48 detailed lesson plans has been produced to support Learning Assistants deliver high quality numeracy sessions.</li> <li>• All primary establishments have identified at least one Learning Assistant to attend professional learning/support sessions, deliver the intervention(s) and liaise regularly with their Lead Teacher.</li> <li>• All primary establishments across the authority have identified a Lead Teacher to provide the strategic leadership for Numeracy and Literacy interventions, support the learning assistant and be accountable for gathering data and reporting on impact.</li> <li>• All establishments are tracking and monitoring the achievements and progress of learners on a weekly basis.</li> <li>• Write On, Clackmannanshire's Literacy Intervention 8-</li> </ul>	



Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>week Programme at First Level, has been developed to support Learning Assistants deliver high quality literacy sessions.</p> <ul style="list-style-type: none"> <li>• Professional learning sessions to support the implementation of the Write On Programme have been delivered to Learning Assistants and Lead Teachers.</li> <li>• The Write On programme commenced in most establishments, week beginning 18.10.21.</li> </ul> <p><b>Data for Improvement</b> All primary establishments across the authority have;</p> <ul style="list-style-type: none"> <li>• been provided with a unique profile, indicating school demographics and attainment over time</li> <li>• engaged in professional dialogue with Quality Improvement Officers</li> <li>• self-evaluated themselves against 6 key indicators (see results below)</li> <li>• collaborated with colleagues to moderate their self-evaluation</li> </ul> <p><b>Data For Improvement Self-Evaluation Feedback</b></p> <p>1. Senior Leadership and teachers have access to, and understand their data and evidence.</p> <ul style="list-style-type: none"> <li>• 33% Satisfactory</li> <li>• 44% Good</li> <li>• 17% Very Good</li> </ul> <p>2. We have robust arrangements to moderate achievement of a level, using a range of evidence, based on a consistent and shared understanding of standards within CfE levels,</p> <ul style="list-style-type: none"> <li>• 44% Satisfactory</li> <li>• 39% Good</li> <li>• 6% Very Good</li> </ul> <p>3. Progress and achievement at all stages is evidenced through robust tracking.</p> <ul style="list-style-type: none"> <li>• 39% Satisfactory</li> </ul>	

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<ul style="list-style-type: none"> <li>• 44% Good</li> <li>• 6% Very Good</li> </ul> <p>4. We take an evidenced-based approach, including careful analysis of data of children and young people's progress to plan for improvement.</p> <ul style="list-style-type: none"> <li>• 33% Satisfactory</li> <li>• 39% Good</li> <li>• 17% Very Good</li> </ul> <p>5. Our improvement planning is an active, working document which we review regularly.</p> <ul style="list-style-type: none"> <li>• 17% Satisfactory</li> <li>• 56% Good</li> <li>• 22% Very Good</li> </ul> <p>6. Our improvement planning clearly outlines how Attainment Scotland Funding (PEF, SAC, CE) is used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap.</p> <ul style="list-style-type: none"> <li>• 56% Satisfactory</li> <li>• 33% Good</li> </ul> <p>Quality Improvement Officers have;</p> <ul style="list-style-type: none"> <li>• completed an evaluation for each establishment based on 6 key indicators</li> <li>• collectively moderated the evaluations</li> <li>• identified key strengths and challenges across all establishments</li> <li>• presented findings to the education senior leadership team</li> </ul>	
PPL 21 12	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	31-Aug-2022	50%		All educational establishments, as part of Clackmannanshire's "Building Positive Relationships - Attendance and Exclusion Policy", "Attend Today...Achieve Tomorrow" continue to engage with parents and carers to	Improving Outcomes Team Leader


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead																																										
	establishments				<p>provide support, reassurance on any concerns and overcome barriers to learning to support attendance. Pupil absence rates since September 2021 have remained stable. Data analysis has indicated that there has been a slight increase over 3 months (Sept-Nov) in attendance with small fluctuations due to COVID-19 infections, the impact of confirmed or suspected cases, as well as pupils self-isolating, and pupils whose parents chose to keep them away from school as a precaution.</p> <p>Average percentage attendance rates as at dates shown -</p> <table border="1"> <thead> <tr> <th>Sector</th> <th>27/09/21</th> <th>25/10/21</th> <th>22/11/21</th> </tr> </thead> <tbody> <tr> <td>ELC</td> <td>86.3</td> <td>87</td> <td>89.57</td> </tr> <tr> <td>Primary</td> <td>92.96</td> <td>97.72</td> <td>93.16</td> </tr> <tr> <td>Secondary</td> <td>89.9</td> <td>89.16</td> <td>89.76</td> </tr> <tr> <td>Support Services</td> <td>86.35</td> <td>87.45</td> <td>85.53</td> </tr> <tr> <td><b>Overall</b></td> <td><b>90.8</b></td> <td><b>90.76</b></td> <td><b>91.29</b></td> </tr> </tbody> </table> <p>The rate of absence due to COVID-related sickness varied across establishments largely in line with the wider prevalence of the virus in communities across Clackmannanshire.</p> <p>Pupils living in more deprived areas during this period were more likely to be absent, up to 2% above the authority average.</p> <p>SIMD 1 and 2 average percentage attendance rates</p> <table border="1"> <thead> <tr> <th>Sector</th> <th>September</th> <th>October</th> </tr> </thead> <tbody> <tr> <td>ELC</td> <td>85.84</td> <td>86.6</td> </tr> <tr> <td>Primary</td> <td>91.47</td> <td>91.25</td> </tr> <tr> <td>Secondary</td> <td>87.31</td> <td>86.86</td> </tr> <tr> <td>Support Services</td> <td>79.73</td> <td>80.38</td> </tr> <tr> <td><b>Overall</b></td> <td><b>89.12</b></td> <td><b>89.95</b></td> </tr> </tbody> </table> <p>The Scottish Government National Guidance on promoting attendance and managing absence - "Coronavirus (Covid 19) Reducing the Risks in Schools (November 2021)" <a href="https://www.gov.scot/publications/coronavirus-">https://www.gov.scot/publications/coronavirus-</a></p>	Sector	27/09/21	25/10/21	22/11/21	ELC	86.3	87	89.57	Primary	92.96	97.72	93.16	Secondary	89.9	89.16	89.76	Support Services	86.35	87.45	85.53	<b>Overall</b>	<b>90.8</b>	<b>90.76</b>	<b>91.29</b>	Sector	September	October	ELC	85.84	86.6	Primary	91.47	91.25	Secondary	87.31	86.86	Support Services	79.73	80.38	<b>Overall</b>	<b>89.12</b>	<b>89.95</b>	
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					<a href="#">covid-19-guidance-on-reducing-the-risks-in-schools/pages/school-operations</a> makes clear the importance relationships with families in promoting good attendance and has been shared with all establishments to ensure that our attendance rates continue to improve.	
PPL 21 13	Educational establishments, working in partnership with the relevant agencies and supported by centre-based staff, support and empower parents, carers and families to engage with and improve their child's learning.	31-Aug-2022	66%		<p>Clackmannanshire's ambitions for improving parental involvement and engagement (PIE) in their child's learning are contained in the PIE Strategy 2021-24 published in August 2021.</p> <p>This year – three key strands for improvement were identified as follows –</p> <ul style="list-style-type: none"> <li>• The rights of parents and carers who share the parenting of their children are equally respected and supported appropriately.</li> <li>• Under represented groups (dads) are supported to engage with their child's education.</li> <li>• Parents and carers are supported to collaborate, co-create and take an active role in delivering School Improvement Plans.</li> </ul> <p>Progress and next steps are as follows –</p> <p><b>Equal Parents</b> – National data showed there were increasing complaints from non-resident parents who were not getting information about their child's education. There was also an issue around changing the child's name in the event of parents splitting up.</p> <p>A working group was set up to address this issue and a series of information guides for staff and parents were drafted to clarify what educational information parents are entitled to. There will also be some staff training sessions to raise awareness of parental rights.</p> <p><b>Increasing involvement of dads</b> – Fathers Network Scotland has long recognized that the majority of parents engaged in their child's education were female. They have produced a toolkit for schools backed up by research which shows the benefits to children of having dad actively involved and how this can be practically achieved. There</p>	Improving Outcomes Team Leader


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>are also benefits for dads, better mental health and lower suicide rates where they feel valued in their role as a dad by 'the system'.</p> <p>Using Banchory Primary School as a pilot school, activities carried out so far are -</p> <ul style="list-style-type: none"> <li>• A Dad-Friendly School Audit with Banchory – which generated some ideas to be implemented from December 2021.</li> <li>• A member of Banchory staff to be trained in Families Connect for EY–P3 in December 2021 with a possibility of running dads only sessions.</li> <li>• Staff from Banchory and other settings to attend Fathers Network Scotland workshop on Understanding Dads in January 2021.</li> </ul> <p>The anticipated impact of these activities at Banchory is that more dads will engage with the PIE Census in January 2022; a dads / males only event will be held in the school; an audit of dads skills for supporting learning will take place and more dads will join the Parent Council. More schools will be invited to carry out the Dad Friendly School Audit in 2022.</p> <p><b>Parental Involvement in School Improvement Planning(SIP)</b> - The PI Act 2006, the Learning Together action plan and Empowerment (parents) agenda and imposes requirements around the involvement and engagement of parents in school improvement planning / decision making about their child's education.</p> <p>An audit of the available 2021/22 SIPs was carried out in October. 17 SIPs were analysed using these indicators. The principal findings were -</p> <ul style="list-style-type: none"> <li>• Parent Voice – most schools were using a variety of methods to capture parent opinion.</li> <li>• Co-creation of SIP – more schools need to co-create their SIP with parents.</li> <li>• The majority of schools did outline in their plan an intention to increase Family Learning.</li> </ul> <p>Next steps – Improving Outcomes Managers will review</p>	


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					SIPs as part of their school review visits in January 2022. Support will be offered to schools on specific topics to develop the plans for next year. The SIP audit will be repeated next session to measure improvement.	
PPL 21 14	Early Learning, Primary and Secondary school curricula continue to be developed and implemented. Robust quality assurance is enhanced and improvement activity is in place.	31-Aug-2022	20%		Mark Priestly, Professor of Education at Stirling University, has designed five professional learning sessions which support our educational leaders to consider the implications of "Curriculum for Excellence (CfE); Into the Future, OECD report 2021", which reviewed CfE. The report provides key findings and recommendations, which Mark has used, alongside international research and evidence, as the basis of each professional learning session. Two out of five sessions have been delivered. In collaboration with our colleagues in FVWL RIC and Education Scotland, a series of 10 professional learning sessions have been designed to provide high quality professional learning for leaders in ELC and Primary school. The programme is titled 'Leading Early Level through play' and is focussed on supporting the implementation of 'Realising the Ambition', a key national document. 9 out of 10 sessions have been delivered and the programme has already been extended to a further 4 sessions in 2022. 100% of our ELC and primary leaders are participating.	Improving Outcomes Team Leader
PPL 21 15	The Clackmannanshire LIFT programme supports all children and families to improve their engagement and communication to close the vocabulary gap	31-Aug-2022	15%		The Language is fun together (LIFT) programme was developed in partnership with speech and language colleagues and funded via the Attainment Scotland Fund to support communication and vocabulary development within ELC settings. ELC settings, working in partnership with Speech and language colleagues, deliver experiences designed to increase children's communication and vocabulary.  Clackmannanshire have also delivered, ahead of schedule, 1140hrs for eligible 2s, 3 and 4 year old children. It is important that a sustainable approach to supporting children's communication and vocabulary takes account of the 1140 hrs context within ELC.  An audit tool has been designed to inform a phased, sustainable approach to the delivery of LIFT which takes into account the expansion to 1140 hours eligible 2s, 3 and 4 years olds in ELC.	Improving Outcomes Manager




Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>Speech and language colleagues are gathering data from previous work with identified ELCs which will also inform our phased and sustainable approach.</p> <p>COVID and speech and language staffing difficulties have interrupted progress and therefore a re-defined time line is to be agreed. This will support completion within target.</p>	
PPL 21 16	People Service addresses identified issues related to Covid-19 and implements support plans for Covid-19 recovery.	31-Aug-2022	66%		<p>Covid19 continues to impact the delivery of Services as we move through the Recovery phase of the pandemic.</p> <p>Contact tracing in schools/ELCs is now undertaken by NHS Test and Protect. Establishments continue to report positive cases to Clackmannanshire Emergency Planning who share the data with NHS Public Health. Senior Managers in Education have been on call over weekends to liaise with public Health should the need arise.</p> <p>All establishments have contingency arrangements in place for any periods of remote learning. These arrangements cover plans for any families who are vulnerable and plans for remote digital learning. Details of education recovery in learning and the use of digital devices is covered under that specific action.</p> <p>Successful partnership working has enabled the creation of a flexible and agile system of support for children and families (Child STRIVE) to be developed. Referrals for children and young people are considered by the multi agency group to provide tailored support using the approach of 'Tell us once'. Developments continue to link in with STRIVE for wider family support.</p> <p>Scottish Government has allocated several tranches of non-recurring funding to local authorities for additional teachers and support staff (£80m across 2020-21 and 2021-22), and more recently, £60m in April 2021 to be used to flexibly to employ a variety of school staff to meet the needs of children and young people in their local areas and ensuring that levels of teaching and support staff in schools could be maintained.</p>	Improving Outcomes Manager


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>In September 2021, the Scottish Government announced that an additional £80 million will now be baselined into the General Revenue Grant from 2022-23, to meet the on-going full-year costs of maintaining the additional staff, who were supporting COVID recovery. This additional baselined funding will be allocated to local authorities for the purpose of employing a variety of school staff to meet the needs of children and young people in their local areas and ensuring that levels of teaching and support staff in schools can be maintained for future academic years. It will support Councils to better plan and resource for education recovery based on the educational, health and wellbeing needs of our children and young people. It does provide for the ability to recruit with greater certainty, both teachers and support staff, on an appropriate contractual basis.</p> <p>Clackmannanshire's share of the £80million is £838,000 which equates to 11 teachers and 12.5 support staff. These staff have been deployed to support learning and teaching with children whose learning has been most affected by COVID19.</p> <p>The Flexible Learning Independent Pathways (FLIP) Plus Locality Model at Lornshill Academy funded through the COVID-specific mental health grant funding compliments the authority-wide FLIP Plus model run by the Head Teacher for CSSS for pupils who are unable to engage in such programmes within a mainstream setting. Within Lornshill Academy, two support workers are working intensively with 12 pupils to engage in a range of alternative curricular activities. The Lornshill model allows flexible programmes to be offered in-house and to match these programmes with curricular pathways set by subject teachers in order to promote inclusion. A range of data is being collected to measure impact and outcomes but to date attendance and engagement has increased for this group and there have been no referrals to the Internal Resources Group (IRG) for offsite provision and any referrals to Child STRIVE.</p>	
PPL 21 18	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	31-Aug-2022	40%		All local authority Early Learning and Childcare establishments have been providing 1140 of funded hours to all eligible children since August 2020, a year ahead of	Improving Outcomes Manager

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
	parenting programmes on offer across Clackmannanshire.				<p>the national expectation.</p> <p>Eligible 2 year old places are available to families on certain benefits, care experienced children, children of care experienced parents and those families working with the Family Nurse Partnership. All Early Learning &amp; Childcare establishments in Clackmannanshire with the exception of Strathdevon ELC and Redwell ELC are registered with the Care Inspectorate to offer eligible 2 year old places. Families can also choose to use all or part of their "eligible 2s" funding at one of our partner nurseries or partner childminder</p> <p>We have worked closely with Family Nurse Partnership to ensure all the families they work with are aware they can access a funded space from their child's 2nd birthday.</p> <p>We currently have 137 eligible 2s in a placements within local authority ELC Establishments and 30 in Partner Provider settings.</p> <p>Our focus is to raise awareness for care experienced parents of their eligibility.</p> <p>COVID restrictions have affected the delivery of Parenting programmes across all ELC establishments. This will resume when guidance allows for parent groups to access ELCs.</p> <p>Work is underway with the Care Inspectorate for registration of two ELCs to offer places for under 1s. This offer will ensure equity of provision for families with vulnerability.</p>	
PPL 21 19	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.	31-Aug-2022	22%		An Additional Support Needs (ASN) Mobilisation Team consisting of ASN Managers, specialist provision Head Teachers and cross sector representation from all three Learning Communities has been established to drive forward the ASL Strategy. Clear Terms of Reference are in place and a shared drive for all information, minutes and collaboration space has been set up. Initially, ASN data for the whole authority was gathered and discussed, then data at learning community level was considered to identify	ASN Manager

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>potential gaps in provision as well as area of good practice. There are currently three sub groups meeting to consider potential ASN models, CLPL and what the consultation process will look like. A paper is planned to go to People Committee in January 2022.</p> <p>There has been progress in reviewing systems and processes, the Vulnerable Children's Panel (VCP) has now been redesigned and aligned to Strive, and renamed CStrive. Membership of the group has been expanded to include third sector colleagues and learning community representatives as well as previous members of VCP. CStrive now consists of two forums: ASN Forum and a Mental Health Forum. The ASN Forum meets weekly whilst the Mental Health Forum meets fortnightly. Review of the Internal Resource Group is ongoing.</p>	
PPL 21 21	A fully integrated People Directorate is developed which is focused on effective ways of working with and for families and communities.	31-Aug-2022	33%		<p>People Redesign proposals for a new Senior Management Structure have been agreed through Council and are being implemented with new appointments taking place in November 2021.</p> <p>Following the work with iESE, mapping of processes to support managers and teams with HR and Procurement have been progressed to reduce time that officers are spending on these activities. Territory Mapping with iESE completed to look at the vision for an integrated service and what it could achieve.</p> <p>Key staff are involved in Columba 1400 Values Based Leadership Training to further promote integrated working and empower the Directorate to start taking forward ideas and plans to work differently. Integrated work streams are already showing progress : The Promise; Family Wellbeing Partnership; STRIVE; and Mental Health Transformation.</p>	Strategic Director - People

**Priority 3 - 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	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
PPL 21 22	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.	31-Aug-2022	20%		<p>In September 2021, the Icelandic Prevention Model (IPM) was introduced to all secondary schools with support from the Winning Scotland Foundation and 'Planet Youth Scotland'.</p> <p>Based on a programme of reducing substance misuse in young people in Iceland, the IPM approach was shared with young people, parents and carers through assemblies, on-line discussions and briefings to ensure that all those participating were aware of the aims and objectives of the IPM approach.</p> <p>In October 2021 all pupils from S2 and S3 in Alloa, Alva and Lornshill Academies took part in the on-line survey covering areas such as risky behaviours, substance misuse, peer support and wider health and wellbeing. The survey data is being confidentially processed at the University of Reykjavik in Iceland and the survey reports will be produced and returned in December 2021. The reports will provide a detailed insight into the lives and lifestyles of participating pupils.</p> <p>A local delivery partnership, likely to include representatives from education, health, social work, community, sport, arts and other public and third sector services, will be formed to analyse the data and to develop and implement measures that will address the needs and issues raised in the survey reports.</p> <p>In December 2021, an awareness raising session, led by Education was held with partners from the Clackmannanshire and Stirling Alcohol and Drugs Partnership (ADP) to provide an overview of the model and reinforce the alignment with the early intervention</p>	Improving Outcomes Team Leader; Improving Outcomes Manager

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					outcomes of the ADP Delivery Plan. Feedback was positive with all members commenting favourably on the pupil-led enquiry methodology.	
PPL 21 23	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.	31-Aug-2022	50%		<p>• <b>Communication and Marketing</b> Our social media campaigns are not yet leading to as big an increase in uptake as we would have liked/anticipated. There are two main reasons for this. Firstly, our social media audience is primarily schools/other professionals and we have seen a reduction in the number of re-tweets of materials over the past year as schools struggle to cope with the volume of new information they are being presented with. Secondly, our main audience is currently on Twitter/Facebook. We know from stakeholder feedback that we need to develop a following on TikTok and Instagram to be better able to interact directly with our children and young people. We now have new staff within the Educational Psychology Service who are closer in age to our target demographic and who can also devote more time to developing social media materials that will better appeal to children and young people. Focused campaigns, although time consuming, allow us to increase awareness over a targeted period of time and to build momentum around particular topics/activities so further opportunities to carry out more of these will be identified moving forward. As we move towards a relaxation of COVID restrictions, it will be increasingly possible to make use of print media also to raise awareness in a variety of settings.</p> <p>• <b>Referral Pathways</b> Since its launch on 6th September 2021, the new Directory of Mental Health Supports website has received over 1,500 hits. Of the different mental health difficulties that have information and supports listed on the site the following have received the most hits: Anxiety, Stress and Worry; Suicide; Depression &amp; Low Mood; Sleep Problems. This ties in with trends we are seeing in other data sets such as reasons for referral to the Educational Psychology Service and parental reports in Clackmannanshire Council's Mental Health and Wellbeing Survey which took place in June 2020 and again in June 2021. Qualitative feedback on the content of the website from both families and other professionals has been</p>	Senior Psychologist

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>positive, with a number of teams/organisations both within Clackmannanshire and out with considering replicating the structure and content of the site for their own populations. The next steps for this workstream are to continue developing the range of information on the website, particularly in relation to locally available in-person services and supports, and to continue to market the website to increase awareness to as wide a range of stakeholders as possible.</p> <ul style="list-style-type: none"> <li> <b>Getting It Right Forum (Mental Health and Wellbeing)</b> The Forum launched in October 2021 and has met on a bi-weekly basis and works to support a whole-systems approach to getting the right help, to the right people, at the right time, in the right place and in the right order. 3rd sector agencies have returned Data Sharing Agreements but the one with health colleagues is not yet complete which means they are not in attendance. Schools have all had training on the new system and new referral forms are being completed appropriately. </li> <li> <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 </li> </ul>	



Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>significant improvements (i.e. not by chance) on their YP-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>). In August 2021 the service was extended to include an extra 0.5 FTE counsellor to support the waiting list for primary aged children and young people. The next data will be collected in December 2021 for reporting to Scottish Government. Future plans are to continue to provide the service and monitor the usage, making any changes if required.</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 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. Further data and analysis will be collected and carried out in December 2021. 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</p>	





Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>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. 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 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. The range and capacity of the CTIfCS has been expanded since its launch and now includes Music Therapy, Therapeutic Art and trauma informed Therapeutic Outdoor Family Engagement. Future plans include further extending capacity within the existing range of services and exploring the possibility of animal assisted therapies with a new provider.</p> <p><b>• Mental Health support for 16-26 year olds</b>  Togetherall service for 16-26 year olds has been on offer since 1st April 2021. As expected for all the digital services, engagement figures take time to build and requires ongoing communication and marketing input to continue building awareness amongst our target population. Of the young people currently accessing the service, 58% log ins are out with normal working hours. 7% of users identify as transgender, in line with national statistics which indicate those within the LGBTQA+ community are particularly likely to engage in digital mental health services. 67% are unemployed, 7% are carers, 20% are students, and 13% are single parents. Although the number of users is still quite low, those that are registered are beginning to engage more meaningfully with the service and return to use it more than once, and we are starting to see them posting on the platform and interacting with assessments, articles and goal setting etc. Due to the service being provided anonymously, we have</p>	


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>not yet been able to seek views of users on the impact the service has had on their mental health. This will be looked at over the coming six months as engagement figures increase. The next steps for this workstream is to continue encouraging awareness and use of the service through a range of communications and marketing activities such as social media campaigns, engagement activities etc.</p> <p>• <b>Developing 'One Door' community spaces</b> We now have four digital mental health services in operation covering the entire age range from 5-26, providing support for both mild/moderate and crisis level difficulties. As predicted by our partners, engagement with the open access services takes time to build and is heavily reliant on effective communication and marketing activities (see Communication and Marketing update for further information). We are beginning to see some trends in our data reports from partner organisations. Out of hours (i.e. outwith Monday-Friday, 9-5) is primarily when our open access services are being used (60% of usage for Kooth and Togetherall, and 77% for Shout), demonstrating the need for services that are available 24/7, 365 days a year. Repeat engagement with services is building across all platforms, indicating that users are finding the services to be useful and effective. Although the majority of our users across all platforms are female, we are seeing some representation from those who identify as transgender and/or gender fluid/non-binary, as well as some representation from ethnic minorities. These figures further highlight the need to provide differentiated marketing/communication materials to ensure we are targeting under-represented groups. There are some similarities between the topics being most widely-viewed on the new Directory of Support website and the most common topics of conversation with our crisis service. They are Suicide; Anxiety/Stress; Isolation/Loneliness; Relationships; Self-harm; Depression/Sadness. Further related materials on these topics are being developed and/or signposted to for both Council staff, children and young people and parents/carers. Engagement with our referred programme (Mind Moose) in primary schools has been higher, with 61% of our primary schools using the</p>	

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>programme. Feedback from educators indicates that they are valuing the programme as a simple way to provide some structured early intervention support to pupils in an effort to stop emerging mental health difficulties becoming too entrenched. Progress on the 'one-door' community spaces is in the planning stages. A number of factors including difficulties recruiting interested parties to both be part of the workstream meetings, and to become meaningfully involved in co-producing what these spaces need to incorporate are being addressed. Initial discussions have taken place exploring some creative options for spaces, including re- purposing a vehicle or developing an outdoor venue that utilises 'glamping' spaces such as yurts and/or pods. Further consultation and development work now needs to take place to explore the feasibility of these options and to identify next steps.</p> <ul style="list-style-type: none"> <li>• <b>Community Autistic Spectrum Disorder (ASD) Assessment Pathway</b> Links with CAMHS colleagues being maintained whilst NHS governance processes are being followed. Assessment pathway pilot paused while NHS governance procedures are completed. Links with RIC developments around Tests of Change and liaison with CAMHS managers maintained. Links made with Principal Teacher for ASN to join Post Diagnostic programme of supports for families. Post Diagnostic Support Workshop for Parents is established and underway. Resource website for parents currently being created. Needs analysis for gaps in materials being completed. Links with identified volunteer parents established to co-produce the development of parent network.</li> <li>• <b>Staff Health and Wellbeing</b> Guidance completed, consulted on and final amendments made. Now on Headteachers' Hub and Connecting Clacks Educators' Glow sites. Educational Psychology Service fully contributing to Council's Healthy Working Lives Group, including contribution to whole staff Wellbeing Week training activities. Next steps likely to involve ongoing training to be provided as part of Healthy Working Lives Group.</li> <li>• <b>Workforce Development</b> Multi-agency team</li> </ul>	


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					established. This is led by Janine Rennie of Wellbeing Scotland, with membership from Volunteers Matters, Clacks Educational Psychology Service, and Clacks Education team. Training and development mapping tool and self-evaluation questionnaire developed. The self evaluation questionnaire will be distributed weekly to organisations highlighting one key area from the NES Children and Young People's Mental Health and Wellbeing Framework in order to identify gaps and areas of particular strength across services. Both of these tools will support the development of a coordinated training and development framework across Clacks.	
PPL 21 24	Improve the responses and identification of children in need of protection and the intervention strategies that will support recovery and safety.	31-Aug-2022	<input type="text" value="33%"/>		<p>Child protection referral rates have increased significantly during the pandemic.</p> <p>The Care Inspectorate has completed a Joint Improvement exercise to support the partnership with quality assurance and improvement work, introduce improvement frameworks/approaches and increase knowledge and skills (build capacity).</p> <p>These improvement activities included surveys, document audits, workshops, Record Reading training and record reading using local readers.</p> <p>Areas of recommended improvement have been identified and these are reflected in the Children's Service Plan.</p>	Improving Outcomes Manager
PPL 21 25	Effective GIRFEC systems and processes are in place to allow early identification of needs and provide the right support.	31-Aug-2022	<input type="text" value="40%"/>		<p>The GIRFEC pathways need to be updated and refreshed.</p> <p>An audit identified that streamlining of processes and greater consistency across multi agency partners was required.</p> <p>Multi agency partners are collaborating across Forth Valley to agree an improved and consistent approach to GIRFEC pathways.</p> <p>The agreed, refreshed GIRFEC approach will be implemented by all agencies across Forth Valley. A programme of training will be offered to multi agency partners.</p>	Improving Outcomes Manager

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
PPL 21 26	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.	31-Aug-2022	10%		<p>All secondary establishments were supported to engage in the National 16 Days of Action Campaign to raise awareness of all forms of gender-based violence by:</p> <ul style="list-style-type: none"> <li>• highlighting the nature and prevalence of gender-based violence</li> <li>• raising awareness of gender violence as a human rights issue</li> <li>• strengthening local partnerships to tackle gender violence</li> </ul> <p>Information regarding local supporting organisations and the National Toolkit were shared to support curriculum inputs, wider partnership involvement and highlight the key messages during the campaign which runs from 25th November (International Day for the Elimination of Violence against Women) through to 10th December (International Human Rights Day).</p>	Child Care Service Manager
PPL 21 27	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.	31-Aug-2022	60%		<p>Alloa Police services have now formally moved into their new police station within Kilncraigs. The strategic driver for this was the expected benefits from co-location and integrated service delivery between Police and Council Services for the benefit of those on the cusp of statutory intervention who reside in Clackmannanshire. The STRIVE pilot was proof of concept and, as such, STRIVE was given approval by Clackmannanshire Council in June 2020 to continue its work and serve as a transformational project. STRIVE has continued to operate remotely these last six months due to the constraints of COVID-19 working, but the team has continued to support those who need it most living in Clackmannanshire. A dedicated STRIVE space has been created within the new Alloa Police station, where STRIVE team members and project board members can now work, in line with health and safety guidance. Co-location of the STRIVE team is a critical success factor in maximising the benefits of the STRIVE project for Clackmannanshire's people.</p> <p>The STRIVE Project Manager has moved onto another post within the Council, which leaves a vacancy meantime. Funding has been secured from the Flexible Resource Fund to employ a twelve-month, fixed-term STRIVE Project</p>	Improving Outcomes Manager


Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					<p>Manager who will report into the Education Service. Recruitment is currently underway and it is hoped that the vacancy will be filled and the project manager in-post early in the new year to continue to monitor and evaluate the STRIVE project as part of the Be the Future corporate transformation programme.</p> <p>A separate Project Manager has been secured to develop a business case on how to embed and upscale STRIVE. The Project Manager is in post until May 2023 during which time options will be explored then a preferred option recommended to the STRIVE project board and governed via Be the Future transformation programme. Recent discussions have taken place with Scottish Government and strategic partners from Columba 1400 and the Hunter Foundation to develop these business case options. There are strong links between STRIVE and the Family Wellbeing Partnership, so it will be explored how to maximise expected benefits and streamline staff resources / demand across these two, key transformational projects.</p> <p>Concerns over the summer about the validity of the information sharing approach between partners in STRIVE saw some partners reluctant to participate fully and so they withdrew, which impacted on the benefits the STRIVE team were able to achieve for STRIVE customers. The STRIVE Project Board agreed in October that all partners would continue to work as is, sharing information on a public task basis and an independent legal consultant has been sourced to prepare a Partnership Agreement. The Partnership Agreement will outline for all STRIVE partners how information will be shared and on what legal basis. Options for independent input and associated costs have been received. Next steps will include reviewing these options and securing funding, offered in principle from Rapid Rehousing Funding. It is hoped that the Partnership Agreement will set the standard for other similar, partnership approaches to integrated working that focus on early intervention and prevention.</p> <p>An opportunity presented itself to align the Vulnerable Children's Panel and STRIVE over the summer months. This has seen the launch of CSTRIVE (or Child STRIVE)</p>	

Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					where there is direct alignment between children requiring additional welfare supports having been identified and supported via the Education system and adults within the household who might also benefit from STRIVE supports. Further work will be undertaken by the new STRIVE project manager to explore how best to improve the referral system between CSTRIVE and STRIVE, as well as develop the ambitions of the Early Help team that is currently being recruited within Children's Services.	
PPL 21 28	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	31-Aug-2022	25%		<p>The Health and Social Care Partnership continues to be delivering care and support in an emergency response, however, the newly established HSCP Transforming Board has continued to meet remotely over the past 18 months. The Board has representation from the Chief Executives of NHS Forth Valley, Clackmannanshire Council and Stirling Council as well as HSCP Chief Officer, Chief Finance Officer and Heads of Services.</p> <p>There is in place an ambitious programme of transformation activity which is overseen by the HSCP Transforming Care Board and all actions are aligned to the HSCP Strategic Plan however have been developed to reflect the impact of the ongoing pandemic on the delivery of care and support across Clackmannanshire and Stirling.</p> <p>Each action is overseen by a Senior Responsible Officer from the HSCP Senior Leadership Team and has a Lead Officer &amp; team who are tasked the deliver each action. Each SRO must complete an update for each meeting on progress made against the activity.</p> <p>The Transforming Care Programme represents activity for the coming two years across all areas of community health and social care.</p>	HSCP Manager


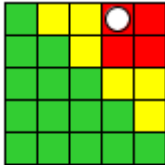
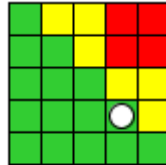

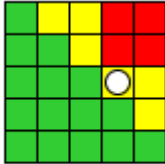
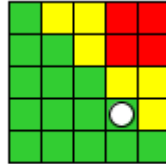
**Priority 4 - People Workforce Plan**


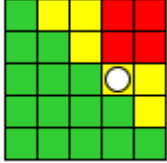
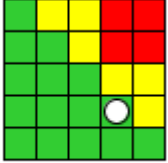

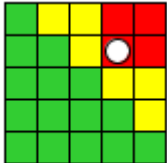
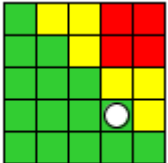
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PPL 21 29	Opportunities for collaborative and empowered leadership and professionalism are promoted and provided in schools and ELC	31-Aug-2022	50%		<p>LA professional learning – small group intervention - as part of our recovery planning, a bespoke training programme has been designed for learning assistants who support children's numeracy and literacy progress. Training is under way and learning assistants are delivering additional numeracy and literacy intervention sessions to small groups of identified children. Early indications are that children are making additional progress.</p> <p>16 fully qualified teachers and early years educators are enrolled in our 'Preparing for Leadership' programme which supports educators to prepare for more formal leadership roles. This was interrupted by COVID; time frames have been re-adjusted.</p> <p>In line with statutory requirements, all Headteachers, including those newly appointed, have the required additional qualification for Headship. In school session 2021, 12 fully registered teachers are enrolled in University of Stirling, MSc Professional Education and Leadership programme. This is a part funded 3 year course. 25% of teachers enrolled are in their final year of study. 58% are in year 1, with the remaining 17% in their second year.</p> <p>Mark Priestly, Professor of Education and Director of the Stirling Network for Curriculum studies, Stirling Universtiy, has designed five professional learning sessions which support our educational leaders to consider the implications of Curriculum for Excellence (CfE); Into the Future, OECD report 2021, which reviewed CfE. The report provides key findings and recommendations, which Mark has used, alongside international research and evidence, as the basis of each professional learning session. Two out of Five sessions have been delivered.</p> <p>In collaboration with our colleagues in FVWL RIC and Education Scotland, a series of 10 professional learning</p>	Improving Outcomes Officer


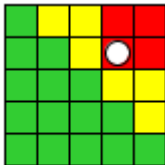
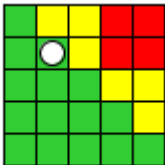
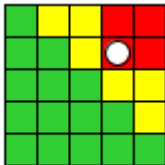
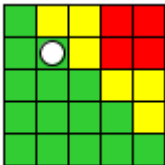



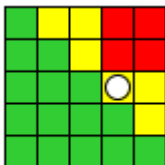
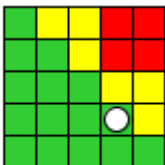
Code	ACTION	By When	Progress	Expected Outcome	Latest Note	Lead
					sessions have been designed to provide high quality professional learning for leaders in ELC and Primary school. The programme is titled 'Leading Early Level through play' and is focussed on supporting the implementation of 'Realising the Ambition', a key national document. 9 out of 10 sessions have been delivered and the programme has already been extended to a further 4 sessions in 2022. 100% of our ELC and primary leaders are participating.	
PPL 21 30	Our number of class teachers is increased to enable class teachers to have increased preparation time.	31-Aug-2022	100%		Funding to retain the additional teachers that were recruited to support the recovery from Covid has been received and the teachers are now in place.	Improving Outcomes Business Manager


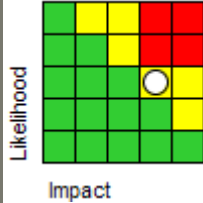
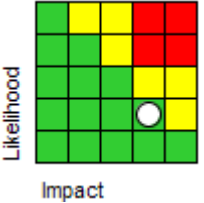
## Risks


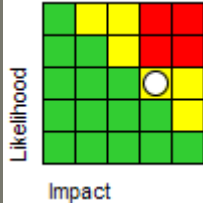
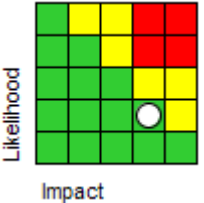
<b>ID &amp; Title</b>	COU CRR 011	A lack of capacity or stability in key roles reduces the Council's ability to fulfil statutory requirements and intervene to prevent the serious harm of a child/children.	<b>Status</b>		<b>Managed By</b>	Strategic Director - People	<b>Current Rating</b>	20	<b>Target 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 and Implement a new Corporate Parenting Strategy for 2018/2021	<b>Internal Controls</b>	Child Protection Procedures			Likelihood	Impact		
				Public Protection Chief Officers Group						
				Public Protection Committee						
<b>Latest Note</b>	Senior management appointments have been/are being progressed, following a review of People directorate structures. Planning and measures are being put in place to address staffing, leadership, assurance and improvement planning, including quarterly reports to People Committee. A new Children's Services Plan has been approved and a new Public Protection Framework is being developed, as well as continuing work on implementing the Child Protection minimum dataset and continuing review of Public Protection risk logs.									
<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>	Chief Education Officer - interim	<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>	NIF 21 10	Increased attainment in Literacy and Numeracy	<b>Internal Controls</b>	Education Senior Management Team			Likelihood	Impact		
	NIF 21 16	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		Scottish Attainment Challenge						
	PPL EDU CRP	Covid-19 Education Recovery Plan		National Improvement Framework						
<b>Latest Note</b>	Recovery Plans now form part of School Improvement Plans (2021-22). Support continues from Centre Teams, government funding for staff, digital resources & equipment and focus on outdoor learning. Health & wellbeing impacts and emerging challenges are being addressed by Educational Psychology and partners, and targeted support provided to close any identified attainment gaps. As the criteria for inclusion on the corporate log is for a risk to require management across multiple directorates, or to be red for any particular directorate, this risk will now be managed via the People Directorate risk log with scrutiny via People Committee.									

<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.						 Likelihood Impact	 Likelihood Impact		
<b>Related Actions</b>	PPL 21 30	Increase in school staff	<b>Internal Controls</b>	Budget Strategy & Monitoring						
	PPL 21 11	Covid Recovery Plan – Literacy and Numeracy		Audit Committee						
	PPL 21 16	People Service addresses identified issues related to Covid-19 and implements support plans for Covid-19 recovery.								
	PPL 21 23	Mental Health Transformation Project								
<b>Latest Note</b>										
<b>ID &amp; Title</b>	PPL SRR 001	ELC Partner providers not achieving gradings of 'Good or above' through inspection	<b>Status</b>		<b>Managed By</b>	IO Manager	<b>Current Rating</b>	16	<b>Target Rating</b>	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.						 Likelihood Impact	 Likelihood Impact		
<b>Related Actions</b>	NIF 21 25	High quality, equitable ELC provision meets the needs of our communities	<b>Internal Controls</b>							
	PPL 21 18	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.								
	PPL 212 14	Robust Quality Assurance processes and support in place. Centre and school based support for young people.								
<b>Latest Note</b>	One ELC partner at risk and meeting arranged									


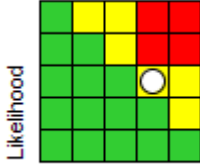
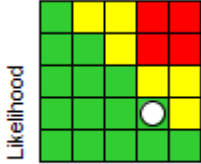
<b>ID &amp; Title</b>	PPL SRR 002	SQA 21 22 SQA Assessments	<b>Status</b>		<b>Managed By</b>	IO Manager	<b>Current Rating</b>	16	<b>Target Rating</b>	8
<b>Potential Effect</b>	Young people have not experienced formal SQA assessments for two years. SQA attainment performance may be adversely affected. Further COVID mitigations may result in further loss of learning.									
<b>Related Actions</b>	NIF 21 13	Families and young people in Clackmannanshire have confidence in the plans for external assessment 2022	<b>Internal Controls</b>			Likelihood		Impact	Likelihood	
	PPL 21 16	People Service addresses identified issues related to Covid-19 and implements support plans for Covid-19 recovery.								
<b>Latest Note</b>										


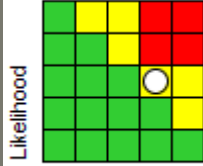
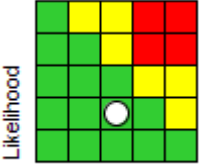

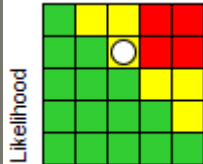
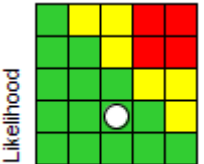
<b>ID &amp; Title</b>	PPL SRR 003	The Service may struggle to recruit and retain senior leaders within schools due to the national shortage of people willing to undertake such roles	<b>Status</b>		<b>Managed By</b>	Chief Education Officer - interim	<b>Current Rating</b>	12	<b>Target Rating</b>	8
<b>Potential Effect</b>	Concern around the quality of new leaders in promoted posts, and pressure on other staff members									
<b>Related Actions</b>	NIF 21 05	Establishments will have a skilled, reflective and professional workforce through collaborative and empowered leadership	<b>Internal Controls</b>	Recruitment & Retention Policy		Likelihood		Impact	Likelihood	
	NIF 21 06	Enhanced opportunities to engage in high quality professional learning with a focus on research and pedagogy								
	PPL 21 29	Opportunities for collaborative and empowered leadership and professionalism are promoted and provided in schools and ELC								
	PPL 21 30	Our number of class teachers is increased to enable class teachers to have increased preparation time.								
	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>Latest Note</b>										

<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 - interim	<b>Current Rating</b>	12	<b>Target Rating</b>	8
<b>Potential Effect</b>	<p>Risk of harm to current or potential service users.            Failure to meet Scottish Government objectives.            Failure to meet Council objectives.            Failure to deliver the required services.            Reputational damage and financial loss.</p>									
<b>Related Actions</b>	PPL 21 24	Improve the responses and identification of children in need of protection and the intervention strategies that will support recovery and safety.	<b>Internal Controls</b>							
	PPL 21 25	Effective GIRFEC systems and processes are in place to allow early identification of needs and provide the right support.								
<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.            Poor information exchange.            Risk of harm to current or potential service users.            Failure to meet Scottish Government objectives.            Failure to meet Council objectives.            Failure to deliver the required services.            Reputational damage and financial loss.</p>									
<b>Related Actions</b>	PPL 21 10	The principles of The Promise in supporting looked after children into adulthood are delivered.	<b>Internal Controls</b>	Business Continuity Plans						
	PPL 21 21	A fully integrated People Directorate is developed which is focused on effective ways of working with and for families and communities.		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>Related Actions</b>	PPL 21 21	A fully integrated People Directorate is developed which is focused on effective ways of working with and for families and communities.	<b>Internal Controls</b>	Social Services Supervision policy						
	PPL 21 29	Opportunities for collaborative and empowered leadership and professionalism are promoted and provided in schools and ELC		Learning & Development Strategy						
	PPL 21 30	Our number of class teachers is increased to enable class teachers to have increased preparation time.								
<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 - interim	<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>Related Actions</b>	PPL 21 21	A fully integrated People Directorate is developed which is focused on effective ways of working with and for families and communities.	<b>Internal Controls</b>	Trade Union & Member Communication Forums						
<b>Latest Note</b>	Full team gatherings are in place and program of engagement by CSWO with staff is ongoing.									

ID & Title	SOS SRR 026	The Services commissioned from external providers are not aligned to service requirements and in line with Council Standing Orders	Status		Managed By		Current Rating	12	Target Rating	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>	PPL 21 08	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 and foster carers is delivered through development of supportive local, community-based services.	<b>Internal Controls</b>	Procurement Strategy		 <p>Likelihood</p> <p>Impact</p>	 <p>Likelihood</p> <p>Impact</p>			
PPL 21 10	The principles of The Promise in supporting looked after children into adulthood are delivered.									
PPL 21 21	A fully integrated People Directorate is developed which is focused on effective ways of working with and for families and communities.									
PPL 21 25	Effective GIRFEC systems and processes are in place to allow early identification of needs and provide the right support.									
<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>	PPL 21 08	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 and foster carers is delivered through development of supportive local, community-based services.	<b>Internal Controls</b>			 Likelihood Impact	 Likelihood Impact			
	PPL 21 13	Educational establishments, working in partnership with the relevant agencies and supported by centre-based staff, support and empower parents, carers and families to engage with and improve their child's learning.								
<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>	PPL 21 07	The lead Director for the Regional Improvement Collaborative maximises the opportunities for inclusive growth across Clackmannanshire	<b>Internal Controls</b>		Social Services Supervision policy	 Likelihood Impact	 Likelihood Impact			
	PPL 21 21	A fully integrated People Directorate is developed which is focused on effective ways of working with and for families and communities.			Learning & Development Strategy					
	PPL 21 29	Opportunities for collaborative and empowered leadership and professionalism are promoted and provided in schools and ELC								
<b>Latest Note</b>	Learning and development program in place and recruitment to public protection training post ongoing.									