

CLACKMANNANSHIRE COUNCIL

Report to: Audit and Scrutiny Committee

Date of Meeting: 24 August 2023

Subject: People Directorate Business Plan Report 2022/23

Report by: Senior Manager

1.0 Purpose

- 1.1. The People Business Plan report 2022/23 provides an annual update on progress against the actions, priorities and key performance indicators set out in the Clackmannanshire People Directorate Business Plan 2023-23, which was approved by the Audit and Scrutiny Committee in August 2022. It summarises the actions that we have taken over the past year to address our improvement priorities and the impact of our work to date. It also highlights any challenges that we may have encountered.
- 1.2. The detailed Pentana Progress Report (Appendix 1) highlights improvement activity undertaken across Key Performance Indicators and the three main priorities: Sustainable and Inclusive growth, Empowering Families and Communities and Health and Wellbeing. Key highlights are noted in this Covering Paper.

2.0 Recommendations

- 2.1. It is recommended that the Audit and Scrutiny Committee note and provide challenge and comment on the contents of this report.

3.0 Considerations

- 3.1. A fully integrated People Directorate is now well established and has driven forward improved ways of working with and for our families and communities. From the period August 2022 - June 2023, the People Directorate continued with an extensive plan of improvement activity set out within the Business Plan 2022-2023, to improve outcomes for children, families and communities, with a particular focus on the most vulnerable.
- 3.2. Based on evaluation and feedback, the Directorate has continued to respond to the ongoing needs and impact of Covid and the Cost of Living Crisis, as well as drive forward with continuous improvement activity and service redesign by collaborating across services within the People Directorate, with

other Directorates, community and national partners, making use of data and intelligence gathered from across the system – in particular stakeholders' views and needs.

- 3.3. Our focus has been on empowering staff to take forward ideas and plans to work more collaboratively with partners, other third sector organisations, both national and local. There has been an increased focus on early intervention and prevention, and to reducing duplication. Increasingly the Directorate is using the Scottish Approach to Service Design, reflecting the views of individuals and communities in the decisions and services that impact them. Integrated workstreams have already shown progress, namely The Promise, Family Wellbeing Partnership, STRIVE, Mental Health Transformation, Education Empowerment Groups, Community Justice. The Child Wellbeing Project and Violence Against Women and Girls.
- 3.4. However, there are a number of factors which have been challenging in our approach to service delivery in 2022-23, including:
 - reduced funding , particularly in relation to the Scottish Equity Fund
 - continued impact and effects of Covid-19
 - increased and more complex demand on public services
 - reduced availability of qualified staff
 - demographic and socio-economic pressures
 - cost of living crisis
 - increasing inequalities
- 3.5. The pace of change for the People Directorate remains rapid, ongoing and significant as we continue to respond to the needs of our communities. The recovery from the Covid pandemic continues to impact on service delivery, which, when combined with the current cost of living crisis, has seen an increase in the number of families facing considerable financial, social and wellbeing pressures. The impact on our children and young people has been significant with some of the effects still being captured.

4.0 Key Highlights from 2022/2023

- 4.1. A collective endeavour to embed an empowered system, ensuring that school and establishment senior leaders are enabled to lead collaborative, evidence-based decision-making, whilst recognising that they are an integral part of a wider education and children's services system has underpinned the work of the People Directorate. Colleagues from Clackmannanshire Council, Education Scotland, ADES and Forth Valley West Lothian Regional Improvement Collaborative engaged in professional discussion, with a focus on data analysis and recovery approaches. This has continued throughout 2022/23, through the establishment of Collaborative Empowerment Groups, with a focus on Pedagogy, Health, Wellbeing and Inclusion, Curriculum, Performance and Quality Assurance. Early indications are that this new way of working is resulting in an increased pace of change and building capacity

within and across our education service, with 87% of participants asked stating that they felt empowered to make positive change.

- 4.2. Commissioning of intensive support provision to enable the return home of care experienced children/young people placed outwith the authority and that children on the “cusp of care” remain supported at home with their family. The Council has commissioned Aberlour to deliver the Sustain Service, which will be operational from October 2023. This will work with families where children are on the edge of care. The key objective is to ensure children remain at home with their families.
- 4.3. As part of the Regional Improvement Collaborative Action Plan, schools and establishments have included UNCRC as part of their Improvement Plans. Work has continued to ensure stakeholders are fully appraised of developments relating to the UNCRC (Scotland) Bill. This means that Clackmannanshire is well placed to implement the legislation when it is passed, which is expected to be after the parliamentary summer recess 2023, as outlined by the Cabinet Secretary for Social Justice on 27 June 2023.
- 4.4. The Family Wellbeing Partnership continues to develop links with local and national partners to tackle poverty and improve wellbeing, including ‘The Lens’, Columba 1400, Street Soccer, Wellbeing Economy Alliance and Flexibility Works Scotland. This work is impacting on improved wellbeing and capabilities for individuals and positive moves towards employability
- 4.5. Work has progressed with pace, to ensure that we are able to ‘Keep Our Promise’ that care experienced children and young people in Clackmannanshire will grow up loved, safe, and respected. This has included the creation of a Language of Care Policy, by a multi-disciplinary team, engagement with Communities That Care / Who Cares? Scotland to support workforce capacity and the development of a Participation Network to improve the current collaboration and participatory opportunities for care experienced children and young people and their families and carers. Care experienced children and young people (CECYP) were integral to the success of the launch of the ‘Language of Care’ policy at a dedicated day across all sectors at Alloa town hall in April 2023. CECYP facilitated groups, ensuring that their voice remains central to this process. This event was led by Social Work and staff from ‘The Promise’ and its central focus was to meet the needs of CECYP by asking for their feedback about the care system, through their own lived experience. (“Nothing about us without us”, as outlined in ‘The Promise’)
- 4.6. The Assistant Director of the Aberlour Foundation was seconded to Clackmannanshire Council to support the design phase and liaison with the Vardy Foundation around a pioneering project for investment and support for Care Experienced Young People and their families. Care Experienced Young People and families participated in focus groups and structured interviews, to ensure their views were captured and acted on. A Plan to take forward these findings is under development.
- 4.7. The appointment of a Virtual Headteacher has supported the delivery of ‘The Promise’ by bridging the gap between schools and families with care

experience or on the cusp of care. Robust tracking is in place to monitor attendance and achievement, with appropriate interventions implemented to remove barriers to engagement, including work experience, volunteering and a Skills Academy (Coach my Sports). This has had resultant impact, with 37 young people now engaged with an opportunity. A data tracker for following Care Experienced Young People in Secondary School has been created to include bespoke packages for young people, enabling VHT (Primary) and VHT (Secondary) to work together on progressive support programmes. All care experienced young people in secondary now have access to one Key Worker from Skills Development Scotland, ensuring consistency of approach in supporting them into a positive and sustained destination.

- 4.8. The Whole Family Wellbeing Fund has been utilised to address identified gaps in Whole Family Support, which will help children to remain at home within their families and communities and to help services shift toward earlier intervention. The aim is to provide holistic support to families at the point of need and reduce the number of children who are unable to remain cared for within their family.
- 4.9. A Resource Allocation Group has been implemented to oversee the use of internal and external care provision. This provides greater scrutiny of decision making where it is possible that a child may need to be cared for outwith their family network. The group takes a strength based approach to look at alternative ways to support families. Early evidence suggests that the group has been successful in reducing the number of external placements and has helped to find alternative supports to assist children to remain within the care of their family. We have achieved a 17% reduction in external foster care placements and 16% reduction in external residential placements between May 22 and 23. Thus far, robust monitoring is having a positive impact in respect of prevention of external placements, increased use of our own resources, highlighting drift in planning and tighter financial arrangements.
- 4.10. The Early Intervention Team has worked hard this year to develop the range of services available. This includes the implementation of a new Commissioned Services Review Group in October 2022 which has improved partnership working with third sector organisations and brought services together to discuss and prioritise referrals. Professionals involved have reported that the shared method of referral screening has been beneficial in priority allocation, targeting of support and reducing unnecessary waiting times. In addition Family Support Workers in the Early Intervention Team have been trained in Triple P - a parenting and family support system designed to help children to realise their potential. This programme will be delivered in the future alongside Education partners and will offer parents support to build strong healthy relationships and confidently manage their children's behaviour; reducing the risk of crisis intervention and placement breakdown.
- 4.11. Over the course of course of 2022-23, Children's services have significantly reduced the number of vacancies in the service, through a rigorous recruitment campaign and extensive induction and support programme for newly qualified staff. As a result, the service is able to respond swiftly to

concerns and all families who require a social worker are allocated swiftly. The previous delays due to the lack of staff have been removed.

- 4.12. Clackmannanshire Council People Directorate staff have worked in partnership with colleagues from Place and an external consultant, undertaking a City Region Deal skills mapping exercise across Clackmannanshire. This work is to develop Skills Pathway Plans relating to key investment areas of the City Region Deal and will continue in 2023-24, with the development of a Skills Framework for Clackmannanshire educational establishments, in collaboration with Skills Development Scotland.
- 4.13. The use of the Clackmannanshire Pupil Equity Funding Framework is ensuring that school allocations are much more focussed on improving outcomes for the children and young people impacted by poverty .Planning and quality assurance processes, roles and responsibilities are clear in this regard, with 100% of schools identifying clear outcomes and related activity as part of their School Improvement Planning.
- 4.14. Clackmannanshire Early Adopter Childcare/Child Wellbeing Project funded by Scottish Government's School Age Childcare Team offers free wrap around childcare (extended breakfast club provision and after school) in targeted primary schools for priority families in relative poverty, as defined in 'Best Start, Bright Futures'. The project is currently supporting 95 families and 136 children and young people. Support has included 60 term time breakfast clubs every day, up to 172 after school places, 134 places offered during the April holidays and childcare places at Play Alloa, a specialist provider of regulated childcare for children with complex additional support needs.
- 4.15. There has been significant partnership working between Children's Services and Justice Services to ensure all individuals supported through Youth Justice are receiving support, as per national standards. The review and redesign of the service, with ongoing support from the Children and Young People's Centre for Justice (CYCJ), has involved key partners including Elected Members, Children's Services, Justice Services, Housing, Police Scotland, Education, Psychology, Clackmannanshire Third Sector Interface (CTSI), Employment Services and Sport and Leisure to ensure that there is a consistent approach to intervention, support and recording of outcomes.
- 4.16. A Resource Allocation Group has been implemented to oversee the use of external placements supporting care provision. This provides greater scrutiny of decision making where external resource is provided. The Group takes a strengths based approach to look at alternatives ways to support families.
- 4.17. The continuum of digital and face-to-face supports has continued to be developed in order to support mental health and wellbeing for children, young people and their families. The continuum continues to offer a range of supports across different age groups, some of which offer 24/7 availability, delivered either virtually or face-to-face. This enables children, young people and their families to create packages of support that most suits their needs. 642 children and young people have accessed our digital supports since they launched in April 2021. Since the introduction of the MHWB Clacks

Continuum of Support, the FK10 postcode has experienced a **39%** reduction in referrals to Child and Adolescent Mental Health Services A revised Digital Learning Strategy was approved by Council on 18 May 2023.

- 4.18. The operational transitions group supporting the development of an integrated transitions strategy and operational procedure to improve outcomes for disabled children and young people has reviewed their procedures and systems to ensure children are identified and assessed in time to provide a smooth transition. In addition, Children's services, Education and Health and Social Care Partnership have been working on a revised policy which will go out for consultation with stakeholders over the summer.
- 4.19. In April 2023 Clackmannanshire Council entered into a new Partnership Agreement with **sportscotland** on a four year investment cycle, totalling **£1,014,066.28**. The Partnership Agreement is a commitment between Clackmannanshire Council and **sportscotland** to identify, plan and deliver shared local and national priorities and outcomes for sport and physical activity over the period 1 April 2023 – 31 March 2027. The partnership allows the Sport and Leisure Team to deliver: the Active Schools programme, the Community Sport Hubs programme, enhanced places for sport - including the new Wellbeing Hub and Lochies School project, inclusion projects - such as the Family Wellbeing Partnership Child Wellbeing Project and the delivery of the refreshed Sport and Active Living Framework (SALF).
- 4.20. Staff confidence and skills to support children and young people with additional support needs (ASN) is supported by Additional Support for Learning (ASL) Outreach Team, Educational Psychology and Clackmannanshire Schools' Support Service (CSSS) Outreach Teams. Connecting Clacks' Educators/ASN tile is updated with latest guidance documents. The quality of referrals into GIRFEC forum (formerly C-Strive) demonstrates improved use of the wellbeing assessment to assess children and young people's needs. Embedding inclusive solutions for children with ASN within mainstream settings is leading to improves staff skills, supported by Flexible Learning Spaces teams.
- 4.21. Increased employer engagement opportunities have been established through new partnerships with training providers and third sector organisations in Clackmannanshire and Forth Valley, including the offer of volunteering options for young people. Our positive destination figures have improved again and are now the same as pre Covid levels, which has ensured Clackmannanshire remains in the top quartile.
- 4.22. The Scottish Attainment Challenge Framework for Recovery and Accelerating Progress introduced a requirement for local authorities to set ambitious, achievable stretch aims for progress in overall attainment and towards closing the poverty-related attainment gap in the 2022/23 academic year. Robust contextual analysis allowed us to set ambitious stretch aims in Clackmannanshire and a full report on these is include in the National Improvement Framework Report 2022/23.

5.0 Next Steps

5.1 Moving forward, we will build on the successes to date and focus on service development, including the continuing development of our workforce, leading to improvement in our services and better outcomes for our children, young people and families.

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.

Our Priorities (Please double click on the check box)

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

(2) Council Policies (Please detail)

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

12.0 Appendices

12.1 Please list any appendices attached to this report.

Appendix 1: Business Plan Pentana Report 2022/23

13.0 Background Papers

- Annual Report of the Chief Social Work Officer 2021-2022
- Children’s Services Plan 2021/24
- People Directorate Business Plan 2022/23
- National Improvement Framework Report 22/23

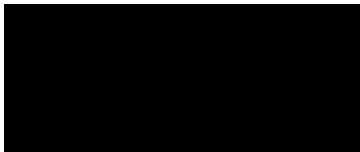
13.1 Have you used other documents to compile your report? (All documents must be kept available by the author for public inspection for four years from the date of meeting at which the report is considered)

Yes (please list the documents below)

People Directorate Business Plan 22/23

| NAME | DESIGNATION | TEL NO / EXTENSION |
|----------------|----------------|--------------------|
| Catriona Scott | Senior Manager | 2469 |



Approved by

| NAME | DESIGNATION | SIGNATURE |
|----------------|---------------------------|---|
| Lorraine Sanda | Strategic Director People |  |


People Business Plan 2022-23 – End of Year Report


Edited on: 4 August 2023


Priority - 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 22 01 | Collaborate with employability partners, including colleagues from Place and the City Region Deal on the implementation of a Skills Framework for schools and ELCs, which aligns with labour market information in Clackmannanshire. | 31-Aug-2023 | 100% |  | <p>The 5 identified Skills Pathway Plans being developed relate to:</p> <ul style="list-style-type: none"> • Culture Heritage and Tourism • Digital • Scotland's International Environment Centre • National Aquaculture Technology and Innovation Hub • Intergenerational Living Innovation Hub <p>Our Improvement Analyst worked with her counterpart in Stirling and an external consultant to establish baselines for the range of educational opportunities that are currently on offer across Clackmannanshire, relating to the courses and learner profile of those enrolled in those courses. We have a specific interest in learner demographics relating to the City Region Deal's target groups: Women and girls; People with a disability; Those living in areas experiencing the highest levels of deprivation (top 20%).</p> <p>This underpins a Skills Framework for schools and establishments, developed in collaboration with Skills Development Scotland, Local Employability Partnership and the newly appointed Skills Lead for the Stirling and Clackmannanshire City Region Deal.</p> | Education Senior Manager (Secondary) |
| PPL 22 02 | Secure links with local employers and Flexibility Works Scotland to analyse research information | 31-Aug-2023 | 95% |  | The Family Wellbeing Partnership commissioned The Wellbeing Economy Alliance Scotland (WEALL Scotland) | Senior Manager Inclusion & |

| Code | ACTION | By When | Progress | Expected Outcome | Latest Note | Lead |
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| | commissioned by the Social Innovation Partnership from the Wellbeing Economy Alliance Scotland (WEALL). | | | | <p>to review employability in Clackmannanshire to highlight key areas for change around delivering enhanced employability support for local families and to better meet their needs, as well as those of local employers.</p> <p>A series of community and business engagement sessions have taken place – a final employers / employability service user focus group session took place in July and a draft action plan is being created to address gaps in existing provision in Clackmannanshire to build progression routes into Further/ Higher Education, Modern Apprenticeships and other appropriate provision, as well as supporting access to employment.</p> <p>A Child Poverty Coordinator has been appointed within the Clackmannanshire Family Wellbeing Partnership. This role will provide critical additional resource to support the policy intentions set out by the Scottish Government as well as supporting the work of the Clackmannanshire Local Employability Partnership to better align employability and wrap-around services between Council departments and wider Community Planning Partnership (CPP) that support parents' transition or progression within work, such as childcare and transport.</p> | Partnerships Murray Sharp |
| PPL 22 04 Linked with PPL 22 13 | Improve tracking arrangements to inform the choices of young people and the curricular offer. Establish systems to routinely sample those at risk of not securing a positive destination including the care including the care experienced and winter leavers. | 31-Aug-2023 | 100% | ✓ | <p>All care experienced young people (CECYP) are referenced within a newly devised local authority dashboard, which allows all professionals to have a single point of access to all information relating to the child, leading to a more cohesive approach to providing support including a positive destination after school.</p> <p>All Secondary Schools now have a CECYP tracker, a designated CECYP contact and an identified link with the Virtual Headteacher (Secondary).</p> <p>A Virtual School Improvement Plan has been co-written by the Virtual Headteachers (Primary and Secondary) which will inform Clackmannanshire's direction around</p> | Education Senior Manager (Secondary) |

| Code | ACTION | By When | Progress | Expected Outcome | Latest Note | Lead |
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| | | | | | <p>The Promise.</p> <p>Last academic year, 156 young people were supported by the MCR programme in Clackmannanshire. MCR mentored care-experienced young people have achieved their best results over the last three academic years in all attainment KPIs, ranging from 9% to 20% improvement.</p> <p>Literacy & Numeracy at Level 4+ 100% (8/8) of MCR mentored care-experienced young people achieved literacy and numeracy at Level 4+.</p> <p>5+ qualifications at Level 4+ 100% (8/8) of MCR mentored care-experienced young people achieved 5+ qualifications at Level 4+.</p> <p>1+ qualification at Level 5+ 100% (8/8) of MCR mentored care-experienced young people achieved 1+ qualifications at Level 5+.</p> <p>3+ qualifications at Level 5+ 87.5% (7/8) of MCR mentored care-experienced young people achieved 3+ qualifications at Level 5+.</p> <p>S5 Staying On 52.4% (11/21) of MCR mentored care-experienced young people stayed on to S5.</p> <p>All these outcomes for care-experienced young people in Clacks are better than non-MCR local and national indicators.</p> | |
| PPL 22 05 Linked with PPL 22 08 & PPL 22 12 | Provide additionality in targeted primary establishments, to carefully plan for, implement and evaluate the impact of evidence-based approaches and interventions with a focus on closing the gap between pupils in SIMD Q1 and Q5 | 31-Aug-2023 | 100% |  | <p>Improving Outcomes Principal Teachers (funded by SEF) have:</p> <ul style="list-style-type: none"> met with and worked alongside staff members in identified establishments to use a range of data to identify targeted groups, with a particular focus on raising attainment in writing . identified relevant research based interventions to support targeted groups of learners. | Education Senior Manager (Secondary) |



| Code | ACTION | By When | Progress | Expected Outcome | Latest Note | Lead |
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| | | | | | <ul style="list-style-type: none"> used evidence-based approaches with targeted groups (e.g. Write On!, use of shared text and three sharings discussions) to raise attainment and close the poverty related attainment gap. Three primary schools have benefitted from an additionality of learning assistants to support identified children improve their numeracy and literacy progress. <p>There are increases reported at authority level across both Literacy and Numeracy attainment. However, despite the increasing trend, rates remain lower than the national average and pre-COVID levels.</p> <p>2022/23 attainment indicates that the achievement rate for learners in our most deprived area (Q1) for Literacy has increased to 61.2% and has also surpassed our Stretch Aim of 59.3%. 2022/23 figures indicate that the achievement rate for learners in our least deprived area (Q5) for Literacy has increased to 79.8% and has also surpassed our Stretch Aim of 76.9%.</p> <p>2022/23 figures indicate that the achievement rate for learners in our most deprived area (Q1) for Numeracy has fallen to 63.7%. This rate is also lower than pre-COVID levels. The Stretch Aim of 68.3% has therefore not been met. 2022/23 figures indicate that the achievement rate for learners in our least deprived area (Q5) for Numeracy has remained almost the same at 81.5%. This rate has surpassed our Stretch Aim of 79.3%.</p> | |
| PPL 22 07 | Implement key actions outlined in Clackmannanshire's 'Numeracy and Literacy Frameworks to support increased attainment and improved practice across BGE | 31-Aug-2023 | 100% |  | <p>The Local Authority Attainment Database is used to track progress of Literacy and Numeracy against stretch aims.</p> <p>Performance and Improvement Meetings (PIM) have taken place between SLTs in almost all ELC and primary establishments and QIOs, focusing on a variety of data at Local Authority and Establishment level resulting in greater awareness and shared understanding of the</p> | Education Senior Manager (Secondary) |


| Code | ACTION | By When | Progress | Expected Outcome | Latest Note | Lead |
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| | | | | | <p>barriers to attainment for learners across Clackmannanshire schools.</p> <p>Attainment across Literacy and Numeracy has seen improvement in many areas:</p> <p>Literacy & Numeracy (P1,4,7 combined)</p> <ul style="list-style-type: none"> • Literacy (unpublished) - Overall achievement increased to 69.5%, surpassing stretch aim of 68% • Literacy (unpublished) - Quintile 1 increased to 61.2%, surpassing stretch aim of 59.3% • Literacy (unpublished) - Quintile 5 increased to 79.8%, surpassing stretch aim of 76.9% <p>Despite the literacy gap closing to 18.6% this has not yet met the stretch aim of 17.6%. This is despite a rise in attainment overall and in Q1 and Q5 in 2022/23.</p> <ul style="list-style-type: none"> • Numeracy (unpublished) - Overall achievement increased to 72.4%, but did not reach stretch aim of 74.9% • Numeracy (unpublished) - Quintile 1 fell slightly to 63.7%, but did not reach stretch aim of 68.3% • Numeracy (unpublished) - Quintile 5 remained almost the same at 81.5%, surpassing stretch aim of 79.3% <p>Significant increase in Q5 numeracy attainment over the past 2 years resulted in the gap opening to 17.8%. The numeracy stretch aim has therefore not been achieved in 2022/23.</p> <p>The attendance overall aim has also not been met but is a focus for session 2023/24.</p> | |
| PPL 22 08 Linked with PPL 22 05 & PPL 22 12 | Develop a model of targeted support with Education Scotland to accelerate progress in attainment across Clackmannanshire. | 31-Aug-2023 | 100% |  | <p>Despite a narrowing of the poverty related attainment gap the Stretch Aim of 17.6pp for literacy has not been met. It is however smaller than the previous year at 18.6pp. This is despite improvement in the achievement levels for both learners in Q1 and Q5 in 2022/23.</p> | Education Senior Manager (Secondary) |


| Code | ACTION | By When | Progress | Expected Outcome | Latest Note | Lead |
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| | | | | | The poverty related attainment gap for Numeracy has grown to 17.8pp following the same trend of the year before. Despite the increase, the gap is almost at the same rate as pre-COVID levels. The Stretch Aim of 12pp has therefore not been met. | |
| PPL 22 10 | Ensure that Strategic Equity Funding (SEF) interventions continue to be targeted to those areas of greatest need to improve outcomes and close the poverty related attainment gap. | 31-Aug-2023 | 100% | ✓ | <p>The on-going 2022/23 Quality Improvement Visits to schools, have a particular focus on School Improvement Planning and the targeted use of all Strategic Equity Funding Programmes to ensure that we continue to work towards an empowered, connected and self improving system.</p> <p>On-going professional dialogue sessions with all establishments, via the Performance Information Meetings, focus on individual establishments' progress and attainment data to ensure that improvement priorities were clearly focused on closing the poverty related attainment gap and all planning clearly outlined the emphasis and use of targeted interventions.</p> <p>Engagement with our statutory and third sector partners across the Strategic Equity Fund continues with targeted meetings in place to review contractual agreements. As a result, all agreements have now been aligned with a financial rather than an academic year with almost all contracts, traditionally funded by the Attainment Challenge, transitioning to close as funding for the Programme reduces.</p> | Education Senior Manager (Secondary) |
| PPL 22 12 Linked with PPL 22 05 & PPL 22 08 | Ensure that 'stretch aims' articulate both ambitious and achievable aims and take into account evidence-based self-evaluation. | 31-Aug-2023 | 100% | ✓ | <ul style="list-style-type: none"> Attendance – Quintile 1 remained almost the same at 88.4%, but did not reach stretch aim of 94% Attendance – Care Experienced attendance did not achieve the stretch aim <p>An in depth quality assurance exercise has been done in conjunction with childcare social work to ensure that pupils' LAC status or if they are residing with a family member in a formal 'kinship care' arrangement is</p> | Senior Manager Inclusion & Partnerships; Education Senior Manager (Secondary) |



| Code | ACTION | By When | Progress | Expected Outcome | Latest Note | Lead |
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| | | | | | <p>recorded accurately in schools.</p> <p>The targeted and individual support now in place via the Clackmannanshire Virtual HT roles for Primary and Secondary will focus on care experienced attendance.</p> | |



Priority - 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 22 18 | Improve the responses and identification of children in need of protection and the intervention strategies that will support recovery and safety. | 31-Aug-2023 | 100% |  | <p>Child Protection referrals are monitored quarterly by SM Care and Protection and CPC Lead Officer and audited by SM Permanence and Independent Reviewing Officer.</p> <p>Inappropriate registrations create an unnecessary workload demand on a stretched workforce so further multi-agency training around the e-IRD process and thresholds will ensure a shared understanding for children and young people to ensure only those deemed at significant risk of harm are progressed through Child Protection pathways.</p> <p>NQSWR (newly qualified social workers) are completing mandatory training on Public Protection, as are existing staff, improving confidence and competence in Child Protection and allowing the workforce to provide early intervention to children and young people who are at risk of harm, intervening early and providing positive outcomes.</p> <p>This has resulted in fewer young people being subject to Child Protection and Statutory measures, reducing the number of children/young people on the Child Protection register and through robust quality assurance processes, CP registration is time limited, specific to each child/young person and there have been no periods of re-registration and an overall decrease in CP registrations for a sustained period - outcomes for children and young people are improving.</p> | Service Manager - child protection |
| PPL 22 22 | Implement Phase 2 of the Icelandic Prevention Model (IPM) / Planet Youth to ensure that all practitioners have access to clear, practical support, training and help to enhance the consistency of response particularly in relation to substance use, self-harm and suicidal intent. | 31-Aug-2023 | 90% |  | 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. | Senior Manager Inclusion & Partnerships |

| Code | ACTION | By When | Progress | Expected Outcome | Latest Note | Lead |
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| | | | | | <p>Data has been shared with the Parent Councils in the 3 secondary schools who took part in the 2021 survey, with a clear warning that the picture in some areas may have improved, whilst in other areas it may have deteriorated. In addition, there has been early engagement with 3 primary schools and 1 Early Learning Centre to begin to consider how the key messages about prevention can be introduced at earlier, at Primary stages rather than waiting until secondary.</p> <p>Funding from Scottish government, through the Winning Scotland Foundation, will increase resource to drive the project forward in Clackmannanshire and information shared with all heads of establishment across Clackmannanshire.</p> | |
| PPL 22 27 | Ensure CLD plan continues to meet local needs and targeted approaches in light of recovery from COVID | 31-Aug-2023 | 100% |  | <p>The Clackmannanshire Community Learning and Development Partnership developed their second three year plan for the period 2021 – 2024, which sets out five key priorities partners have been working towards, outlined below. A progress report has been submitted to Elected Members and the Clackmannanshire Alliance. Progress was noted in each of the five key priority areas.</p> <ul style="list-style-type: none"> - <i>Develop support for staff and service users to address Health, Wellbeing (and Cost of Living – years 2 &3)</i> - <i>Develop clear pathways to support learner accreditation and progression from CLD service provision into volunteering, training, education and employment</i> - <i>Develop Adult and family Learning opportunities to meet the needs of priority groups</i> - <i>Partners will work towards building the capacity of in individuals and community groups to develop services to meet their needs</i> - <i>Partners will support the continued professional develop of staff and volunteers to enhances skills and knowledge within the sector</i> <p>Years 2 and 3 of the plan have evolved, based on</p> | Education Senior Manager (Secondary) |


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| | | | | | emerging need, taking cognisance of the Scottish Government's CLD Plans' Guidance Note 2021-2024 which recognises "that the Covid-19 crisis is likely to continue to present significant practical challenges to CLD planning and that this could have an influence on future CLD planning priorities throughout 2021 - 2024". | |
| PPL 22 28 | Continued implementation of a 365 school within Alloa Academy, where multi-agency partnerships include supports for families; such as benefit supports, pre-employment and employment support and family qualifications. | 31-Aug-2023 | 100% |  | <p>Work is continuing around Alloa Academy to widen the opportunities available to the local community. There are various programmes and initiatives, for example:</p> <ul style="list-style-type: none"> • Alloa Community Empowerment: a group of Alloa Academy school staff and community members which is planning, co-creating and delivering after school experiences for the community, supported by £15k from The Lens process 2023. All sixteen participants gained qualifications. Childcare was provided by senior pupils, offering the chance to develop leadership and pre-employability skills. • Adult Learning Programme: this year (2022-23), practical cookery and Food Hygiene courses were also offered in addition to Level 4/5 Literacy and Employability. The children of participants ended up cooking alongside their parents/carers and two young people in S4 who were disengaging from school attended regularly and gained qualification. • Links to The Bowmar Bookies & The Bowmar Borrowers strengthened: ongoing communication and reading mentoring programme piloted at Alloa Academy after school hours. Environment Services have supported by providing a container for storage; Strathclyde University continues to support the literacy programme. • NHS Scotland & Stirling University: S3 classes have been working with Forth Valley College students, NHS Simulation Team and Stirling University staff. Each S3 | Senior Manager Inclusion & Partnerships |



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| | | | | | class will visit Stirling University to participate in workshops and to discuss career pathways. | |
| PPL 22 29 | Exploration and review of current offering of childcare within Clackmannanshire will be completed in collaboration with Flexibility Childcare Scotland to increase childcare and flexibility | 31-Aug-2023 | <div style="width: 75%;"><div style="background-color: #4f81bd; color: white; padding: 2px;">75%</div></div> |  | <p>First phase of free wrap around childcare (extended breakfast club provision and after school) in Park Primary, Sunnyside Primary and St. Mungo's Primary commenced November 2022 for primary school age children, for priority families in relative poverty.</p> <p>From January the Child Wellbeing Project (CWP) was able to offer additional after school activity services at Play Alloa, Community House Alloa, Hawkhill Community Centre, Kidz-World and Connect Alloa to eligible families in Alloa South and East. This has been taken up by 95 families (136 children).</p> <p>The CWP is now able to offer wrap around childcare from 8am until 6pm. Funding from the Scottish Government's School Age Childcare Team has been secured to continue this provision until March 2024.</p> | Senior Manager Inclusion & Partnerships |
| PPL 22 30 | Continued use of local budgets to take a consolidated approach to supporting families at the point of need. | 31-Aug-2023 | <div style="width: 80%;"><div style="background-color: #4f81bd; color: white; padding: 2px;">80%</div></div> |  | <p>The Family Wellbeing Partnership, with support from The Hunter Foundation, are scoping a proposal for a new community 'entity' to coalesce funds aimed at improving wellbeing, mitigating poverty and directly supporting individuals and families in greatest need. This would also seek to ensure funding and resources are directed to supporting families – consequently work is underway to map all funds into Clackmannanshire Council which support wellbeing of families and address poverty.</p> <p>Summer Food and Holiday Childcare funding was announced in June 2023 and has been distributed promptly - for families beyond Alloa South and East, Clackmannanshire Third Sector Interface (CTSI) have been given Summer Food and Childcare funding and this has been distributed to partners, including The Gate, Alloa who can evidence that children and young people will be taking part in activities and provided with food.</p> <p>Clackmannanshire Sport and Leisure Team have also</p> | Senior Manager Inclusion & Partnerships |



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| | | | | | <p>added additional spaces for families in Sports Camps offer a variety of sporting activities daily for three weeks of the summer break and food is provided.</p> <p>Community Learning and Development have been given additional funding to ensure that young people can attend summer trips within and beyond Clackmannanshire – food will be provided on trips and when attending events at the Bowmar Centre.</p> <p>The Scottish Government Whole Family Wellbeing Fund has been utilised to recruit a participation development officer who will work directly with families to involve them in the development of Whole Family Support services.</p> | |
| PPL 22 31 Linked with PPL 22 50 | Develop an early intervention STRIVE based around one secondary catchment, collaborating with NHS to consider how they can integrate elements of the STRIVE approach into practice at a universal level. Impact - Increased wellbeing, reduced number of individuals/families reaching crisis. | 31-Aug-2023 | <div style="width: 75%;"><div style="background-color: #4f81bd; color: white; padding: 2px;">75%</div></div> |  | <p>The team have delivered drop in sessions with 2 primary schools in the Alloa Academy catchment - raising the profile of STRIVE team and early access to the services.</p> <p>A discussion with the Family Support workers in 6 Primary Schools across Clackmannanshire has taken place to highlight the role of STRIVE – Family Support workers have knowledge of those in their school community who may benefit from some additional advice to prevent them reaching levels of crisis.</p> <p>The team has engaged additional third sector services to support the work of STRIVE, such as CERT (Clackmannanshire Economic Regeneration Trust) and Cyrenians and extended to include the energy team from within Clackmannanshire Council.</p> <p>STRIVE has increased its profile to include Clackmannanshire Council's website, with plans to increase our public presence further. Information leaflets for both professional networks and for families have been recently been created.</p> | Senior Manager Inclusion & Partnerships |
| PPL 22 33 | Incorporate a holistic approach to the further development of the Participation Network to ensure the Voice foundation of the Promise is upheld. | 31-Aug-2023 | <div style="width: 91%;"><div style="background-color: #4f81bd; color: white; padding: 2px;">91%</div></div> |  | The group have completed their work in relation to the Language of Care resulting in a policy being produced through both co-design and consultation and reporting to | Service Manager - Permanence |



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| | | | | | <p>the Keeping the Promise Group.</p> <p>Oor Clacks Voices (OCV) began meeting monthly in February 2023 - as a result of them meeting more regularly, they have been able to link more within the Participation Network over the last six months.</p> <p>Membership of the network will continue to be reviewed to ensure representation across all groups, and opportunities for different people to become involved as new work streams are developed within the network.</p> | |
| PPL 22 34 | Support practitioners to have the appropriate knowledge, skills, tools and good practice exemplars to work with parents and families to deliver Family Learning to fulfil the aims of the School Improvement Plan (SIP). | 31-Aug-2023 | 100% | ✓ | <p>Following a review of the Parental Involvement and Engagement Survey and analysis of School Improvement Plans for 2022-2023, 3 targeted schools were identified to develop a plan for improvement in Family Learning with a focus on intergenerational learning.</p> <p>Family learning opportunities have been held at 2 Primary schools with an emphasis on literacy and numeracy and Lornshill Academy was a finalist in the Parent and Family Engagement category at the Education Scotland National Awards in May 2023.</p> <p>A new Family Practitioner Network has been set up in Clacks for all practitioners to share ideas and effective family engagement taking place in their settings. 100% of attendees at the first meeting found it "useful and had ideas to take away." Planning is currently underway for a second FPN group to take place in September 2023.</p> | IO Team Leader |
| PPL 22 35 | Ensure Parent Councils are supported to fulfil their legally prescribed and constituted role, offering individual support as identified and required. | 31-Aug-2023 | 100% | ✓ | <p>A Parent Council (PC) audit was carried out in September 2022 which highlighted where schools and PCs needed additional support.</p> <p>This session 85% of schools have asked for advice and staff have met with Engagement Officers to discuss issues relating to the Parent Council. These meetings have promoted more focus for the Parent Council on educational issues other than fundraising and some good</p> | IO Team Leader |

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| | | | | | <p>practice has been identified and shared with Education Scotland for their good practice hub.</p> <p>Engagement Officers have worked directly with over 47% of the Parent Councils on issues around membership and operation to enable them to continue meeting regularly.</p> <p>In session 2021-22, 50% of Parent Councils claimed their admin support money from Clackmannanshire Council, this has increased to 76% in the current session.</p> | |
| PPL 22 37 | Work with partners, staff, young people and families to ensure that the UNCRC legislation is understood and embedded in practice, aligning with the Scottish Government's UNCRC Incorporation Bill and the new priority in the National Improvement Framework. | 31-Aug-2023 | 100% | ✓ | <p>The RIC UNCRC working group has continued to meet regularly to ensure that the matter of embedding UNCRC remains a high priority with a raised profile.</p> <p>After the parliamentary summer recess, public authorities will only be required to comply with the UNCRC requirements when delivering duties under powers in an act of the Scottish Parliament, to minimise the risk of a further referral to the Supreme Court, whilst also minimising the complexity for those using the legislation. The estimated timeline for the Bill to be passed is unknown and depends on Parliamentary timetables.</p> <p>The UNCRC group are to meet in August 2023, at which a timeline will be developed to refresh the professional learning of staff, given the delay of the original bill and work will continue on a Child Friendly Complaints Procedure and ensuring that all stakeholders are fully appraised of the legislation.</p> | Education Senior Manager (Secondary) |
| PPL 22 38 | Further work to be taken forward on the empowerment agenda. Ensure that support for an empowered system is collective and involves working in partnership across all establishments and with relevant stakeholders. | 31-Aug-2023 | 100% | ✓ | <p>Empowerment ensures that senior leaders are enabled to lead collaborative, evidence-based decision-making, whilst recognising that they are an integral part of a wider education and children's services system and giving more autonomy to the schools that will use the policies, resources and approaches developed.</p> <p>Through participation in five working groups, covering Pedagogy, Curriculum, Performance, Wellbeing &</p> | Education Senior Manager (Secondary) |

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| | | | | | <p>Inclusion and Quality Assurance, school leaders have been active participants in the wider corporate work of the Local Authority.</p> <p>A series of collaborative meetings have been held throughout the academic session and an evaluation of the programme has now been undertaken, to gauge impact as noted below.</p> <p><input type="checkbox"/> Collaboration and networking – increased and meaningful collaboration with everyone contributing, working as an effective team, working in partnership, using the skills and expertise of members, agreed collaborative plans, established a joined up approach and thinking, space and time given to enable collaboration to take place.</p> <p><input type="checkbox"/> Vision - established a clear vision for improvement, established shared vision and understanding, moving towards a self-improving system.</p> <p><input type="checkbox"/> Values based - ethos and culture, open and honest conversations, effective group dynamics, positive relationships.</p> <p><input type="checkbox"/> Supporting Improvement - creation of a curriculum rationale, a Clacks definition of pedagogy, the performance calendar, the use of data to support improvement, effective self-evaluation for School Improvement, emerging supportive tools, alignment of QA groups and Performance Improvement Meetings.</p> <p>87% of participants reported that they felt empowered to make positive change, as a result of their involvement in the programme.</p> | |
| PPL 22 40 | A whole system approach is developed for young people who are involved or on the cusp of involvement with youth or criminal justice services. | 31-Aug-2023 | <div style="width: 70%; background-color: #4f81bd; height: 15px; border: 1px solid black;"></div> 70% |  | Effective joint working between Children Services and Justice Services is ensuring young people supported through Youth Justice receive timely support in accordance with national standards and new staff are benefitting from support and shadowing opportunities | Senior Manager, Justice |

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| | | | | | <p>from Justice Services staff, increasing professional confidence and competence in Youth Justice work.</p> <p>Review and redesign of youth justice is underway supported by the Children and Young People's Centre for Justice and including key partners from the community planning partnership e.g. Elected Members who participated in a strategic workshop. To support the redesign of youth justice provision, further workshops involving operational staff and those with lived experience are planned.</p> <p>A training pathway for new staff is operational with staff registered to complete training in various risk assessment tools such as the Outcomes Star, a tool for measuring and supporting change, being piloted.</p> | |
| PPL 22 41 | 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-2023 | <div style="width: 90%;"><div style="background-color: #4f81bd; height: 10px; width: 90%;"></div></div> 90% |  | <p>Justice Services continues to run 3 pilot schemes, the Non Court Mandated Caledonian Programme, the STRIVE support for Women and Perpetrators and the new Men's Self Referral helpline launched in January 2023 – reporting that these services are being accessed and funding has been agreed to be extended for a further 6 months by Scottish Government and partners from Housing, Police Scotland and Alcohol and Drug Partnership.</p> <p>Staff from across the partnership continue to access Safe and Together training which is heavily embedded within the Caledonian System and supports staff with the necessary competences and skills in supporting child well-being and safety and keeping children safe and together with their non-offending parent.</p> | Senior Manager, Justice |
| PPL 22 42 | Working with Clackmannanshire Violence Against Women, support practitioners to embed the principles and practice within the Scottish Governments Equally Safe at School Strategy to prevent and eradicate violence against women and girls. | 31-Aug-2023 | <div style="width: 90%;"><div style="background-color: #4f81bd; height: 10px; width: 90%;"></div></div> 90% |  | <p>An Education Task Group, made up of representatives from educational establishments and partners has been established to continue to support the key outcomes in the Clackmannanshire Violence Against Women Action Plan.</p> <p>The group will address the expectations of the Equally</p> | Senior Manager Inclusion & Partnerships |



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| | | | | | <p>Safe Quality Standards with regard to 'Ensuring that a joined-up approach is taken to embedding age appropriate VAWG messaging into education and early years setting.'</p> <p>Women's Aid have continued to provide support to establishments through their education and prevention programme and are expanding their Workshops to ensure that they continue to deliver age-appropriate, evidence-based interventions to raise children, teachers and parents' understanding and awareness of gender based violence, positive, healthy relationships and consent.</p> | |
| PPL 22 43 | Increased Early Intervention Referrals to Family Group Decision Making (FGDM) to increase strengths and resilience within family networks. The range of family support provision within communities is enhanced and includes the redesign of and investment in early help and intensive family support. | 31-Aug-2023 | 100% |  | <p>The efforts to increase the range of early intervention provision available in Clackmannanshire have continued throughout the year and it is anticipated that the Social Work redesign will significantly increase the resource available to provide early intervention for families by the end of August 2023.</p> <p>FGDM referrals have continued to increase: December - 5, January - 8, February - 9, March - 10, April - 2, May - 5, June - 10</p> <p>and workers are now referring to FGDM for a wider range of need, introducing family led support plans at an earlier stage.</p> | Service Manager - Early Intervention |
| PPL 22 44 | Reduction in the use of external placements 1. Development of a resource allocation group to quality assure and support planning which requires an additional resource. 2. Further develop foster carer recruitment approaches to maximise success. 3. Review of foster carer levels and fees to support | 31-Aug-2023 | 90% |  | <p>A Resource Allocation Group has been in place since January 2023 to provide greater scrutiny of decision making where external resource is provided.</p> <p>Over 12 months between 31 May 2022 and 31 May 2023 there is a 17% (n12) reduction in external foster care placements and 16% (n2) reduction in number of</p> | Service Manager - Permanence |



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| | recruitment and retention of foster carers and maximise use of existing resources. | | | | residential placements. Next steps are to increase local care provision through foster carer recruitment and increased residential provision within Clackmannanshire and an increase to the number of staff within the Family Placement team will allow more rigorous recruitment efforts to be made with an emphasis based on local communities. A review of Foster Carer Fees and Allowances was completed and changes were implemented from 1 April 2023. | |
| PPL 22 46 | Develop opportunities to consult and include all parents in establishment's improvement planning, with a focus on the use of Pupil Equity Funding to enhance family engagement, learner participation and democratic education | 31-Aug-2023 | <div style="width: 100%;"><div style="width: 100%; background-color: #4f81bd; color: white; text-align: center;">100%</div></div> |  | As part of the Scottish Government's focus on learner and community participation, educational establishments are being asked to spend at least 1% of their PEF (Pupil Equity Fund) budget using a Participatory Budgeting (PB) methodology. Following a successful Participatory Budgeting pilot at St Bernadette's Primary involving parents, carers, staff and partners and including church representatives, Muckhart, Redwell and Craigbank Primary School have carried out similar Participatory Budgeting events during session 2022-2023 with Lornshill Academy, Deerpark, Tillicoultry, St Bernadette's and Sunnyside Primary Schools planning some PB activities in session 2023-24. | IO Team Leader |
| PPL 22 50 Linked to PPL 22 31 | To support local service delivery and tackle needs early, embed STRIVE model as a common early intervention approach that delivers improved outcomes for children, young people, families and adults. The range of family support provision within communities is enhanced and includes the redesign of and investment in early help and intensive family support services. | 31-Aug-2023 | <div style="width: 100%;"><div style="width: 100%; background-color: #4f81bd; color: white; text-align: center;">100%</div></div> |  | There continue to be a steady number of referrals to STRIVE particularly from specific geographical areas within the authority and the majority from Police and Housing. The team has engaged additional third sector services to support the work of STRIVE, such as CERT (Clackmannanshire Economic Regeneration Trust) and Cyrenians and extended to include the energy team from within Clackmannanshire Council. STRIVE has increased its profile to include Clackmannanshire Councils website, with plans to increase our public presence further. Information leaflets | Service Manager - Early Intervention |


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| | | | | | <p>for both professional networks and for families have been recently created.</p> <p>A discussion with the Family Support workers in 6 Primary Schools across Clackmannanshire has taken place to highlight the role of STRIVE – Family Support workers have knowledge of those in their school community who may benefit from some additional advice to prevent them reaching levels of crisis.</p> | |
| PPL 22 51 | Alongside the development of the Early intervention service within the people directorate, the commissioning strategy will support the provision of flexible and holistic family support services which enable families to build resilience and capacity. The range of family support provision within communities is enhanced and includes the redesign of and investment in early help and intensive family support services. | 31-Aug-2023 | 80% | ✓ | <p>The strategic needs analysis is now concluded and the identified strategic priorities will inform the development of a consortium commissioning approach, led by the participation development officer, who will be key to the involvement of children, young people and families in the process.</p> <p>The consortium commissioning process is scheduled to be concluded by March 2024.</p> <p>In addition, the Whole Family Wellbeing fund is being used to provide intensive support services to children on the edge of care, supplementing existing service provision, and actively coordinated through the Commissioned Services referral group and family support working group who identify gaps, duplication and opportunities to work with community partners to provide easier access to services for families when they need it.</p> | Service Manager - Early Intervention |


Priority - 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.

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| PPL 22 13 Linked with PPL 22 04 | Support all educational establishments to identify, monitor and track the attainment of young people from a care experienced background, to ensure that they fulfil their potential and that any barriers to engagement are removed. | 31-Aug-2023 | 100% | ✓ | <p>From April – May 2023, our Virtual Headteacher and Improvement Analyst designed a bespoke tracker for tracking Care Experienced Young People in Secondary School which has, from June 2023, been expanded to include bespoke packages for young people within the Virtual Headteacher remit and also for Primary Children, enabling VHT (Primary) and VHT (Secondary) to work together on progressive support programmes.</p> <p>From August 2023, following national best practice advice from CELSIS, Clackmannanshire Council will hold a monthly People Directorate meeting specifically focussed on Care Experienced Young People, which will be underpinned by the Tracking Spreadsheet – focus on the young people to ensure that all agencies around the young people are both accountable and working effectively together.</p> | Education Senior Manager (Secondary) |
| PPL 22 14 | Develop and implement a programme in primary establishments to close the educational attainment gap for identified Care Experienced children and young people. Develop a Virtual Heads Group to bring about improvements for Care Experienced children in primary and to promote their educational achievement as if they were in a single school. | 31-Aug-2023 | 100% | ✓ | <p><u>Virtual Head – Primary</u></p> <p>From April 2023 to date, there has been an increased focus on an identified group of 17 P6 care-experienced learners across 8 establishments by the Virtual headteacher for Primary (VHP) and the identified care lead within the establishment, to identify what supports are required to ensure a robust and supportive transition to secondary school in August 2024.</p> <p>All care experienced children are referenced within a newly devised local authority and dashboard, which allows all within the professional network to have a single point of access to all information relating to the child, leading to a more cohesive approach to supporting all children.</p> | Education Senior Manager ELC & Primary |



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| | | | | | The VHP will monitor progress with this and engage in dialogue with educational establishments to offer both support and challenge around a detailed set of priorities which will be shared with all establishments for session 23/24. | |
| PPL 22 15 | A relaunch of the School Sports Awards supporting primary and secondary schools to achieve silver / gold awards | 31-Aug-2023 | <div style="width: 90%;"><div style="background-color: #4f81bd; height: 10px; width: 90%;"></div></div> 90% |  | <p>The sportscotland School Sport Award is a national initiative designed to encourage schools to put young people at the heart of decision making, planning and implementation of extra-curricular school sport. Since the award relaunched in September 2022 Clackmannanshire schools have reengaged as follows:</p> <p>19 primary, secondary & ASN schools have completed the online self-assessment process</p> <p>17 schools have been rated Gold standard with 5 schools aiming to have submitted their evidence by the end of summer term</p> <p>1 school has been rated Silver standard & 1 school bronze standard</p> <p>All schools plus those who did not engage with the process this year will implement an action planning toolkit for next year to support the continuous improvement aspect of the award.</p> <p>A final update will be provided by the end of August 23 as to whether any schools are awarded the Gold award for 22/23 academic year.</p> | Service Manager |
| PPL 22 16 | Increase support available to care experienced young people aged 16-25. 1. Registration and development of a Supported Lodgings Service for young people aged 16-25. 2. Strengthen the availability of intensive support for young people moving to live in their own tenancy. This will be achieved through commissioning arrangements and a small test of | 31-Aug-2023 | <div style="width: 70%;"><div style="background-color: #4f81bd; height: 10px; width: 70%;"></div></div> 70% |  | <p>An application has been made to register a Supported Lodgings Service which is in the final stages of the registration process. Work with the Aberlour Vardy initiative has allowed further scoping work to be carried out in this area, and learning from this will inform next steps.</p> <p>The provision of wrap around support for young people</p> | Service Manager - Permanence |



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| | change developing an outreach model for YP leaving Woodside. 3. Development of a multidisciplinary hub model of working with the aims of reducing isolation, creating community, and creating accessible pathways to support from other services and 3rd sector partners e.g. housing, benefits, health, training and employment opportunities. | | | | moving to independence has still not been achieved in a sustainable way. Plans are in place to progress this through use of the Whole Family Wellbeing Fund. Support has been strengthened through review of Pathway planning arrangements for young people to increase numbers of Pathway Reviews taking place, as well as the provision of a Wellbeing Worker for 16-25 year olds. | |
| PPL 22 17 | Identify and extend the range of therapeutic supports offered across the People Directorate to ensure an integrated pathway of therapeutic support to further increase the impact of individual interventions. | 31-Aug-2023 | <div style="background-color: #4f81bd; color: white; padding: 2px;">100%</div> |  | A range of training opportunities for those within the People Directorate have been identified and begun to be delivered for Woodside Residential staff and Early Intervention staff. The aim of this programme of development work is to develop a package of training and professional development for frontline staff and foster carers drawing on the successful 'Readiness for Learning' approach taken within Education to be adapted into this context. | Principal Educational Psychologist |
| PPL 22 19 | Increase uptake of Shout, an evidence-based trauma-informed text-based service for suicide prevention for 5 – 26 year olds to ensure awareness of crisis support that is available 24/7, and 365 days. | 31-Aug-2023 | <div style="background-color: #4f81bd; color: white; padding: 2px;">100%</div> |  | Suicide continues to regularly be the most common reason for individuals accessing Shout, our text-based crisis service, highlighting the need for a service which can deal with this level of risk – to date, no texters have yet required an 'active rescue' by the emergency services, indicating that the risk assessment and de-escalation processes embedded within the service may be evidencing a reduction in harm. Suicide figures for Clackmannanshire fell in 2021, with no suicides taking place in anyone under the age of 43. So far in 2022 the youngest suspected suicide is for an individual aged 34. Work is ongoing to understand the reasons for this reduction and what role the new services could be playing in suicide prevention. A new Children and Young People's Suicide Prevention Sub-Group has been established which will report in to the wider Suicide Prevention Group operating across Stirling and Clackmannanshire and Suicide and self- | Principal Educational Psychologist |

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| | | | | | harm guidance for educational establishments is in the process of being reviewed by this sub-group. | |
| PPL 22 20 | Extend the continuum of support available within the Mental Health Transformation Project in order that children and young people can access the right support at the right time in the right place | 31-Aug-2023 | 100% |  | <p><u>Digital Supports</u> The contracts for our digital mental health supports have been extended, delivering text-based crisis intervention through a keyword partnership 'Text Clacks' with Shout, and support for mild-to moderate mental health difficulties through Kooth, with an extended age range of 10-26 years.</p> <p>To date, the digital services have been accessed by 841 individuals (approximately 6% of our target population) and all of our open-access services show a high level of use out of normal working hours indicating the importance of providing services around the clock (January – March 2023, 75% of Kooth and 51% for Shout contact/logins have been out of hours).</p> <p>From those who responded to the optional survey, 100%* of Kooth users who replied said they would refer Kooth to a friend and found it to be useful; additionally, 100%* of Shout respondents also said that they found the conversation to be useful (*100% of users who have responded between January and March of 2023).</p> <p><u>Face to Face</u> We have three face-to-face services in operation (Creative Therapeutic Interventions for Children (CTIfC), which includes music therapy, therapeutic art, and most recently, animal-assisted therapy), Counselling in Schools (CiSS) and a new Through Care, After Care (TCAC) Wellbeing Worker Service for school leavers who are care experienced).</p> <p>701 children and young people have been referred to our two face-to-face services since they launched (CTIfC and CiSS with statistically significant improvements (i.e. not by chance) in wellbeing scores for those accessing CiSS, and improvements in wellbeing for those accessing CTIfC that are heading towards statistical significance.</p> | Principal Educational Psychologist |

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| | | | | | <p>There are early indications that where uptake of these new services is greatest, referrals to CAMHS are reducing (39% reduction in referrals within the FK10 postcode since 2020), further supporting the need for developmentally-appropriate, easily accessible supports and services within local communities.</p> <p><u>Resource Partnerships</u> The GIRFEC Forum (formally, cSTRIVE) has been successfully rebranded and continues to meet weekly with education and 3rd sector partners. There have been 156 referrals to the Forum since Sept 2022 and 22 of these have been allocated to CTIfCS with a clear trend in referrals looking for support with anxiety, emotional health and wellbeing and Autism Spectrum Conditions (ASCs).</p> <p>The Scottish Government funded development across Forth Valley aimed at improving the assessment process for Neurodevelopmental Difficulties (NDD) has now ended, with a suite of new materials to support educational establishments to make referrals regarding NDD having been developed.</p> | |
| PPL 22 21 | <p>Develop an integrated transitions strategy and operational procedure to improve outcomes for disabled children and young people to support their timely transition to adulthood and accessing adult services/support</p> <p>Increased number of young people with severe and complex disabilities who have a timely transition to adult care services</p> | 31-Aug-2023 | <div style="border: 1px solid black; width: 60px; height: 15px; background-color: #4f81bd; color: white; display: flex; align-items: center; justify-content: center;">80%</div> |  | <p>Engagement with children and young people with disabilities and their parents has highlighted that our current transition processes are unclear to families and although children and young people have been referred appropriately, their care packages have not always been agreed well enough in advance of them leaving school.</p> <p>The operational transitions group have reviewed their procedures and systems to ensure children are identified and assessed in time to provide a smooth transition in line with what the Scottish Government would expect to see as Transitions and their expectations around Health, Social Work and Education. Children's services, Education and HSCP have been working on a revised policy which is due to be out for consultation with stakeholders over the summer.</p> | Service Manager - Early Intervention |

| Code | ACTION | By When | Progress | Expected Outcome | Latest Note | Lead |
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| | | | | | All young people leaving school in June this year have now got packages identified and all children due to leave school in 2024 and 2025 who will require a transition plan involving targeted services from the HSCP have been identified, referred to the relevant service and their transition plans will be reviewed at the operational transitions group. | |
| PPL 22 23 | Ensure that all practitioners working in educational establishments with children and young people follow a consistent and coherent approach in preventing and responding to bullying by following the Local Authority Guidance, using targeted Career Long Professional Learning, resources and signposting to relevant agencies. | 31-Aug-2023 | 100% | ✔ | <p>All establishments were provided with their results from National Health and Wellbeing Census in 2022 with a particular focus on pupil responses to bullying.</p> <p>To support those establishments who, as a result of this, were refreshing their approaches and policies regarding anti-bullying, or who highlighted this as a priority within School Improvement Planning, <i>Respect Me</i> were contacted and provided Clackmannanshire with an opportunity to undertake their new e-learning modules - Understanding and Responding to Bullying; to date 20% of establishments have currently completed the e-learning modules and further promotion of the resource will take place to ensure that we continue to focus on the impacts of bullying.</p> <p>SEEMiS data on bullying for 2022 has shown an increase from 69 (2021-2022) to 88 incidents possibly due to the increased focus and support with recording of bullying incidents rather than an actual increase in cases. Further analysis and review will be needed to ensure that all forms of bullying are reported and monitored effectively.</p> | Senior Manager Inclusion & Partnerships |
| PPL 22 25 | In line with Future Leisure Provision, revise Implementation Plan within Sport and Active Living Framework (SALF) | 31-Aug-2023 | 100% | ✔ | Partners from across the sporting and active living sector, NHS, sportscotland, CTSi, disability sport and internal Council colleagues have been taking part in a series of workshops to review the success and learning from the first 5 years of the Sport & Active Living Framework and to agree the way forward and any required updates to this 10 year document. | Sports Development Manager; Service Manager |

| Code | ACTION | By When | Progress | Expected Outcome | Latest Note | Lead |
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| | | | | | <p>The refresh process has identified 6 key priority areas:</p> <ul style="list-style-type: none"> o Develop a provider network o Offer programmes for everyone o Develop workforce strategy & plan o Create an asset strategy & plan o Create a travel strategy & plan o Refresh partnership strategy & plan <p>The updated SALF will be presented to the Alliance in August 2023.</p> | |
| PPL 22 26 | To develop and implement a programme of support and networking opportunities for parents and carers of children/young people with ASN | 31-Aug-2023 | <div style="width: 100%;"><div style="width: 100%;"></div></div> 100% |  | <p>A collaborative working group was formed from the Lens and Family Wellbeing Partnership programme with two parents of children and young people who have previously worked with the Council alongside Columbia 1400.</p> <p>Funding was used to purchase National Autistic Society EarlyBird Training for 2 members of the ASD Outreach Staff in January 2023, who are currently delivering the first programme. There have been fourteen topics covered as workshops this academic session both at the Bowmar Centre and a further venue in Alva – it is hoped a venue in the Lornshill cluster will be added next session. There has been a core of 6 regular attendees, but some sessions have had as many as 13 attendees at sessions. Evaluations gathered highlighted the benefits of sessions as being: getting to know other parents and professionals; learning how to approach schools regarding support and not feeling alone any more and Podcasts will be shared on the ASN digital hub that will allow those who cannot attend in person to find out specific information and how to access support.</p> <p>The ASL Parent/Carer Network sessions, Clax P and C, have been advertised through social media channels and info flyers sent to establishments.</p> | ASN Manager |
| PPL 22 32 | Develop a fair and transparent policy for remunerating care experienced individuals involved in co-designing and co-producing aspects of | 31-Aug-2023 | <div style="width: 85%;"><div style="width: 85%;"></div></div> 85% |  | <p>Funding was secured in April 2022 through the Lens and Family Wellbeing Partnership to pilot remuneration for care-experienced individuals who have participated in co-</p> | Service Manager - Permanence |

| Code | ACTION | By When | Progress | Expected Outcome | Latest Note | Lead |
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| | service design in order that they receive fair remuneration for their time/input. | | | | production of service design within Clackmannanshire. Since then, extensive efforts have been made to find an appropriate mechanism by which Clackmannanshire Council can remunerate individuals who are involved in these processes. Following extensive consultation and exploration of options, a draft policy is now in development with a view to launching a process by August 2023. | |
| PPL 22 39 | Extend the range of therapeutic supports available through the Intensive Therapeutic Service (ITS) that are specifically targeted towards the refugee population within Clackmannanshire. | 31-Aug-2023 | <div style="width: 100%;"><div style="width: 100%; background-color: #4f81bd; color: white; text-align: center;">100%</div></div> |  | The Refugee Intensive Therapeutic Service aims to extend the range of therapeutic supports available that are specifically targeted towards the refugee population within Clackmannanshire – all informed by partners and the Scottish Government's Trauma Informed Practice Toolkit. Five refugee families are currently being supported through ITS with significant positive impact, including decrease in PTSD-type symptoms in one family and a case study summary will be produced as evidence of further impacts. Continued therapeutic support alongside other services in a holistic, integrated, needs based way, ensures that the refugee population get the right help from the right people at the right time. | Principal Educational Psychologist |
| PPL 22 45 | Relaunch PEPAS (Physical Education, Physical Activity and Sport) to bring ASN, primary PE, active schools and secondary PE together to ensure that the planning of school sport and PE is well coordinated and delivered to a high standard. | 31-Aug-2023 | <div style="width: 100%;"><div style="width: 100%; background-color: #4f81bd; color: white; text-align: center;">100%</div></div> |  | Following the initial meeting of the PEPAS group further progression has been paused until the completion of the refresh of the Sport & Active Living Framework which is due to be completed by end July 2023. Co-ordinated planning was put in place to ensure that a full programme of PE, Active Schools and community sport was put in place for all pupils P1 to S6 during academic year 2022-23. All schools have extra curricular clubs and a full programme of inter school competition was in place this | Education Senior Manager ELC & Primary; Service Manager |




| Code | ACTION | By When | Progress | Expected Outcome | Latest Note | Lead |
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| | | | | | year with the re-introduction of all pre Covid events at both primary and secondary school. | |
| PPL 22 54 | Launch of new online booking system | 31-Aug-2023 | 100% | ✔ | <p>The new version of the booking system has now been in place for just under 12 months with all facility hire, weekly sports classes, holiday programmes, Firpark and many other aspects across the Sport & Leisure service now accessible to the customer to book online 24 hours a day.</p> <p>However there still remains a percentage of the customer base who still contact the office via telephone to book and pay for their classes, bookings etc.</p> <p>The system continues to be developed by the providers Delta and ongoing support from their staff around internal issues and problems continues with Sport & Leisure staff monitoring the efficiency of the new processes.</p> | Service Manager |
| PPL 22 55 | Collaborate with Sportscotland to develop an Active Schools and Community Sports Hub and plan | 31-Aug-2023 | 100% | ✔ | <p>The Partnership Agreement is a commitment between Clackmannanshire Council and sportscotland to identify, plan and deliver shared priorities for sport and physical activity, and to secure an in-principle commitment to resources and working together over the period April 2023 – 31 March 2027.</p> <p>The agreement was completed and signed in May 2023 and through the continued investment in the Active Schools, Community Sport Hub and wider Sport & Leisure department enable collaborative working around the following priorities:</p> <ul style="list-style-type: none"> • Planning for Sport - Working together we will ensure that sport and physical activity is strategically planned with accountability to deliver agreed priorities and outcomes. • Active Schools - Increase the number and diversity of children and young people taking part in sport and physical activity. • Community Sport Hubs - Support Community Sport | Education Senior Manager ELC & Primary; Service Manager |

| Code | ACTION | By When | Progress | Expected Outcome | Latest Note | Lead |
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| | | | | | <p>Hubs (CSH), local collectives of sports clubs & other community organisations that co come together to improve the contribution that sport & physical activity has on a community.</p> <ul style="list-style-type: none"> • Equality, Diversity and Inclusion - Reduce inequalities in sport and physical activity and support recovery from the Coronavirus (COVID-19) pandemic. • Places - We will work together to take a more strategic and integrated approach to the school and sports facilities estate. | |

Priority - People Workforce Plan

| Code | ACTION | By When | Progress | Expected Outcome | Latest Note | Lead |
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| PPL 22 03 | Develop and implement Flexible Learning Spaces in identified establishments. Develop a tiered approach to professional learning (PL) for education staff to ensure they have the knowledge and skills to meet the range of ASN in their establishments. | 31-Aug-2023 | 100% | ✔ | <p>Flexible Learning Spaces Five Flexible Learning Spaces have been developed with multi-agency team support in response to the identified need in educational establishments following the 'Flexible Learning Space Guidance' which was developed and shared with establishments along with the 'Tiered Approach to ASL Professional Learning' document.</p> <p>As a result here have been fewer referrals to the GIRFEC Forum for support from these establishments and almost no requests for places within specialist provisions, which would indicate the inclusion of the Flexible Learning Spaces has improved the capacity of the establishments to meet the needs of children and young people.</p> <p>The self-evaluation of the Quality Indicator 3.1 Ensuring Wellbeing, Equity and Inclusion carried out by the schools has shown that all establishments with a Flexible Learning Space returned an evaluation of good or better.</p> <p>Professional Learning Staff confidence and skills to support children and young people with additional support needs is supported by ASL Outreach Team, Educational Psychology and CSSS Outreach Teams and guidance documents on the Connecting Clacks Educators / ASN Glow tile – the result of this support has seen the quality of referrals into the GIRFEC forum improve.</p> | Senior Manager Inclusion & Partnerships |
| PPL 22 06 | Develop opportunities with the support of the Regional Improvement Collaborative and Education Scotland to share effective practice to raise attainment and close the poverty related attainment gap. | 31-Aug-2023 | 100% | ✔ | <p>Following a data analysis in September 2022 by the Regional Improvement Collaborative, targeted CLPL work has focussed on empowering and upskilling practitioners to support learners who have additional support needs, are impacted by poverty, have experienced care or a gender influenced attainment gap.</p> <p>Practitioners across Clackmannanshire continue to</p> | Senior Manager Inclusion & Partnerships |

| Code | ACTION | By When | Progress | Expected Outcome | Latest Note | Lead |
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| | | | | | <p>access the Numeracy and Literacy Academy with physical classroom spaces for professional trainers and learners to work in an environment that promotes deep learning supported by pedagogical expertise.</p> <p>Regular signposting to professional learning opportunities through the weekly Head Teacher Communication and directly to establishments aims to improve the understanding and effectiveness of curriculum rationale and design, continue to improve the capacity of staff to self-evaluate for improvement and support and increase the use of research and data to evidence progress and improvement.</p> | |
| PPL 22 09 | Continue to develop the Local Authority strategy to ensure attainment and other data is robust and staff are confident in using it to identify strengths and areas for development. | 31-Aug-2023 | 100% | ✓ | <p>In the past year, Performance Information Meetings (PIMs) have been conducted in all Clackmannanshire Primary and Nursery establishments using a standard format with discussion between the Headteacher of the establishment, the Quality Improvement Team and a peer Headteacher.</p> <p>The depth of information and knowledge in using and acting on this data resulted in the Clackmannanshire 2023 Achievement of Curriculum for Excellence (ACEL) data showing improvement in attainment for Literacy and Numeracy with many measures heading towards or surpassing 2022 National figures.</p> <p>The Data Coach is being retained for session 2023/24 to continue targeting pupil Attendance as a key focus in conjunction with HT's / attendance leads.</p> | Education Senior Manager (Secondary) |
| PPL 22 11 | Ensure Practitioners have the appropriate knowledge, skills, tools and good practice exemplars to work with parents and families to deliver parental entitlements. | 31-Aug-2023 | 100% | ✓ | <p>An expanded PIE CLPL directory for Clacks was produced in January 2023, showing what is on offer for all practitioners, both locally and nationally, including sessions for probationer teachers and family support workers on topics such as Family Learning, Learning at Home, Home School Partnership and Parental Representation as part of encouraging Parental Involvement and Engagement (PIE).</p> | IO Team Leader |

| Code | ACTION | By When | Progress | Expected Outcome | Latest Note | Lead |
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| | | | | | <p>Since then, there have been more Clacks practitioners completing anti-bullying training with RespectMe, Understanding Dads training with Father's Network Scotland and sessions for probationer teachers have been delivered both in person and online resulting in them reporting an increase in knowledge and a positive influence on their practice in engaging families.</p> <p>A new Family Practitioner Network has been set up in Clacks for practitioners to share ideas and effective family engagement taking place in their settings - 100% of attendees at the first meeting found it useful and had ideas to take away.</p> | |
| PPL 22 36 | Clackmannanshire to implement revised GIRFEC materials and Pathways, in line with Forth Valley activity. | 31-Aug-2023 | <div style="width: 100%;"><div style="width: 100%;"></div></div> 100% |  | <p>Forth Valley wide GIRFEC group is now reinstated and meeting regularly.</p> <p>It has reviewed the GIRFEC guidance alongside the review of the Child Protection guidance and associated materials will be reviewed to ensure they are aligned.</p> <p>The materials will be available for implementation by the end of August followed by training to ensure a shared understanding and use of GIRFEC across Clackmannanshire and the Forth Valley so that children receive the help they need from the right people at the right time.</p> | Service Manager - Early Intervention |
| PPL 22 47 | Strengthen role of Independent Reviewing Officers (IRO's) to ensure high quality outcome focused planning for children. 1. Increase establishment to 3 FTE Independent Reviewing Officers. 2. Establish reviews of children looked after at home and pathway reviews within IRO remit. 3. Increase number of children and young people participating in their review meetings. | 31-Aug-2023 | <div style="width: 90%;"><div style="width: 90%;"></div></div> 90% |  | <p>These posts were linked to the wider Children's Services redesign which resulted in a delay while that broader redesign was agreed.</p> <p>All Independent Reviewing Officer (IRO) posts (3 FTE) and Team Leader (0.5 FTE) have now been recruited. It is anticipated that successful applicants should be in post by 31 August 2023.</p> | Service Manager - Permanence |
| PPL 22 48 | Integrate aspects of Readiness for Learning ('R4L') into the wider development of trauma informed practice across the workforce in order to better support children, young people and families. | 31-Aug-2023 | <div style="width: 100%;"><div style="width: 100%;"></div></div> 100% |  | Resilience Learning Partnership, a local and unique provider of education and training services specialising in psychological trauma and lived experience, has been commissioned since January 2023 to deliver training and | Principal Educational Psychologist |

| Code | ACTION | By When | Progress | Expected Outcome | Latest Note | Lead |
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| | | | | | <p>consultancy services.</p> <p>Resilience Learning Partnership will help support the quality assurance of the implementation of trauma informed approaches across the Council, as well as roll out training for managers on becoming trauma-informed which has been approved by the Extended Senior Leadership Group (ESLG).</p> | |
| PPL 22 49 | Collaborate with University of Stirling, and ADES to provide opportunities for Education staff to participate in leadership development training and respond to the national challenges of recruiting Primary and ELC leaders. | 31-Aug-2023 | 100% | ✔ | The Council works with local authorities across Forth Valley and West Lothian to offer a range of leadership courses at Stirling University which are funded in partnership with Scottish Government and Stirling University. | Improving Outcomes Business Manager |
| PPL 22 52 | Families and vulnerable people get the help and support they need, as early as possible, from agencies working together. The range of family support provision within communities is enhanced and includes the redesign of and investment in early help and intensive family support services. | 31-Aug-2023 | 100% | ✔ | <p>Referrals to third sector agencies are now screened and allocated via the education and social work screening groups to ensure that allocation is as quick as possible and that resources are used appropriately.</p> <p>The range of group provision across the authority is increasing and additional resource is being allocated to third sector providers from the Whole Family Wellbeing fund in order to increase the range of support to families, particularly at the edge of care.</p> <p>Between November 2022 and June 2023 there has been a 7% reduction in the number of care experienced children and young people (excluding adopted children).</p> | Service Manager - Early Intervention |
| PPL 22 53 | Work with our community of Values Based Leaders to continue to change attitudes and behaviours. | 31-Aug-2023 | 100% | ✔ | <p>At a Values Based Leadership experience at Blair Estate in January, it was agreed we would commit to reconnect to further discuss the Target Operating Model (TOM), Placed Based approaches and the Family Wellbeing Partnership.</p> <p>The reconnect event was held in May 2023 featuring two main themes – to deepen our understanding of the (TOM) and explore how partners and third sector organisations could support this model.</p> | Service Manager - Early Intervention |

| Code | ACTION | By When | Progress | Expected Outcome | Latest Note | Lead |
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| | | | | | A summary of reflections, observations and themes emerging from this facilitated discussion has been submitted to the Chief Executive detailing how we can collectively take forward the transformational change objectives in this financial year. | |

Performance Indicators

| | 2020-21 | 2021-22 | 2022-23 | Target |
|--|---------|---------|-----------------------------|--------|
| Average FTE working days lost through sickness absence PPL AB1 GOV | 9.6 | 11.9 | 12.3 | TBC |
| % of Freedom of Information requests dealt with within timescale PPL FOI GOV | 89% | 90% | 92% | 100% |
| % of Councillor Enquiries dealt with within timescale PPL CNQ BUS | 84% | 91% | 93% | 100% |
| % of MP/MSP enquiries dealt with within timescale PPL MPQ BUS* | 50% | 76% | 86% | 100% |
| % formal complaints closed within timescale (stages 1 and 2) PPL C02 CUS | 69% | 55% | 62% | 100% |
| % formal complaints dealt with that were upheld/partially upheld PPL C04 CUS | 49% | 23% | 49% | TBC |
| % of employees who have completed mandatory training by the due date | N/A | N/A | 10.3%* *this year so far | 100% |
| Staff Survey - I feel valued for the work I do PPL S12 HWD | 68% | 63% | N/A | 100% |
| Staff Survey - I feel that I am treated with dignity and respect within my team PPL S17 HWD | 80% | 75% | N/A | 100% |
| Staff Survey - I am clear about how I contribute to the organisation's goals PPL S21 HWD | 79% | 74% | N/A | 100% |
| Survey response rate PPL S26 HWD | 23% | 23% | N/A | 100% |

* School based staff generally complete their mandatory training on the first two in-service days in August when this figure will increase significantly.

