CLACKMANNANSHIRE COUNCIL

Report to Audit and Scrutiny Committee

Date of Meeting: 24 August 2023

Subject: National Improvement Framework Report 2022/2023

Report by: Senior Manager

1.0   Purpose

1.1.   This report presents the National Improvement Framework (NIF) Report 2022/23

2.0   Recommendations

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

3.0   Considerations

3.1.   The National Improvement Framework Report is focused on:

- Empowering families and communities

- Sustainable Inclusive Growth

- Health and Wellbeing

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

3.1.2   Progress made with the main drivers for the Education Service in Clackmannanshire between August 2022 and June 2023 are set out in this NIF 2022-2023 report, highlighting what has been achieved and areas where further progress is needed.The purpose of this report is to evaluate progress in improvement priorities in the Plan, in line with statutory duties. This includes

reporting on progress made as a Service during the Academic Year, under the five priorities and six drivers identified in the National Improvement Framework for 2022-2023.

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

4.0   Sustainability Implications

4.1.   None

5.0   Resource Implications

5.1.   Financial Details

5.2.   None

5.3.   Staffing

There are no implications for staffing arising from the NIF Report 2022/2023.

6.0   Exempt Reports

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

7.0   Declarations

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

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

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

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

8.0   Equalities Impact

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

9.0 Legality

9.1 It has been confirmed that in adopting the recommendations contained in this report, the Council is acting within its legal powers.   Yes ☑   No ☐

10.0 Appendices

Appendix 1 - National Improvement Framework Report 2022/23

Appendix 2 - ACEL Data

Appendix 3 - SQA Attainment Data 2023
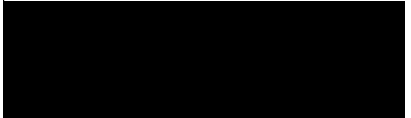
11.0 Background Papers

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

Yes ☐ (please list the documents below)   No ☑

Author(s)

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Approved by

NAME	DESIGNATION	SIGNATURE
Lorraine Sanda	Strategic Director (People)	████████

Education Service

National Improvement Framework Report 22/23

Be the FUTURE

Contents

Introduction

The Standards in Scotland's Schools Act 2000 places duties on education authorities in relation to the delivery of school education, to reduce inequalities of educational outcome experienced by learners as a result of socio-economic disadvantage.

This Act requires Clackmannanshire to prepare and publish an annual report setting out the steps taken to secure improvements in education provision and outcomes set out in the National Improvement Framework Improvement Plan and those identified by the Service.

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

Progress made with the main drivers for the Education Service in Clackmannanshire between August 2022 and June 2023 are set out in this NIF 2022-2023 Report, highlighting what has been achieved and areas where further progress is needed.

The purpose of this Report is to evaluate progress in improvement priorities in the Plan, in line with statutory duties. This includes reporting on progress made as a Service during the Academic Year, under the five priorities and six drivers identified in the National Improvement Framework for 2022-2023.

The Five Priorities

- Placing the human rights and needs of every child and young person at the centre of education

- Improvement in children and young people's health and wellbeing

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

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

- Improvement in attainment, particularly in literacy and numeracy

The Six Drivers

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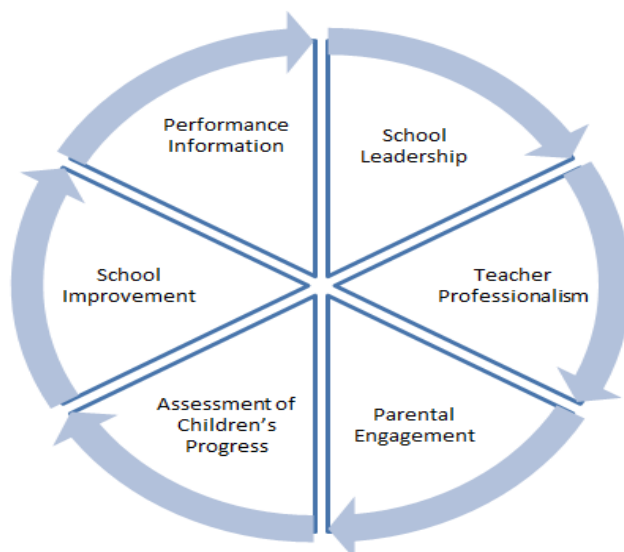
People Directorate Overview – Education

The People Directorate is committed to improving outcomes for children, young people, families and communities. It brings together Education, Children's Social Work and Criminal Justice into one Directorate. The management functions of these services are coordinated by the Strategic Director, to improve communication, create efficiencies, and develop co-production, thereby achieving a more integrated service. The National Improvement Framework underpins work on the all the Attainment Funding (Scottish Attainment Challenge, Pupil Equity Funding, Care Experienced Funding).

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

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

Clackmannanshire's Education Service is made up of Community Learning and Development, Educational Psychology, Sport Development, Estates, Early Learning and Childcare, Additional Support for Learning, Leisure and Libraries, Strategic Equity Funding and Improving Outcomes (Broad General Education and Senior Phase) Teams.
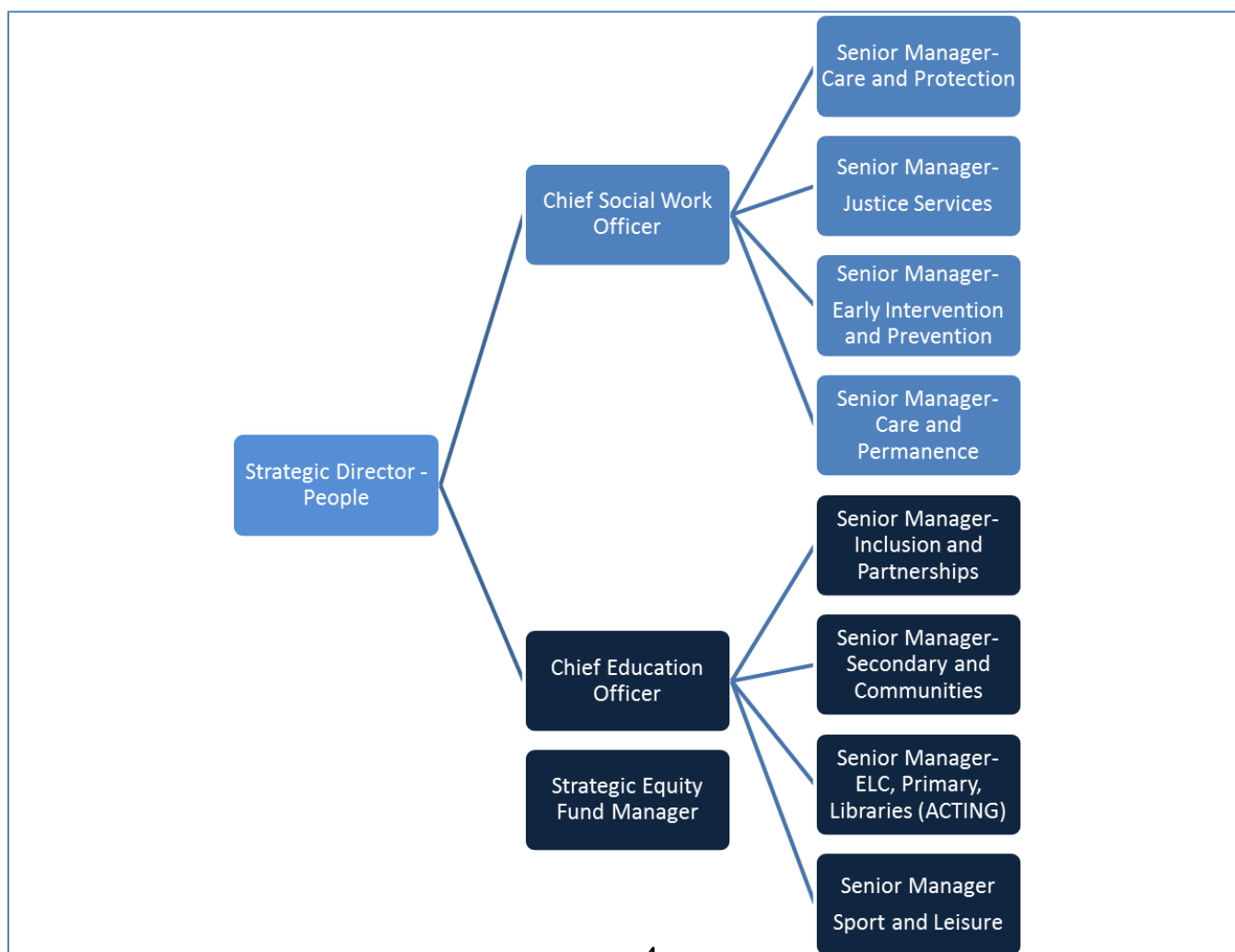
The People Directorate operates within a highly complex environment and its key objectives are driven by a number of overlapping strategic plans, legislation and policies, as outlined below:

- Children and Young People (Scotland) Act 2014)
- Getting It Right For Every Child
- Children's Rights - United Nations Convention on the Rights of the Child (UNCRC)
- Expansion of Early Learning and Childcare
- Curriculum for Excellence
- Community Empowerment (Scotland) Act 2015
- Community Learning and Development (Scotland) Regulations 2013
- Parental Involvement (Scotland) Act 2006 and national Parental Involvement and Engagement Action Plan "Learning Together" launched in August 2018
- The Education (Additional Support for Learning) (Scotland) Act 2003 (as amended 2009)
- Developing the Young Workforce and Youth Employment Strategy
- Tackling Child Poverty Delivery Plan 2022-26- Best Start, Bright Futures
- The Promise Plan 21-24
- Forth Valley and West Lothian Regional Improvement Collaborative (RIC) Plan
- Equally Safe Strategy - Scotland's strategy for prevention and eradicating violence against women and girls
- Framework for Risk Assessment Management & Evaluation (FRAME) with children aged 12-17. Standard, Guidance & Operational Requirements for risk practice June 2021
- Age of Criminal Responsibility (Scotland) Act 2019
- Section 13 of the Children's (Scotland) Act 2020 (Standing Up for Siblings)
- Secure Care Pathways and Standards Scotland October 2020
- National Youth Justice Vision and Strategy June 2021
- National Guidance for Child Protection in Scotland 2020.

This schedule includes key strategic documents and publications:

Service Strategy or Policy	Approved/ Last Reviewed	Review Date
Clackmannanshire Children's Services Plan, 2021-2024	Launched August 2021	August 2024
Community Justice Improvement Plan, 2018-2023 Community Justice Improvement Plan 2023-2028	2018 (following LOIP Plan) Under development	2023 December 23
The Promise 2021-24	May 2021	May 2024

National Improvement Framework (NIF) Education Plan 2023-24	August 2023	August 2024
Family Wellbeing Partnership Plan 2023-2024	Approved by FWP Board July 2023 Homologation – 10 August 2023	June 2024
Digital Learning Strategy, 2023-2025	May 2023	May 2025
Additional Support for Learning Strategy, 2019-2022	October 2019	October 2022
Strategic Equity Fund Plan 2023-2024 (Part of NIF Plan)	September 2023	September 2024
Health and Wellbeing Strategy	August 2023	August 24
Learning, Teaching and Assessment Strategy	Implementation Phase	December 2022
Outdoor Learning Strategy	Implementation Phase	December 2023
Numeracy Strategy	August 2023	August 2024
Literacy Strategy	August 2023	August 2024
Parental Involvement and Engagement Strategy	August 2021	August 2024
Learning Estate Strategy, 2019-2040	2023	2040
Community Learning and Partnership Plan,2023-2024	August 2023	August 2024
Sport and Active Living Framework for Clackmannanshire, 2018-2028	2018	Under development
Violence against Women and Girls Strategy 2023-2024	under development	under development
Safe and Together	Implementation Phase 2023	2024
Forth Valley Care and Risk Management Procedures 2022-2025	2023	2024
Forth Valley Social Work Operational Child Protection Procedures	2023	2024
Forth Valley Guidance Getting our Priorities Right for Children and Families affected by Parental Alcohol and Drug Use (2019)	2023	2024
Forth Valley Secure Pathway and Standards Procedures	under Development	under Development

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Emergent Themes for 2022-2023

This report demonstrates how Education, as part of the People Directorate, seeks to deliver against the strategic priorities of the National Improvement Framework taking into account the following emerging and new areas of development .These have been identified in the 2023-2024 Plan and are referenced in the main report.

- ## Strategic Equity Funding

While the continued reduction in Attainment Challenge funding has impacted on the finance available for the Clackmannanshire Programme Plans, interventions planned to support closing the poverty related attainment gap and ensuring equity and excellence continue to be reviewed with those having the greatest impact being the focus of activity. Strategic Equity Funding continues to be used to deliver targeted activities, and resources which are additional to universal local improvement plans including:

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

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

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

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

The value of the funding schools receive from the Pupil Equity Fund (PEF) element of the Strategic Equity Fund is being eroded by inflation as the PEF funding is not increased by inflation. Similarly core funding that the schools receive for funding of pupil resources is being eroded by the impact of inflation.

- ## COVID-19 Pandemic - On-going Recovery

The impact of the Covid-19 pandemic continues to affect children, families and educators. Evidence of progress, as detailed in this report (2022/23) focuses on how our service continues to work in partnership with statutory and third sector partners and agencies to offer support to the mental health and wellbeing of children, young people and educators, taking into account those with additional support needs .Balancing progress in learning with children and young people's social and emotional needs, particularly as a result of the pandemic continues to be a priority.

- ## Mental Health and Wellbeing

A continued need and demand for our continuum of mental health supports is evident. Trauma–informed approaches to service delivery are also a priority.

- **Inclusion**

Supporting the educational, physical, social and emotional needs of children and young people with and increasing range and complexity of additional support needs remains a focus

- **Cost of Living Crisis**

An increase in the number of families facing considerable financial pressures as a result of the national cost of living crisis is clearly evident across all educational establishments. Poverty proofing the school day, that is considering how policy and practice can impact on children and young people on a low income's experience and addressing identified barriers will ensure that establishments do not inadvertently discriminate against and marginalise pupils from low-income households. Amongst Clackmannanshire Family Wellbeing Partnership's (FWP) key ambitions is the ambition to tackle child poverty. This is approached through FWP's further ambitions: a radical shift to a prevention model which will support delivery of sustainable person-centred public services, to develop the conditions to enhance wellbeing so that people can thrive and flourish (including financial security and moves towards employability and to secure a system with voice and agency of community at its heart, shifting power, design and decision making.) FWP is working alongside the Tackling Poverty Partnership and reporting to Clackmannanshire Alliance. Further information on FWP is included below.

- **Family Wellbeing Partnership**

Formed in 2020, the Clackmannanshire Family Wellbeing Partnership (FWP) is a collaboration between Clackmannanshire Council, the Scottish Government and The Hunter Foundation via the Social Innovation Partnership. The FWP is testing and embedding a wellbeing and capability-enhancing approach to policy and practice that is about supporting people to be and do things they have reason to value and to live flourishing lives. At the heart of this approach is a recognition that we need to focus on what matters to people in our communities. We are focusing not only what needs to change but how change is sustained and implement, and how underlying values, cultures and behaviours need to shift if policy and practice is to have greatest impact. This work is in with the Christie Principles on Public Service Reform. This work supports the core purpose of the National Performance Framework of supporting people to flourish and contributes to the aims and ambitions set out in the First Minister's Policy Prospect and, more specifically, those set out in Best Start, Bright Futures, as well as those of the Wellbeing Economy.

In a local context, the FWP's approach is informing work across the local authority. In line with the Target Operating Model agreed by Council in August 2022, it is testing alternative delivery models, and developing more meaningful partnerships with communities and third sector partners. At its heart is tackling poverty and a shift to early intervention and prevention. Therefore, there is an importance of getting the basics right by placing the needs of residents, communities and business at the heart of council decision making; aligning the council's trauma-informed approaches to our wellbeing and capabilities model, with a view to developing individual and community capacity through the way services are designed and delivered. Increasingly, we are identifying issues and barriers preventing families being supported out of poverty. Solutions are sought and these barriers and solutions are shared with the Scottish Government; influencing policy and practice. This relentless focus on improving outcomes for our families, also leads to improved outcomes for our children and young people

- **Transformation Journey: Sharing Learning**

The People Directorate, are part of a broader national and international community tackling poverty; learning from others and sharing our learning with others. This network includes The Hunter Foundation, The Joseph Rowntree Foundation, the Robertson Trust and The Vardy Foundation

- **Localities Model and Partnerships**

Services are being re-structured around early intervention, placed-based and multi-agency approaches. These integrated approaches lead to improved strategic direction and improved delivery. The People Directorate (and Education Services) are working with an increasing range of partners.

- **Educational Reform**

Stakeholders from across Clackmannanshire contributed to the national discussion on the reform of Scotland's education system in a variety of ways. This was structured around ten questions and asked what kind of education would be needed in Scotland in the future and how that could become a reality.
The listening phase of the National Discussion took place between September and December 2022 and young people and staff were involved in discussions at school level, with packs from Scottish Government used to consult young people about their views. Feedback was also sought from Parent Council Chairs and the wider school community. This was an opportunity for children and young people, parents and carers, and educators to share views about what the education system should look like for the next 20 years. There were multiple ways to participate in the listening phase, including a national consultation hosted on Citizen Space, which was disseminated across all establishments, to collate as many views as possible.

The findings thus far from the OECD, Muir and Hayward reviews have been the focus of Heads of Establishment meetings, so that Clackmannanshire staff are fully appraised of the significant impending educational reform ahead.

- **Empowerment and Collaboration**

Five key themes of Wellbeing and Inclusion, Quality Assurance, Performance, Curriculum and Pedagogy were identified as the focus of collaboration and empowerment in session 22/23. As a result a new culture is developing which seamlessly integrates the work of senior leaders in schools and ELCs and the work of Clackmannanshire's Education Service. Early indications are that this new way of working is resulting in an increased pace of change based on a foundation of meaningful and purposeful collaboration. Providing the conditions which facilitate empowerment and collaboration have allowed for building capacity within and across our education service at a time of challenge where the level of need is high and resources are limited. We will continue to build collaboration and empowerment opportunities into session 2023/24.

- **UNCRC**

The RIC UNCRC work stream has continued to implement the RIC UNCRC action plan. This involved developing a UNCRC toolkit in response to needs highlighted by authorities and their staff. UNCRC resources and toolkit are on the FVWL blog for all to access, including children's services staff. A 'ThingLink' has been developed by the RIC to raise awareness of UNCRC across FVWL in a fun and accessible way. This is now being used nationally. A self-evaluation resource has been developed and piloted for teams and educational establishments on their journey embedding UNCRC into practice. The resource provides ideas on next steps for areas highlighted as needing further development.

On 27 June 2023, an announcement was made in the Scottish Parliament by the Cabinet Secretary for Social Justice that changes will be brought forward after the parliamentary summer recess which will mean public authorities will only be required to comply with the UNCRC requirements when delivering duties under powers in an act of the Scottish Parliament, as this is the only way 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.

Clackmannanshire Demographic Profile July 2023

The following profile includes data available at time of writing.

AIM: The aim of this profile is to provide background data to inform improvement planning across Clackmannanshire's People Directorate

GEOGRAPHY

Clackmannanshire has 9 main localities or neighbourhood settlements:
- Alloa
- Alva
- Clackmannan
- Dollar
- Menstrie
- Muckhart
- Sauchie
- Tullibody
- Tillicoultry

The Scottish Household Survey [SHS] is an annual survey of the general population in Scotland. Typically, SHS respondents are interviewed face-to-face, in their homes; however, in March 2020 the fieldwork approach was altered in response to the COVID 19 pandemic.

The majority of the 2020 survey fieldwork, and all of the 2021 survey fieldwork was carried out using telephone interviewing[i].

POPULATION

In June 2021, the population of Clackmannanshire increased by 0.5% to 51,540. Over the same period, the population of Scotland increased by 0.3%.
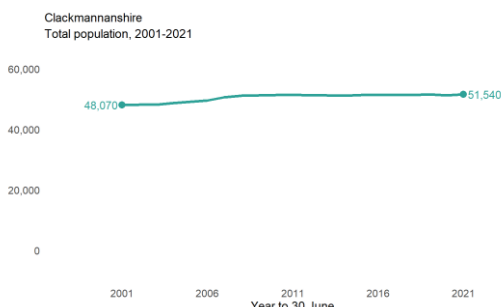
Between 2001 & 2021, the population of Clackmannanshire increased by 7.2%; this is the ***16th highest percentage change*** out of the 32 council areas in Scotland. [*Over the same period, Scotland's population rose by 8.2%*].[ii]

Between 2018 & 2028, the population of Clackmannanshire is projected to ***decrease*** by 0.4% compared to a projected increase of 1.8% for Scotland as a whole.

In 2021, the number of households in Clackmannanshire was **24,077.** This is a slight increase on the previous year [24,066].

In comparison, the number of households in Scotland overall increased by 0.8%[iii].

In 2021 there was **no change** to the gender ratio with more females [51.1%] than males [48.9%] living in Clackmannanshire[iv].

DEPRIVATION

Scottish Index of Multiple Deprivation [SIMD] is an area-based measure of *relative deprivation*; not every person in a highly deprived area will experience high levels of deprivation.

If an area is identified as 'deprived', it can relate to people having a low income, fewer resources or opportunities.

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

Clackmannanshire consists of **72 datazones** [out of 6976 across Scotland].

It has a **25%** share of the 20% most deprived data zones [18 datazones].

One of the datazones in Clackmannanshire features as the *6th highest* overall deprived data zone and the *10th highest* most income deprived data zone across Scotland[vi].

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

EMPLOYMENT[vii]

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

According to NOMIS figures for the year 2022 *[Jan – Dec]* Clackmannanshire had **61.9%** of its population in the age range 16 to 64 years, lower than the Scottish average of 63.8%.

Almost 70% [**69.5%]** of its population recorded as "Economically Active", less than the Scottish average of 77.1%.

4% of its population recorded as "unemployed"; higher than the Scottish average of 3.4%.

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WORKLESS HOUSEHOLDS

Across Clackmannanshire it is estimated there are 23.7% households classed as "workless"; this is higher than the Scottish average of 18.6%. [Workless Households: where no-one aged 16 or over is in employment. These members may be unemployed or economically inactive. Economically inactive members may be unavailable to work because of family commitments, retirement or study, or unable to work through sickness or disability].

YOUNG PEOPLE EMPLOYMENT

Employment statistics for young people *[16-19 year olds]* is published by Skills Development Scotland and is part of a national measure, "Participation Measure" [PM].

In 2022, the PM, i.e the percentage of 16 to 19 year olds participating in ***education, employment, or training*** was 92.4% across Scotland; in Clackmannanshire the percentage was lower at **90.7%[viii].**

The gender participation gap [the difference between the PM for men and women] for young people is reported at 1.7pp in 2022 with young women participating more than young men.

This is an improvement on the year before [2021] where the gap was 2.8pp with the change caused by more young men participating in 2022.

CHILD POVERTY

Scottish Government reported in March 2023 that child poverty rates have stabilised at **24%** *[after housing costs].*

It is estimated that in 2019-22, **69%** of children in relative poverty after housing costs were living in working households [170,000 children each year][ix].

Across Clackmannanshire there are **25.9%** of children living in poverty[x].

HOMELESS[xi]

Over the same six month period, April to September, there has been *a 6% increase* in the number of homelessness applications across Scotland in 2022. Across Clackmannanshire this increase is higher at **8%.**

Over the same period there has also been a *6% increase* in the number of households across Scotland assessed as homeless or threatened with homelessness; in Clackmannanshire this is slightly higher at **7%.**

45 children in temporary accommodation as of 30th Sept 22

Across Scotland there was a *10% increase* in the number of children in temporary accommodation; across Clackmannanshire there was no change with 45 children remaining in temporay accommodation.

HEALTH

Children's Health

My Health, My Rights is a national campaign with the aim to give voice to Health Priorities that support the health and wellbeing of children and young people whilst raising awareness of health rights and the benefits of health-related play. This campaign will officially launch during Scottish Children's Health Week 2023 [**4-10 September 2023**] and is supported by Children's Health Scotland [Charity][xii].

SUBSTANCE MISUSE

ALCOHOL

Across Scotland the number of alcoholspecific deaths *rose by 5%* to 1,245 in 2021.

Across the Clackmannanshire area the number of alcohol related deaths ***fell by a quarter*** to 9 in 2021[xiii].

MALE:
Average age:
58.7 years

FEMALE:
Average age:
59.7 years

Two thirds deaths were male

In the five year period from 2017 to 2021 there have been a total of 50 alcohol related deaths across the Clackmannanshire area.

DRUG MISUSE

The Scottish Government has a National Mission to reduce drug deaths and improve the lives of those affected by drugs.

Suspected Drug Deaths – Police Scotland publish quartery reports on the number of [Police Scotland] suspected drug deaths. This report gives an indication whether drug related deaths are increasing or falling across the area. Across Scotland there were 298 suspected drug deaths between January and March 2023; 3 more than the previous quarter and 5% [13] higher than during the same period of 2022[xiv].

Across the Forth Valley area there were *14 suspected drug related deaths* [5% of the overall total]between January and March 2023; one less than the same period in 2022. Overall, in 2022, Police Scotland figures report **54 suspected drug related deaths**, a reduction on the year before where there were 63.

Males still account for the largest percentage of drug deaths [just over two thirds] with the 35 to 54 age range experiencing the highest number of deaths.

BREASTFEEDING

It has been long reported that breastfeeding provides the best nutrition for babies and young children supporting children's health in both the short and longer term. There is strong evidence that breastfeeding reduces children's risk of infections and can lead to a small but significant improvement in brain development.

Almost two thirds [65%] of babies born in Scotland in 2021/22 were breastfed for at least some time after their birth; a slight fall on the year before where it was 65.6%.

More than half [55%] of babies were being breastfed at 10-14 days of age in 2021/22. This has increased from 44% in 2002/03, mainly due to an increase in mixed breast and formula feeding. Across Clackmannanshire this figure was slightly lower at 42.7%.

TEENAGE PREGNANCIES

The teenage pregnancy rate in Scotland is at its lowest level since reporting began as rates fell to 23.9 per 1000 women in 2020 [equivalent to 3300 teenage pregnancies – women aged less than 20 years].While teenage pregnancy rates have reduced across all levels of deprivation, they have fallen more rapidly in the most deprived areas which has narrowed the absolute gap between the most and least deprived areas.[xv]

Across Clackmannanshire, this rate is *higher* at 32.8 per 1000 women however is much lower than the last recorded figure which was 46.8.
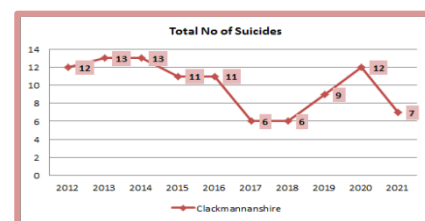
Teenage women from the most deprived areas are more likely to deliver than to terminate their pregnancy. In contrast, those from the least deprived areas are more likely to terminate than to deliver.

YOUNG PEOPLE - SUICIDE

The Scottish Suicide Information Database, [ScotSID] brings together data to improve the understanding of suicide in order to help reduce the number of suicide deaths in Scotland. The latest report concerns suicide amongst children and young adults aged 5 to 24 years during the period 2011 to 2020.

During this ten year period **820** young people resident in Scotland died as a result of suicide.***About one in four*** of all deaths among young people is caused by suicide. This proportion is much greater than the proportion of deaths caused by suicide in older adults, which is around one in 100.

The overall number of suicides across Clackmannanshire fell to 7 in 2021[xvi]. *[Young person data not available at local authority level]*

CRIME

Domestic Abuse

In 2021/22 the rate of domestic abuse at **146 incidents per 10k population** is the **fourth highest** in Scotland with Dundee City, West Dunbartonshire & Glasgow City higher [Scottish

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average was 118 incidents per 10k population][xvii].

Despite being the fourth highest, the number of incidents of domestic abuse fell by 6.6% in 2021/22 to 755. More than a third [37%] included a crime or offence being committed, slightly lower than the Scottish average of 39%.

The highest percentage of domestic incidents take place in the victim's home with females remaining the more common victim. The weekend remains the highest risk period for domestic incidents to occur.

Juvenile Offending [Referrals to Children's Reporter]

In 2022/23, 10,981 children and young people in Scotland were referred to the Children's Reporter; 1.2% of all children and young people in Scotland.

The majority of children and young people [9,025] were referred due to concerns about them [care and protection grounds].

Lack of parental care is the most common reason assigned by Reporters when a child or young person is referred to the Reporter

The most common ages for children and young people to be referred to the Reporter continues to be 14 and 15 years.

For very young children [those who were aged under one year] the principal concern identified related to *a lack of parental care* or having close connection with a person who has carried out *domestic abuse*.

Across Clackmannanshire **118 children** were referred to the Children's Reporter in 2022/23, 43 children less than in 2020/21; a *fall of 27%* over a two year period.
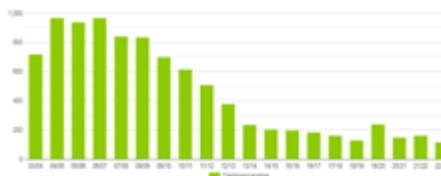
The most common reason for referral remains "parental care/neglect" at 30% of all referrals. Young people "committing an offence" accounted for 24% of all referrals in 2022/23[xviii].

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Prison Population

Prison Population has increased to 3.3 per 1k population [Clackmannanshire]

Scotland has one of the highest imprisonment rates in Western Europe [138 per 100,000 population in April 2023], although the prison population remains lower than pre-pandemic levels. As at the 1st April 2023, the average daily prison population in Scotland was **7,507[xix]**.

HMP Glenochil is located within Clackmannanshire and holds both short and long term convicted prisoners; some of whom may come from the Clackmannanshire area.

Offenders who live in the Clackmannanshire area are likely to be held on remand at HMP Barlinnie [Glasgow] or HMP Saughton [Edinburgh] with young offenders held at HMYOI Polmont.

Recent statistics released by the Scottish Prison System [SPS] report HMP Glenochil as having an average of 717 prisoners held each day in 2021/22; this is an increase of 11% on the year before.[xx]

Young people [under 21 years old] represented less than 3% of the total prison population in 2021/22, and the average daily numbers in prison fell to 193, driven by a reduction in both sentenced and tried population

The number of offenders who entered the prison system [arrivals] from the Clackmannanshire area in 2021/22 increased to a rate of 3.3 per 1000 population from 2.8 per 1k populaton the previous year; this rate is the *second highest* across Scotland.

EDUCATION

Educational Establishments

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

Staffing

At the latest annual school staff survey[xxi], Clackmannanshire is reporting **553 teachers** [including ELC], slightly lower than the year before but still an increase of 8% over the last 5 years.
The overall pupil teacher ratio hasn't changed at **12.1**, lower than the Scottish average of 13.2 [no change on previous year].

Early Learning & Childcare [ELC] Establishments

In 2021/22, there were more 2 year olds in placement within an ELC Establishment across Clackmannanshire; **30%** of all 2 year olds; *highest* across Scotland and much higher than the Scottish average [14%].

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Establishment Roll

Across Clackmannanshire, there were **6666 pupils** registered in 2021/22[xxii] [3,837 primary school pupils, 2,746 secondary school pupils & 83 pupils who attend our Special Schools], *a slight fall* on the year before [less than 1%].

Levels of Deprivation

32.4% of all pupils in Clackmannanshire establishments live in our most deprived areas [SIMD Q1] in 2021/22; a *slight increase* on the year before. **14.1%** live in our least deprived areas [SIMD Q5]. There is more than double the number of pupils in SIMD Q1 compared to SIMD Q5. Nationally the ratio is 22.3% & 19.3% respectively.

Class Size:

The average class size for primary schools across Clackmannanshire in 2021/22 was 22.1 pupils, ***smaller*** than the Scottish average of 23.2.

Additional Support Needs [ASN]

DISABILITY: In 2021/22, the rate assessed and/or declared as having a disability fell to 12.3 per 1000 pupils; the previous year it was 13.7,. This rate remains lower than the Scottish rate at 27.7 per 1000 pupils.

In 2022, Clackmannanshire recorded **26.7%** of primary school pupils as having Additional Support Needs [ASN]; this is *a fall* on the year before [29.6%] and is now slightly lower than the Scottish average of 28.3% [the Scottish average has increased from 27.7% in 2020/21]. The more common support need remains at "*Social, emotional and behavioural difficulty*".

The percentage of secondary school pupils identified as having Additional Support Needs increased to **38.2%** in 2021/22 [previous year it was 37.6%][xxiii]. Despite the increase this rate remains lower than the Scottish average of 40.1% [also reporting a yearly increase]. The more common support for secondary school pupils is *"Dyslexia".*

Free School Meals

77% of primary school pupils and **21%** of secondary school pupils are registered for FSM. Both cohorts reporting an increase in the uptake of FSM. Scottish average 76% for primary & 17.8% for secondary][xxiv]
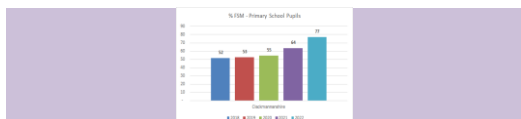
The chart opposite illustrates the ***upward trend*** in the uptake of Free School Meals for primary school pupils.

HEALTH & WELLBEING

Attendance

Statistics on attendance & absence are collected and published every two years by Scottish Government. In 2020/21 [*most recent published data*] attendance across Clackmannanshire was higher than the national average at 92.9%[xxv].

As previously reported, attendance across all educational establishments had been improving prior to COVID-19. Since schools returned to a normal timetable attendance across Clackmannanshire has been sporadic.

In 2021/22, the average attendance reported was 90.5% [authority figure]. Provisional figures for 2022/23 indicate that attendance has increased to **90.7%** [unpublished figures].

At the start of the new academic term in 2023/24 a new **Attendance Campaign** is being launched led by the Forth Valley & West Lothian Regional Improvement Collaborative (RIC).

Its slogan:

**Be INspired
Be INvolved
Be IN school**

Exclusions:

Since the introduction of a new exclusion policy across the authority, there have been **no recent exclusions**. The last reported exclusion was in 2020/21.

Bullying

In 2022/23, the number of reported bullying incidents *increased by 39%* compared to the year before[xxvi].

The main nature of reporting has changed to "Name calling, teased, put down or threatened", accounting for almost half of all bullying incidents [46.5%].

Note: A review of all recent bullying incidents has identified that only some schools seem to be using the new "Bullying & Equalities" reporting on SEEMiS. *Care also needs to be taken when comparing reporting of incidents and it is likely the reported increase is due to an increase in reporting and not necessarily an increase in bullying incidents.*

No of Bullying Incidents
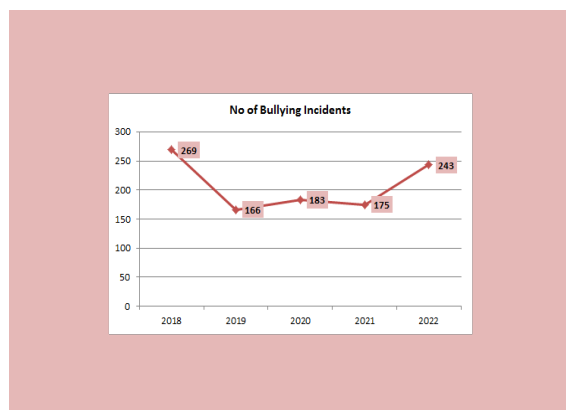
Lets Talk Scottish Education

The Scottish Government and COSLA co-convened a national discussion on the future of education in Scotland in response to Professor Ken Muir's report "Putting Learners at the Centre".

The "**All Learners in Scotland Matter: Our National Discussion on Education**" was subsequently published on 31st May 2023. This report is based on the findings of a listening exercise which took place between 21st September 21 & 5th December 2022.

More than one hundred organisations dedicated to supporting children and young people were consulted as well as education partners and parent and carer groups in designing the National

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Discussion.

The Scottish Government and COSLA, at the time of writing, are considering the report and are working to ensure that the vision for Scottish education is realised for all learners[xxvii].

ATTAINMENT INC. POVERTY RELATED ATTAINMENT GAP

Curriculum for Excellence [CfE] - [2021/22 results]

The following details the main findings from analysis of CfE results for 2021/22 [published data].

Early Level Reading beginning to show signs of recovery with the rate of 80.7% higher than the national average.

First Level Reading remained lower than the national average but reported a yearly increase at 69.9%.

The attainment gap for First Level Reading *narrowed* and remains smaller than the national gap.

The achievement rate for **Early Level Writing** increased to 76.1% and is higher than the national average.

The achievement rate for **First Level Writing** increased to 61.2%.

The attainment gap for First Level Writing *narrowed* although remains slightly more than the national gap.

The achievement rate for **Second Level Writing** reported a yearly increase and is higher than the national average.

The achievement rate for **Early Level Literacy** reported a yearly increase and is higher than the national average in 2020/21.

The achievement rate for **Second Level Literacy** also reported a yearly increase.

The achievement rate for ***Early Level Numeracy*** reported a yearly increase and is higher than the national average.

The achievement rate for ***First & Second Level Numeracy*** also reported yearly increases.

The attainment gap for First Level Numeracy ***narrowed*** in 2021/22 and is slightly smaller than the national gap.

The achievement rate for the combined cohort [P1, P4 & P7] for Literacy reported a yearly increase and the attainment gap narrowed.

The achievement rate for the combined cohort [P1, P4 & P7] for Numeracy also reported a yearly increase and the attainment gap narrowed.

Senior Phase - [2021/22 awards]

Results in 2022 were compared to results in 2019 [pre-COVID] as both years students undertook similar examinations with the two years in between involving different assessment models.

<u>Compared to 2019 [last exam year]:</u>

- Overall fall in National 4 awards but an increase in both National 5 & Higher results
- More students passing Advanced Higher Awards
- Overall increase in pass rate for Maths at National 5 continuing an increasing trend
- Despite increase in pass rates, the attainment gap ***widened*** at National 5 and Higher.
  All three secondary schools reported improvement in pass rates at National 4, National 5 and Higher.

SCHOOL LEAVERS

Attainment:

The percentage of school leavers attaining 1 or more passes at SCQF level 5 in 2021/22 fell to 84.1%. Despite the fall the rate is higher than in 2018/19 where the assessment circumstances were similar.

The percentage of school leavers attaining 1 or more passes at SCQF level 5 who live in our most deprived areas (Q1*) increased* in 2021/22 to 77.5%.

The percentage of school leavers attaining 1 or more passes at SCQF level 6 in 2021/22 fell to 54.8%. Despite the fall the rate is the same as 2018/19 where the assessment circumstances were similar.

The percentage of school leavers attaining 1 or more passes at SCQF level 6 who live in our most deprived areas (Q1) fell in 2021/22 to 36.7%.

Positive Destinations
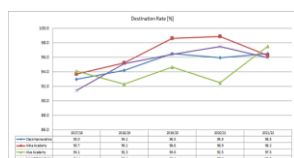
96.5%
Initial Destination Rate

96.5% of all young people in Clackmannanshire entered an initial positive destination in 2021/22; higher than the previous year & the Scotland-wide figure of 95.7%.

This rate matches the **highest rate** ever reported in Clackmannanshire [2019/20] and is higher than the previous year & the pre-COVID rate.

56.9% of young people in Clackmannanshire moved on to further or higher education, a *fall* on last year's figure of 66.8%, reflecting the fall nationally which is suspected as being an impact of increase in cost of living.

Three in ten young people entered employment, an *increase* on 28% from the previous year and higher than the Scottish rate of 25%.

Participation Rate

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The Annual Participation Measure [APM] reports on the economic and employment activity of 16 to 19 year olds in Scotland and is the source of the Scottish Government's National Performance indicator
"Percentage of young adults [16-19 year olds] participating in education, training or employment".

In 2022, this national indicator stood at 92.4%, a slight increase on the rate in 2021[xxviii]. Across Clackmannanshire the Participation Rate also increased to **90.7%** continuing a 3 year increasing trend.

67.8% participating in Education, 20.6% participating in Employment & 2.3% in other training & development.

CHILDREN & YOUNG PEOPLE

Child Social and Physical Development

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

The percentage of children meeting developmental milestones across Clackmannanshire continued to fall in 2021/22 to 75.9%. The Scottish average also fell to 73.2%[xxix] . The percentage with a concern about speech, language & communication development has continued to increase over the last 3 year period. *[Note: due to COVID-19 some assessment practices differed over the period under review.]*

Care Experienced [or LAC]

The total number of Looked After Children [LAC] across Clackmannanshire as of 31st July 2021 was 261; the total number LAC as of 31st July 2022 was 263, 3% of the population. This rate is **higher** than the Scottish average at 1%, and the highest rate recorded across all authorities [apart from West Dunbartonshire which has the same rate][xxx].

More males are Looked After than females with a split of 58% to 42% across Clackmannanshire. 16% aged under 5 years, slightly lower than the Scottish average of 17%; 14% aged over 16 years, again slightly lower than the Scottish average of 15%.

The largest proportion of LAC continues to be looked after by friends/relatives [43%], followed by foster carers purchased by local authority at 24%. Across Scotland 34% are looked after by friends /relatives and 10% purchased by local authority. The funding for LAC across Clackmannanshire is therefore **more expensive** than the Scottish average.

Child Protection

The number of children on the Child Protection Register across Clackmannanshire on 31st July 2022 was 15, a rate of **1.7 per 1000 children**. The national rate across Scotland was 2.2 per 1000 children[xxxi].
Across Scotland the main concern reported is linked to domestic abuse followed by parental substance abuse [drugs & alcohol] and then neglect. Across Clackmannanshire the main concern identified is linked to domestic abuse followed by neglect. In the year 2021/22, **80 children** were registered with the main concerns identified at case conference being neglect,

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domestic abuse and parental substance abuse [in that order]-all similar to what is being reported across Scotland.

CLACKMANNANSHIRE EDUCATIONAL PSYCHOLOGY SERVICE

The Educational Psychology Service [EPS] has had **539** requests for assistance from establishments and parents/ carers looking for support and advice between August 2022 & June 2023, approximately *49 requests per month[xxxii].*

More than 600 [602] cases have been opened on the EPS database in this time period. The most frequent issue raised in requests for assistance remains *autism spectrum conditions*, with *anxiety* and *non-attendance* also featuring heavily.

Of the 602 cases opened, the majority were male [61.7%]; female – 37.8%; & other – 0.5%. The majority of work was in the Primary Sector [52% age 6-11 years, 20% age 0-5 years, 27% age 12-16 years and 1% age 17-24 years].

The **Intensive Therapeutic Service** works regularly [usually weekly] with *13 children, young people and their families* to help resolve trauma that is affecting their education.

A further *28 children and young people* are supported by the EPS in Out of Authority Placements.

Mental Health and Wellbeing in Clacks Transformation Project

The EPS over-sees the development and operation of a range of mental health services for children and young people, including
- The Counselling in Schools Service (CiSS);
- Creative Therapeutic Interventions for Children Service (CTIfCS);
- Through Care After Care Wellbeing Worker Service; and,
- Two digital mental health services.

In addition, the EPS is a stakeholder in the *Getting It Right Forum* for both mental health and Additional Support Needs.

There have been **156 referrals** to the Forum since Sept 2022 and 22 of these have been allocated to CTIfCS.

701 children and young people have been referred to our face-to-face services 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.

To date [June 2023], the digital services have been accessed by 841 individuals [approximately 6% of our target population].

Although time of use within the day fluctuates, both of our open-access services show a high level of use **out of normal working hours** [January – March 2023, 75% of Kooth and 51% for Shout contact/logins have been out of hours] indicating the importance of providing services around the clock.

Mental Health & Wellbeing Survey

Fourth running of this survey has just taken place and more detailed analysis will be available by *mid-August 2023.*

Early indications are that across all sectors EPS are continuing to see a *significant number* of children and young people experiencing difficulties with their mental health and wellbeing, with

particular concerns noted in relation to both behavioural regulation [e.g. being easily distracted, fidgeting] and emotional regulation [e.g. having lots of worries, appearing unhappy].

However, there remains a <u>high level of satisfaction</u> across all sectors with the emotional support and sense of safety provided by establishments.

EPS continue to see a high level of loss/bereavement within the population across Clackmannanshire, particularly within the secondary school population:

- Secondary: 55.7%,
- Primary: 38.3%
- Nursery:30.8%

have all lost someone close in the last year.

ACTIVE SCHOOLS

Active Schools have continued to offer an annual inclusive programme of physical activity, sport and leadership programmes to all pupils in primary, secondary and additional support needs settings.

The programmes key areas of work are[xxxiii]:

Delivery of free extra curricular sport sessions at lunchtime or after school over a 24 week period. During 2022/23, **2834 children & young people** participated which is an *18% increase* from the last academic year.

In addition a new programme of breakfast and extended after school clubs (3-5pm) were offered to children in three primary schools as part of the **Child Wellbeing Project**.

This programme was supported by sports coaches and local community sports clubs such as Esprit Judo Club delivering over 600 hours of activity for around 70 children.

The **Sportscotland School Sport Award** was re-introduced in September 2022 and all 22 schools put in place sports committees to support the development of action plans. In June 2023, 20 schools had completed an online self assessment with 17 schools rated **GOLD** standard, 2 **SILVER** and 1 **BRONZE** standard. These will be used as baseline figures for future tracking.

Lornshill Academy has continued to be supported to deliver the **Sports Leader UK SCQF Leadership in Sport Awards** with 13 young people achieving Level 6 in 2022/23.

All Primary 7 pupils across both the Alloa and Lornshill Academy Cluster have had <u>access to a free bike</u> as part of a Scottish Government programme in partnership with Forth Environment Link.

Every child received a day of journey training, bike maintenance and for those who needed it a new bike, helmet, lock and high viz vest was provided for the children to keep.

All primary 5 and 6 children continued to receive *free cycle skills* training with **556** P5s completing their Level 1 Bikeability Award and **593** pupils completing their Level 2 Bikeability Award.

Events & Festivals

During academic year 2022/23, every P1 to P7 had the opportunity to take part in a range of events and festivals either delivered at their own school or in a central venue.

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During this period the full secondary events calendar was re-introduced with the schools badminton and athletics championships taking place for the first time since 2019.

There was also a full calendar of events for children & young people with *Additional Support Needs* and this included the local and regional Boccia Championships, local & regional cross country and athletics events, and the **Para Sport Festival** hosted by The Peak in Stirling.

This has returned the events calendar for everything to pre-COVID levels.

Physical Education

All primary pupils continue to receive 2 hours quality PE each week delivered by a qualified teacher.

All primary 5 pupils took part in a 5 week water confidence / aquatics skills programme during April to June 2023. This was due to the re-introduction of the curricular swimming programme with **590 pupils** from across 19 primary schools involved including Lochies.	All Primary 7 pupils are offered a day's ski instruction during the school day at Firpark Ski Centre.

Engagement in Sport

2022/23 is the first full year of data collection around the *participation levels* of school aged children in extra curricular sport and has built on the baseline set during 2021/22.

- 58% of primary school pupils took part in extra curricular sport; **up 5%** from previous year's figures
- 21% of secondary school pupils took part in extra curricular sport; **6% increase** from previous year's figures.

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Improvement Planning

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

NIF Key Priorities 2022-2023

- **Placing the human rights and needs of every child and young person at the centre of education**

- **Improvement in children and young people's health and wellbeing**

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

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

- **Improvement in attainment, particularly in literacy and numeracy.**

It identifies 5 key priorities with progress reported against its **6 key drivers**:

- School and ELC Leadership

- Teacher and Practitioner Professionalism

- Parent/carer involvement and engagement

- Curriculum and Assessment

- School and ELC improvement

- Performance information

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

> Our improvement is closely monitored against a comprehensive set of performance

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

Plans: Our Improvement Plans are informed by the latest research both nationally and internationally, on-going assessment, consultation and review of School Improvement Planning whilst also recognising our local context. We continue to respond to national policy developments, strategies, plans and priorities, aiming to meet the challenges of any new national initiatives. As detailed in our NIF Plan 2023/24, we fully adhere to National Directives such as:

- Children's Rights - United Nations Convention on the Rights of the Child (UNCRC)

- The Promise

- Getting It Right for Every Child (GIRFEC)

- Curriculum for Excellence

- The Education (Additional Support for Learning) (Scotland) Act 2003 (as amended 2009)

- Children and Young People (Scotland) Act 2014

- Developing the Young Workforce

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

Support continues to be provided to all schools by the Quality Improvement Officers, Data Coach, [funded through SEF) and the Attainment Advisor provided by Education Scotland.

School profiles, accompanying data packs and planned, Quality Assurance Visits, Performance and Improvement Meetings (PIMs) with schools help inform improvement conversations, identifying gaps in learning, teaching and assessment.

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

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

Delivery Plan and Measurement

The NIF Plan(2023-2024) and this report continue to provide a focus and structure for gathering evidence to identify where further improvements can be made, for ensuring we have the evidence sources to contribute to our priorities, and to minimise unintended consequences. It also identifies key actions for educational improvement and the evidence gathered to analyse whether progress is being made and where further improvements are required.

The Core Stretch Aims and Core Plus Stretch Aims, developed in 2022-2023, to improve outcomes for all children and young people, continue to focus on closing the poverty related attainment gap. Progress towards achievement has been monitored through existing governance with support from the Children and Young People Strategic Group, People Committee, Strategic Equity Fun Board, Education Scotland and Scottish Government.

Core Stretch Aims – June 2023

	ACEL Levels – Literacy (P1, 4, 7 combined)			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
Current level (Jun 2022)	63.3	53.7	73	19.3 pp
Stretch aim to be achieved 2023/24	68	59.3	76.9	17.6 pp
Improvement (percentage point)	4.7 pp	5.6 pp	3.9 pp	1.7 pp

	ACEL Levels – Numeracy (P1, 4, 7 combined)			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
Current level (Jun 2022)	71.7	66.3	81.9	15.6 pp
Stretch aim to be achieved 2023/24	74.9	68.3	79.3	12 pp
Improvement (percentage point)	3.2 pp	2 pp	2.6 pp	3.6 pp

| | **Proportion of school leavers attaining 1 or more passes at SCQF level 5 based on 'Summary statistics for attainment and initial leaver destinations' publication.** | | | |
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
Current level (Jun 2022)	**84.1**	77.5	90.7	13.2 pp
Stretch aim to be achieved 2023/24	**88.2**	80.0	91.7	11.7 pp
Improvement (percentage point)	**4.1 pp**	2.5 pp	1 pp	1.5 pp

| | **Proportion of school leavers attaining 1 or more passes at SCQF level 6 based on 'Summary statistics for attainment and initial leaver destinations' publication.** | | | |
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
Current level (Jun 2022)	**54.8**	36.7	76.7	40 pp
Stretch aim to be achieved 2023/24	**64.9**	47.5	77.0	29.5pp
Improvement (percentage point)	**10.1 pp**	10.8 pp	0.3 pp	10.5 pp

| | **Proportion of school leavers attaining 1 or more passes at SCQF level 6 based on 'Summary statistics for attainment and initial leaver destinations' publication.** | | | |
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
Current level (Jun 2022)	**54.8**	36.7	76.7	40 pp
Stretch aim to be achieved 2023/24	**64.9**	47.5	77.0	29.5pp
Improvement (percentage point)	**10.1 pp**	10.8 pp	0.3 pp	10.5 pp

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	Participation measure: proportion of 16-19 years olds participating in education, employment or training based on Annual Participation Measure produced by Skills Development Scotland.			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 − Q5)
Current level (Jun 2022)	90.7	85.9	97	11.1 pp
Stretch aim to be achieved 2023/24	91.4	87.3	96.2	8.9 pp
Improvement (percentage point)	0.7 pp	1.4 pp	0.8 pp	2.2 pp

	HWB Measure - Attendance - Primary			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 − Q5)
Current level (May 2023)	92.2	89.8	95.7	5.9 pp
Stretch aim to be achieved 2023/24	94.3	93.5	96.6	3.1 pp
Improvement (percentage point)	2.1 pp	3.7 pp	0.9 pp	2.8 pp

	HWB Measure - Attendance - Secondary			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 − Q5)
Current level (May 2023)	88.9	86.1	93.4	7.3 pp
Stretch aim to be achieved 2023/24	92.3	90.3	94.1	3.8 pp
Improvement (percentage point)	3.4 pp	4.2 pp	0.7 pp	3.5 pp

	HWB Measure - Attendance - Overall [inc Prim, Sec & Spec]

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	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
Current level (May 2023)	**90.9**	88.4	94.8	6.4 pp
Stretch aim to be achieved 2023/24	**94.0**	91.7	95.4	3.7 pp
Improvement (percentage point)	**3.1 pp**	3.3 pp	0.6 pp	2.7 pp

Core Plus Stretch Aims – June 2023

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

The focus on the attendance of Care Experienced Children and Young People especially the historical difference between Looked After at Home and Looked After Away continues to be a priority Annual Participation Measures (APM) will continue to be monitored and reviewed to ensure that by narrowing the gap between initial and follow up destinations our APM will improve. Progress will continue to be monitored through existing governance across Education Services and within the Children and Young People Strategic Group, People Committee, Strategic Equity Fund Board, Education Scotland and Scottish Government.

	Care Experienced - Attendance			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
Current level (May 2023)	86.7	82.6	93.2	10.6 pp
Stretch aim to be achieved 2023/24	94.0	91.7	97.6	5.9 pp
Improvement (percentage point)	7.3 pp	9.1 pp	4.4 pp	4.7 pp

	Narrow the gap between initial and follow-up school leaver destinations.			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
Current level (Jun 2022)	**8.7**	13	2.3	10.7

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	Narrow the gap between initial and follow-up school leaver destinations.			
	Overall levels	**SIMD Quintile 1**	**SIMD Quintile 5**	**Gap (Q1 – Q5)**
Stretch aim to be achieved 2023/24	**2.5**	6.7	0	6.7
Improvement (percentage point)	**2.4 pp**	6.3 pp	2.3 pp	4 pp

2022/2023 **13 Key Indicators (tracked by SIMD 1 & 2 and overall)** ***Stretch Aims**

- % Children achieving expected levels of Literacy & Numeracy*

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

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

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

- Attendance figures*

- Poverty Related Attainment Gap*

- No of care experienced young people who are gaining awards.

- Sustained Positive Destinations*

- No of C&YP reporting engagement in leadership opportunities

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

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

- No of young people who report drinking alcohol

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

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

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Progress Report

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

A report on the Key Indicators is included at **Appendix 2.**

School and ELC Leadership

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

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

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

Key outcomes/actions for 2022/23

1. **Ensure that all practitioners working in schools and ELCs follow a consistent and coherent approach to prevent and respond to bullying by following the Local Authority Guidance, using targeted Career Long Professional Learning, resources and signposting to relevant agencies.**

2. **Develop an ASN moderation group to monitor and support the planning and delivery of support for children with ASN.**

3. **Ensure all schools have established school sports committees.**

4. **Review and update Clackmannanshire's Health and Wellbeing Strategy.**

5. **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.**

6. **Develop opportunities to consult and include pupils, parents and carers in establishment's improvement planning, with a focus on the use of Pupil Equity Funding to enhance family engagement, learner participation and democratic education through Participatory Budgeting.**

7. **Increase mentoring opportunities through Careers Ready, MCR Pathways and other available programmes.**

8. **Embed approaches to school and ELC improvement planning and standards and quality reporting ensuring feedback supports self improvement. Support schools and ELCs in the effective use of self evaluation toolkits, HGIOS4, HGIOELC and promote deeper understanding of empowerment within** schools. Review and enhance model of Quality **Assurance to support rigorous Validated Self Evaluation and School and ELC Performance and Improvement meetings.**

9. **Implement key actions outlined in Clackmannanshire's 'Numeracy Framework: Raising attainment, Accelerating Progress and Closing the Poverty Related Attainment Gap, Improvement Plan 2022 - 2026' to support practice. Implement key actions outlined in Clackmannanshire's 'Literacy Framework: Raising attainment, Accelerating Progress and Closing the Poverty Related Attainment Gap, Improvement Plan 2022 - 2026' to support practice.**

Achievements/Impact

Evidence of Progress across Actions/Outcomes

1. Ensure that all practitioners working in schools and ELCs follow a consistent and coherent approach to prevent and respond to bullying by following the Local Authority Guidance, using targeted Career Long Professional Learning, resources and signposting to relevant agencies.

As part of the review of the National Health and Wellbeing Census in 2022, all establishments were provided with a partial analysis of their results with a particular focus on pupil responses to bullying.

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, *Respect Me* were contacted and provided Clackmannanshire with an opportunity to review their new e-learning modules- Understanding and Responding to Bullying.

20% of establishments have currently completed the e –learning modules and further promotion of the resource and sharing of good practice is needed to ensure that we continue to focus on the impacts of bulling.

SEEMiS monitoring of bullying for 2022-23 has shown an increase from 69 (2021-2022) to 88 incidents. This may be 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.

Results from the second Planet Youth Survey, planned for September 2023 will highlight any changes in children and young people's views and perception of bullying and will be used to identify any reduction in the number of bullying incidents.

2. Develop an ASN moderation group to monitor and support the planning and delivery of support for children with ASN.

The GIRFEC Forum Guidance has been reviewed and improvements made to documents to support schools in completing robust Wellbeing Assessments. These have been fully shared with Establishments and have been uploaded to the 'Connecting Clacks Educators' Glow tile for easy access for all staff. Establishments have been making appropriate use of the 'Guidance on Completion of Wellbeing Assessments' to access support from the GIRFEC Forum. As a result most wellbeing assessments submitted to the Forum have been fully completed to a good standard. Next steps will be to continue to quality assure the process and identified data trends to enable us to better support establishments with identified cohorts of children/young people.

Validated Self Evaluation (VSE) visits have been carried out across 6 establishments. Following these visits support has been provided to develop practice in the use of all the GIRFEC documents and recording of needs within SEEMiS. This support has been either in the form of one-to-one support or professional learning. From evaluations received, 25% stated it was good while 75% stated it was very good. Next steps will be to continue the VSE process as part of the quality assurance cycle.

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The ASL Moderation group has been formed with representation from all ASL Specialist Provisions and Outreach Teams with meetings taking place each term. There has also been an effective joint training session where there was agreement made to the consistent recording of reporting of incidents, as well as initiating a bank of effective risk assessment templates. Moderation activities e.g. Child's Plans have taken place, leading to a shared understanding of what a high quality Child's Plan should be. All participants reported that they highly valued these opportunities to meet and collaborate. Next steps will be to continue to develop this model of sharing information, knowledge and skills while moving towards developing wider networking opportunities for ASL staff. This will link in with Regional Collaborative offers of ASL networking events across session 2023-24.

3. Ensure all schools have established school sports committees.

All primary, secondary and ASN schools have active sports committees working on development plans against SSA programme.

4. Review and update Clackmannanshire's Health and Wellbeing Strategy.

A draft Health and Wellbeing Strategy for Education has been developed with support from Education Scotland. It builds on the principles and practice outlined in the 2017-2022 Health and Wellbeing Strategy and sets out 6 key priorities for all those working within Clackmannanshire Council Education Services to improve the Health and Wellbeing of our children, young people and their families.

The strategy aims to progress our vision within the context of our Local Outcome Improvement Plan (LOIP) and refreshed Education Vision which has the reduction of health inequalities for children, young people and their families at its heart.

The draft Strategy will be shared with establishments at the start of the new academic session to align with the launch of the Education Vision.

5. 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.

Following the Clackmannanshire Council, Education Scotland, ADES and Forth Valley and West Lothian Regional Improvement Collaborative professional discussions, a plan has been created to ensure that Clackmannanshire continues to tackle the impact of poverty and build sustainability across the Strategic Equity Funding Programme, as funding is tapered.

Specific programmes, funded through the Attainment Challenge have been reviewed. The areas of focus being either retained reduced or removed.

The Council's core stretch aims will continue into 2023/24 with the move to 3 year aims. This is in line with Education Scotland requirements. The core aims will continue to be Achievement of Curriculum for Excellence (ACEL) Literacy and Numeracy, number of leavers attaining 1 or more passes at Level 5, number of leavers attaining 1 or more passes at Level 6, percentage of 16-19 year olds participating in education, employment or training, and attendance for Primary, Secondary and overall. The core plus stretch aims for Care Experienced – Attendance and narrowing the gap between initial and follow-up school leaver destinations will also move to a three year projection.

All establishments' Pupil Equity Fund (PEF) plans have been reviewed. This highlighted that all establishments either have, or are being supported to develop clear outcomes to be achieved and how progress towards these, and on closing the poverty-related attainment gap, will be measured.

Engagement with our statutory and third sector partners within the programme 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.

6. Develop opportunities to consult and include pupils, parents and carers in establishment's improvement planning, with a focus on the use of Pupil Equity Funding to enhance family engagement, learner participation and democratic education through Participatory Budgeting.

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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 methodology.

Following a successful Participatory Budgeting pilot at St Bernadette's RC Primary involving parents, carers, staff and partners including church representatives, Muckhart, Redwell and Craigbank Primary School have carried out similar Participatory Budgeting events during session 2022-2023. Lornshill Academy, Deerpark, Tillicoultry, St Bernadette's and Sunnyside Primary Schools are planning some PB activities in session 2023-24.

Their approaches will be shared with other establishments to support them to spend at least 1% of their PEF money using the PB methodology next session.

7. Increase mentoring opportunities through Careers Ready, MCR Pathways and other available programmes.

On-going data capture and analysis since August 2022 within the MCR Programme has identified 77 mentored relationships across the authority with 21 in Alloa Academy, 28 in Alva Academy, 27 in Lornshill Academy and 1 in CSSS. The progress and monitoring of these identified young people is reviewed via a Schools DHT Lead network to ensure that care experienced young people, or those who have experienced disadvantage, have access to the same educational outcomes, career opportunities and life chances as every other young person.

57 S1 and S2 young people are participating in focused Group Work programmes. The scope and reach of these Groups has been extended to include not only those with social work involvement but also those young people with continuous instability at home.

Following a Mentor Recruitment events in October, currently 30 mentors have been identified to be matched with a young person. A full report will be available from MCR in August 2023.

8. Embed approaches to school and ELC improvement planning and standards and quality reporting ensuring feedback supports self improvement. Support schools and ELCs

in the effective use of self evaluation toolkits, HGIOS4, HGIOELC and promote deeper understanding of empowerment within schools. Review and enhance model of Quality Assurance to support rigorous Validated Self Evaluation and School and ELC Performance and Improvement meetings.

Schools and ELCs need robust self-evaluation to plan for continuous improvement. A consistent model of Performance and Improvement meetings has been implemented across all ELCs and Primary schools.

Proportionate support/challenge has been provided to all schools/ELCs as required. As a result all schools have focused on self-evaluation for continuous improvement across five identified quality indicators.

Professional learning for senior leaders has led to an increase in the quality of self-evaluation. Evaluative writing, as a feature of key documents has increased from a minority to almost all. This is leading to more effective planning for improvement.

Almost all (74%-90%) ELCs and schools have evaluated themselves as good or above for self-evaluation for self improvement in 23 June 2023. Self evaluation for improvement will continue to be a focus across our schools and ELCs during academic session 2023/24.

9. Implement key actions outlined in Clackmannanshire's 'Numeracy Framework: Raising attainment, Accelerating Progress and Closing the Poverty Related Attainment Gap, Improvement Plan 2022 - 2026' to support practice. Implement key actions outlined in Clackmannanshire's 'Literacy Framework: Raising attainment, Accelerating Progress and Closing the Poverty Related Attainment Gap, Improvement Plan 2022 - 2026' to support practice.

The Numeracy and Maths Framework details the priorities and actions to support improved learning and teaching and attainment in Numeracy and maths. In year 1, 2022/23, Numeracy and Maths Early level (ELC – P1) curriculum progression pathways were prioritised for review and improvement. An early level numeracy and maths work stream reviewed the existing progression pathway and created a new pathway with supporting documentation. Initial feedback

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from practitioners is very positive and early signs indicate that this work-stream will impact positively on practitioners' skills, knowledge and confidence. The documents will be implemented session 23/24, supported by a series of professional learning.

Next steps in numeracy and maths will include reviewing support resources available in numeracy and maths at first (P2-4) and second (P5-7) level.

Literacy was a focus for the local authority pedagogy empowerment group of Heads and Education Scotland partners; the teaching of writing was prioritised. In addition, primary schools focussed on making improvements to writing attainment. This has resulted in a plan to deliver a literacy approach across Clackmannanshire which is aimed to further improve writing attainment P2-4. This will be supported by professional learning in session 23/24.

In addition early level literacy progression pathways will be reviewed and refreshed to incorporate speech and language development aspects of early language and communication. This review and refresh will be completed in partnership with speech and language therapists.

All establishments developed and embedded robust systematic approaches to tracking and monitoring children's progress in both literacy and numeracy. This means that the appropriate support is provided for children at the right time to ensure continued progress. Rigorous support and challenge was provided regularly throughout 2022/23 through Performance and Improvement meetings. Meetings included education officers and peer Heads resulting in an increased confidence and consistency in the analysis and use of data for improvement. Most establishments now report that the quality of learning, teaching and assessment is good or better compared to a majority reporting good or better in session 2021/22.

All establishments now have robust and systematic approaches to tracking and monitoring children's progress in both literacy and numeracy. This means that the appropriate support is provided for children at the right time to ensure continued progress. Most (72%) establishments report that the quality of learning, teaching and assessment is good or better compared to a majority (61%) reporting good or better in session 2021/22.

Purposeful moderation at school, cluster and local level remains a key area for further development in session 2023/24.

Analysis of Literacy & Numeracy Attainment (P1,4,7 combined) data indentified:
• 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%
• 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%

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Teacher and Practitioner Professionalism

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

The General Teaching Council for Scotland (GTCS) Professional Standards include standards for career long professional learning (CLPL) and leadership and management. Once registered, throughout their career, teachers and practitioners must continue to develop their expertise and experience through CLPL and professional practice.

Key outcomes/actions for 2022/23

1. **Develop a tiered approach to professional learning (PL) for staff in schools and ELCs to ensure they have the knowledge and skills to meet the range of ASN in their establishments.**

2. **Embed Clackmannanshire Family Wellbeing Partnership Community around the School (365 schools) approach within Alloa Academy.**

3. **Work with school senior leadership teams and improvement analyst to scrutinise the attainment gap, determine stretch aims and to ensure robust tracking and monitoring is in place to achieve this. Enhanced tracking of care experienced young people's attainment and achievement.**

4. **Support aspiring school and ELC leaders through a range of National, Regional and Local programmes. Support teacher and practitioner leadership through a range of local, regional and national programmes.**

5. **Support aspiring school and ELC leaders through a range of National, Regional and Local programmes. Support teacher and practitioner leadership through a range of local, regional and national programmes.**

6. **Promote professional learning (PL) for education staff to ensure they have the knowledge and skills to meet the needs of all children and young people in particular, the range of ASN in their establishments.**

7. **Implement revised quality assurance / VSE activity to gather evidence of evaluation and improvement.**

Achievements/Impact

<u>Evidence of Progress across Actions/Outcomes</u>

1. Develop a tiered approach to professional learning (PL) for staff in schools and ELCs to ensure they have the knowledge and skills to meet the range of ASN in their establishments.

An overview of high quality professional learning - A Tiered Approach to Additional Support for Learning (ASL) Professional Learning ' has been developed and shared with establishments and uploaded to the 'Connecting Clacks Educators' Glow tile for easy access for all staff.

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This document has been developed in consultation with a number of ASL staff and is aimed at supporting staff to identify and undertake appropriate training in ASL to ensure they have the knowledge and skills for their role. As well as this document, a comprehensive ASL Induction Programme has been developed for staff within ASL Provisions to ensure they undertake the required training for their role within specific time frames. Feedback from ASL staff has indicated that it is useful to have professional learning opportunities held in one place and organised in a way that makes it clear what is appropriate to their roles. Data gathered from the GIRFEC Forum indicates there have been 13% less referrals this session compared to 2021-22, which would suggest staff are more confident in meeting the needs of more children with ASN.

The ASL offer for the Probationer programme continued this session and covered such topics as GIRFEC, Staged Intervention, ASD, supporting children/young people with complex needs and care experienced. Feedback from these sessions has been very positive with all evaluating sessions as good or above. Next session there will continue to be ASL sessions within the Probation calendar.

Approximately 450 staff have been trained by central teams face-to face in a range of ASN topics such as Moving and Handling , GIRFEC, Staged Intervention, Deaf Awareness/British Sign Language (BSL) training and CPI Verbal Intervention training. From evaluations of these sessions, staff reports the impact as being increased confidence and knowledge in meeting pupils needs. Evaluations indicate almost all staff rated the professional training as good or above. Staff have also accessed online learning via Clacks Academy, Education Scotland or other quality Professional Learning providers, as well as accessing ASL professional learning related to their improvement plans, which are captured by the PRD process, but not available for analysis centrally.

Moving forward we will continue to respond to staff requests for specific ASN topics, as well as maintaining the current offer outlined in the Tiered Approach to Additional Support for Learning (ASL) Professional Learning document. Next steps will be to update and make any appropriate additions to document for 2023-24 session and add to the Connecting Clacks Educators tile on Glow for easy access for staff.

2. Embed Clackmannanshire Family Wellbeing Partnership Community around the School (365 schools) approach within Alloa Academy

Work is continuing around Alloa Academy to widen the opportunities available to the local community. There are various programmes and initiatives, for example:

• 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.
The group is building on the success of the Adult Learning programme (now in its second year) run after school hours by school staff. In the first year, adults were referred through Clackmannanshire Works (a service designed to support local people who are looking to get into work or training) and Women's Aid and offered National 4/Level 5 Literacy and Employability. All sixteen participants gained qualifications. Childcare was provided by senior pupils, offering them the chance to develop leadership and pre-employability skills.

• Adult Learning Programme (now part of the wider Alloa Community Empowerment programme): this year (2022-23), practical cookery and Food Hygiene courses were also offered in additional 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.

• Street Soccer: initial engagement session on 23rd June at The Bowmar Centre.

• Links to The Bowmar Bookies and The Bowmar Borrowers strengthened: ongoing communication and reading mentoring programme piloted at Alloa Academy after school hours for one group member and an extended transition project for one child; 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 to raise aspirations and awareness of opportunities. Each S3 class will

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visit Stirling University to participate in workshops and to discuss career pathways.

Evidence gathered so far includes evaluations and impact statements.

Adult Learning/Alloa Community Empowerment
• Gaining qualifications and participating in cookery sessions has resulted in increased confidence, new friendships and the ability to apply for work.
• One participant gained 16 hours of paid work cooking for The Bowmar Bookies literacy sessions.
• Another (who is bi-lingual) starting volunteering in the Modern Languages Department at Alloa Academy and was able to apply for a job in Early Years.
• Two young people who were disengaging from school gained qualifications through this programme.
• Two joined the Alloa Community Empowerment Group and The Lens process.
• All reported feeling more connected to the school.

The Bowmar Bookies and The Bowmar Borrowers
• Enhanced relationships between school/FWP staff and community members.
• Improved literacy skills and increased confidence following Reading Mentoring.
• Increased confidence following extended transition programme.
• Strathclyde University continues to provide support and new opportunities for group members.

Links to NHS Scotland and Stirling University.
• Greater awareness of career pathways and opportunities.
• Raised aspirations.
Alloa Community Empowerment
Planning the following programmes for 2023-4:
• Year 3 of Literacy, Employability and Food Hygiene programme
• New programmes and initiatives will be introduced from August 2023– Sewing, Self Defence, Community Choir, Community Walks, Literacy Support for primary school children.
Street Soccer: programme to start this summer.
The Bowmar Bookies and The Bowmar Borrowers: continue to offer support (e.g. Reading Mentoring) as /when required.
NHS Scotland & Stirling University Programme: 4 more S3 classes to visit the university; NHS links

to be maintained and strengthened; seek more opportunities to involve parents/carers.

3. Work with school senior leadership teams and improvement analyst to scrutinise the attainment gap, determine stretch aims and to ensure robust tracking and monitoring is in place to achieve this. Enhanced tracking of care experienced young people's attainment and achievement.

Our core stretch aims in Clacks have been developed to improve outcomes for all children and young people whilst closing the poverty-related attainment gap.

They articulate both ambitious and achievable aims and take into account evidence-based self-evaluation, collaboration between and across school planning and have been supported and challenged through professional dialogue with Education Scotland to drive improved outcomes for children and young people impacted by poverty across Clackmannanshire.

• 1 or more pass at SCQF Level 5 & Level 6

Using the Summary statistics for attainment and initial leaver destinations' publication, the percentage of school leavers attaining 1 or more passes at SCQF level 5 in 2021/22 **fell to 84.1%.** Despite the fall the rate is higher than in 2018/19 where the assessment circumstances were similar. This rate is lower than the Stretch Aim of 88.2%.

The percentage of school leavers attaining 1 or more passes at SCQF level 5 who live in our most deprived areas (Q1) *increased* in 2021/22 to **77.5%.** Despite the increase the rate is lower than the Stretch Aim of 80%.

4. Support aspiring school and ELC leaders through a range of National, Regional and Local programmes. Support teacher and practitioner leadership through a range of local, regional and national programmes.

We expect to see evidence of the impact of professional learning including formal academic leadership in our schools and ELCs. In academic session 22/23, indications are most (74-90%) of our schools and ELCs self –evaluated Leadership of change as good. This is an increase from session 21/22. We will continue to track and monitor this information up to July 2023.

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656 attendees took part in a total of 58 local and regional professional learning opportunities this session. In addition, promoted and un-promoted staff continue to enrol into a range of leadership programmes provided by a range of partners at local, regional and national levels including post-graduate diploma and master's level study.

5. Promote professional learning (PL) for education staff to ensure they have the knowledge and skills to meet the needs of all children and young people in particular, the range of ASN in their establishments.

High quality professional learning should impact on the quality of children and young people's experience in schools and ELCs. There are a number of systems in place to direct teachers and educators to a range of professional learning opportunities.

Our regional improvement collaborative has created a Professional Learning portal supporting educators to access a wide range of professional learning in one place.

656 attendees participated in a total of 58 local and regional professional learning opportunities this academic session. In addition, promoted and un-promoted staff continue to enrol into a range of leadership programmes provided by a range of partners at local, regional and national levels including post-graduate diploma and master's level study.

Robust self-evaluation evidence and impact, directly related to learning, teaching and assessment is gathered regularly; supported by revised quality assurance procedures. Education officers and Heads of ELC and Primaries have worked collaboratively to develop a self-improving systems approach which will continue into academic session 2023/24.

Indications are the majority of Primary schools and ELCs evaluate themselves as good or above for the quality of learning teaching and assessment. This will continue to be tracked until July 2023.

Gathering robust self-evaluation supported by robust evidence will continue to be embedded within our systems across ELC, Primary and Secondary.

6. Implement revised quality assurance / VSE activity to gather evidence of evaluation and improvement.

A revised model of formal quality assurance has been created and implemented. This new process ensures proportionate support is planned and provided to schools and ELCs as required. Each school and ELC will receive a local authority quality assurance visit every three to four years. Each quality assurance visit is completed by a quality assurance team of education officers, school and ELC staff. A written report is provided identifying areas of strength and areas of development. This leads to greater consistency in high quality experiences for children across our primary and ELC establishments.

Six establishments had a QA visit since August 2022; one ELC and five primary schools. The QA visit model has evolved over the year and now validates the self-evaluation provided by the school/ELC.

One school experienced a QA visit and was then inspected by HMIe. The outcome of the inspection validated our QA visit procedures and subsequent action plan requirements.

Two secondary schools, two primary schools and one ELC were selected to take part in HMIe thematic inspections. Feedback from all was very positive, and validated the establishment's self-evaluation.

Seven local authority ELCs have had Care inspectorate inspections since August 2022. 86% of these reports have grading's of good or above in all areas of inspection. 100% of inspections have at least one grading of good or above across all areas of inspection. Three partner provider ELCs have been inspected by Care Inspectorate since August 2022. Two establishments (67%) were graded as good and very good across all areas. Where good was not achieved, capacity for improvement has been evidenced.

QA visits will continue to be embedded within our systems from ELC – S3. A QA model, specifically designed for secondary schools will be implemented next academic session.

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Parent/Carer Involvement and Engagement

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

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

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

Key outcomes/actions for 2022/23

1. **Work with partners, staff, young people and families to ensure that UNCRC legalisation is understood to inform practice. Provide professional learning in the UNCRC for all school and ELC staff.**

2. **Increase the number of children and young people engaging and participating in the Youth Voice network across services, schools and the wider community.**

3. **Promote 'Shout', our evidence-based trauma-informed text-based service for suicide prevention for 5 – 26 year olds to ensure awareness of crisis support that is available 24/7, 365 days.**

4. **Re-launch parenting programmes delivered by ELCs post Covid**

5. **Develop and implement a programme of support and networking opportunities for parents and carers of children/young people with ASN (Schools and ELCs).**

6. **Establish systems to support children and young people at risk of non-attendance and late-coming in schools and ELCs.**

7. **Audit capacity and flexibility of current provisions of childcare within Clackmannanshire.**

8. **Library Services to work closely with 2 identified primary schools to develop engagement and positive attitudes to reading. Develop family reading groups with parents / carers in two communities.**

9. **Support teachers / practitioners to have the appropriate knowledge, skills, tools and good practice exemplars to work with parents and families to deliver Family Learning to fulfil the aims of the School Improvement Plan (SIP).**

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10. Ensure Parent Councils are supported to fulfil their legally prescribed and constituted role, offering individualised support as identified and required.

Achievements/Impact

<u>Evidence of Progress across Actions/Outcomes</u>

1. Work with partners, staff, young people and families to ensure that UNCRC legalisation is understood to inform practice. Provide professional learning in the UNCRC for all school and ELC staff.

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.

The UNCRC (Incorporation) (Scotland) Bill was passed unanimously by the Scottish Parliament in 2021 but certain provisions within it were later ruled out with the parliament's legislative competence at the UK Supreme Court.

On 27 June 2023, an announcement was made in the Scottish Parliament by the Cabinet Secretary for Social Justice that changes will be brought forward after the parliamentary summer recess which will mean public authorities will only be required to comply with the UNCRC requirements when delivering duties under powers in an act of the Scottish Parliament, as this is the only way 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.

The next steps for 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. Work will continue on a Child Friendly Complaints Procedure and ensuring that all stakeholders are fully appraised of the legislation.

2. Increase the number of children and young people engaging and participating in the Youth Voice network across services, schools and the wider community.

Work has continued to ensure that the voice of young people is captured and is central to our decision making. During the year, young people have been consulted on educational reform and their feedback contributed to the National Discussion on Education.

A further meeting was held on 5 June 2023, chaired by the Chief Education Officer, in which discussions centred on the cost of living crisis, environmental policy and to garner views on the Local Outcome Improvement Plan (LOIP). To ensure a cross Directorate approach, Economic Development Strategy Officers attended the meeting and provided young people with an insight into how the LOIP is developed. To ensure diversity, we worked in collaboration with partners from CLD and Columba 1400, thus securing a wide variety of pupil voice, central to discussions. Young people from Clackmannanshire joined with others from across the Regional Improvement Collaborative (RIC) to look at the 650+ views gathered from children and young people across the region, regarding what matters to them. These views were gathered through the support and involvement of CLD and Education based staff in each authority.

The objective of this was to ensure that RIC Plans have the voice of children and young people at their core. This work was taken forward in collaboration with CLD, due to their expertise within youth voice and youth participation, to develop a concept to allow youth voice to work in a regional way. The young people developed the feedback and ideas into 10 charter statements, which marks the completion of the first of the three parts surrounding the youth voice approach for the region.

The youth voice guidance framework, a strategic document providing overall outcomes for youth voice within the region, shows the structures, methodology, policy, approaches and theory surrounding youth voice and has now been published and shared with stakeholders for feedback.

This empowering youth voice resource allows any practitioner in any setting to effectively empower

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children and young people to consult their peers on any given theme, local, regional or national. Youth Charter and Youth Voice work was shared with the Children and Young People's Board and Senior Leadership Group. Feedback from the youth engagement session on 5 April 2023 has been hugely positive, with young people from Clacks praised by facilitators for their contributions and the way they represented the local authority.

Next steps:
- Endorsement of charter to be utilised as guidance for youth voice principles within authorities

- Guidance framework to be launched in August 2023 to support practitioners and leaders who facilitate youth voice

- Empowering youth voice resource to be utilised in establishments

- Establishment of cross sector youth voice networks within each authority

3. Promote 'Shout', our evidence-based trauma-informed text-based service for suicide prevention for 5 – 26 year olds to ensure awareness of crisis support that is available 24/7, 365 days.

A range of face-to-face engagement events have been attended over the past academic session, including two Health Fairs at Alva Academy and one at Menstrie Primary School. These events were designed to raise awareness of the services available for children and young people to increase engagement and usage. We are continuing to explore other opportunities to engage with our communities to ensure that the information they require is visible and accessible when it is needed and have a range of leaflets and print materials available to support this.

Our Directory of Support website continues to be well-used as a 'one stop shop' for information and signposting to other services, which has been viewed over 700 times since January 2022. Our social media posts have continued to share information on a range of mental health difficulties and ways to support them and have been viewed almost 85,000 times since January 2023. Again, the purpose of our social media presence is to

raise awareness of our services to drive engagement.

4. Re-launch parenting programmes delivered by ELCs post Covid

ELC settings continue to re-engage with families and are holding their Peep groups in person. In Peep groups staff share tips, ideas and info about how day to day activities help with children's development. The sessions for parents/carers, their children and Peep-trained practitioners, centres around singing, sharing books and stories, playing, talking and getting to know other families. This is supporting families to reconnect following Covid restrictions.

Incredible Years (14 weeks) and Triple P (8 weeks) are targeted programmes designed to support families who have children with escalated levels of behaviours. A strengths and difficulties questionnaire (SDQ) is used to score the levels of behaviour under various headings such as emotional distress, hyperactivity and concentration difficulties. The scoring determines which group, if any would best suit the family. Training and resources are currently funded by Psychology of Parenting Project (PoPP). PoPP also provide support to the PoPP coordinator in Clackmannanshire and give access to a data analysist and data sites for recording and gathering the data from the SDQ's.

An information session led by Dr Donna Paxton (Principal Educator of PoPP) took place in February for all Heads/Deputes regarding Incredible Years and Triple P. A dedicated email account has been set up and shared across Council services, Health and the 3rd Sector for any PoPP referrals.

8 staff across Education, Social Work and 3rd sector took part in the 3-day Triple P training programme in February.

2 staff attended the 3-day Incredible Years training in June, again across Education and 3rd sector. Further training is due to take place next session.

5. Develop and implement a programme of support and networking opportunities for parents and carers of children/young people with ASN (Schools and ELCs)

This year we have worked as a collaboration formed from the Lens and Family Wellbeing

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Partnership programme (Round 1) with 2 parents of children and young people within Clackmannanshire who have previously worked with the council alongside Columbia 1400TheASL Parent/Carer Network sessions, Clax P and C, have been advertised through social media channels and info flyers sent to establishments. Funding from this programme was used to purchase National Autistic Society Early Bird Training for 2 members of the ASD Outreach Staff in January 2023, who are currently delivering the first programme.

The network was supported by key education staff and met weekly during the school term. The sessions followed a model of week one networking/discussion session and the following week a focused workshop. There have been fourteen topics covered as workshops this academic session. Initially, all the sessions were held at the Bowmar Centre, but to make it more accessible for all of Clackmannanshire, a further venue in Alva was added once a month. 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.

Next steps are to continue to develop and strengthen the network, seeking further organisations to support the network sessions while seeking a suitable venue within the Lornshill cluster to further expand. 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.

Evaluations will be gathered from the Early Bird training, with further opportunities offered next session.

6. Establish systems to support children and young people at risk of non-attendance and late-coming in schools and ELCs.

Since the pandemic attendance rates in schools have dropped. Clackmannanshire have been working alongside our Forth Valley and West Lothian Regional Improvement Collaborative to support schools in promoting attendance.

A cross Authority Steering Group has been set up, as well as a Clackmannanshire Attendance Leads group, to share good practice and support schools in planning universal and targeted interventions. All schools have had support visits from the RIC Officer and Data Coach/Attendance Lead and the majority of schools have started to use the self-evaluation toolkit to support their action planning.

An attendance dashboard has been developed and schools access this on a regular basis to analyse and monitor their attendance data, especially vulnerable groups such as Free School Meals, Care Experienced and Quintile 1 pupils. As of the end of May 83% of our schools had a higher average attendance for the second half of the session compared to the first half of the session. Additionally, as of the end of May, 5 of our primary schools were meeting our stretch aim of 94%.

As part of our ongoing work we have linked with the ASD Team, Educational Psychologists, School Administration Team, School Nurse, Virtual Head teacher, and our Parental Engagement Officers to raise awareness and ensure there is a collegiate and collaborative approach to tackling absence.
The review of the Attendance policy is ongoing and will be completed by December, and there will continue to be a focus on the attendance of Quintile 1, FSM and Care Experienced pupils. Promoting attendance will be ongoing work next session and will launch with a FVWL RIC attendance campaign, starting on 7th August 2023 for 6 weeks, with soundbites on Forth Radio, bus adverts and social media adverts. Schools will also facilitate a range of activities and communications to promote attendance in schools. The tagline will be Be INspired, Be INvolved, Be IN School.

7. Audit capacity and flexibility of current provisions of childcare within Clackmannanshire.

Clackmannanshire has received funding to begin developing a model of out of school care for primary aged pupils in Alloa South and East. A key strand of this funding is to conduct an audit of the availability of out of school care.

Initially the audit was tasked to Flexible Childcare Services Scotland, however due to unforeseen circumstances they have been unable to progress this work. They have shared their recent Scotland wide research and gave feedback on an internal survey of parents which is currently in place and due to conclude on the 10th of February.

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Once the data has been collected a process of analysis will take place and a summary report prepared.

June 2023 - Survey conducted collected 289 responses from the parents of primary aged children across Clackmannanshire. Responses indicate parent opinion that available childcare services are currently too expensive, not accessible enough and insufficient to meet the needs of parents. There was a strong response from parents in Menstrie and Tillicoultry in particular. Most respondents were employed either full or part time.

8. Library Services to work closely with 2 identified primary schools to develop engagement and positive attitudes to reading. Develop family reading groups with parents / carers in two communities.

In September, all P5-P7 completed a reading attitude survey. Results on the whole were very positive. As part of planning and improvement meetings areas for improvement have been identified, such as allowing opportunities for visits to the library and opportunities for children to recommend books to each other. This survey will be revisited in May to measure improvement.

To encourage motivation and engagement in reading and writing all P1-P3 took part in a session with Makastory. Almost all children positively engaged with this session. All P5-P7 pupils participated in a 'Live Author' event which they all thoroughly enjoyed with all 90 children going home with the brand new addition of the author's latest book. This was positively reported in the press.

All P1-P4 participated and enjoyed weekly Bookbug sessions for four weeks delivered by Ian Keane. All Early Years Educators and class teachers have participated in Bookbug training. Resources are being used in class with the plan to establish Parent groups next term.

All classes and ELC are now regularly visiting the library and taking books home to read for enjoyment.

P6 have had an introduction to eBooks with the plan to have a 2nd session to allow them to build confidence in supporting classes across the school to access eBooks on their 1:1 devices.

9. Support teachers / practitioners to have the appropriate knowledge, skills, tools and good practice exemplars to work with parents and families to deliver Family Learning to fulfil the aims of the School Improvement Plan (SIP).

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 focussed plan for improvement. Support sessions and visits were provided to set out individual actions and outcomes to help establishments to encourage family members to learn together, with a focus on intergenerational learning.

As a result, focussed programmes and learning opportunities have been held at 2 Primary schools with an emphasis on literacy and numeracy and one Secondary school was a finalist in the Parent and Family Engagement category at the Education Scotland National Awards ceremony in May 2023.

Regular updates and signposting to national guidance and events continues to ensure that all establishments plan, manage and deliver opportunities to engage adults and children to learn together as and within a family through quality formal or informal programmes.

10. Ensure Parent Councils are supported to fulfil their legally prescribed and constituted role, offering individualised support as identified and required.

A Parent Council audit was carried out in September 2022. It looked at issues such as – were Parent Councils meeting regularly, updating their constitution as required, reporting back to parents and were they involved in co-creating the School Improvement Plan and School Handbook. The audit highlighted where schools and PCs needed additional support and these were targeted accordingly.

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. Some good practice has been identified and shared with Education Scotland for their good practice hub.

Engagement Officers have worked directly with over 47% of the Parent Councils on issues around membership and operation. All Clacks PCs who had suspended their meetings during the Covid-19 pandemic are now meeting regularly again.

In session 2021-22, 50% of Parent Councils claimed their admin support money; this has increased to 76% in the current session. Parent Voice in School Improvement Planning could be improved and an audit tool, similar to one used by West Lothian Council, has been sent to schools to identify what Parental Involvement actions could be included in their SIP and this will be monitored when SIPs are submitted.

Curriculum and Assessment

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

Teachers' professional judgement is the foundation for quality and improvement and we continue to promote effective use of assessment and moderation by educators and learners to maximise the successes and achievements of our children and young people. Assessment of children's needs is particularly important for our children and young people with Additional Support Needs and who are Care Experienced. All our learners' attainment and wellbeing is tracked frequently to ensure the best possible educational outcomes.
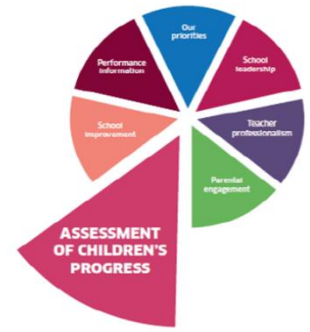
Key outcomes/actions for 2022/23

1. **Implement Phase 3 and 4 of the Icelandic Prevention Model to ensure that all practitioners have access to clear, practical support, training and help to enhance the consistency of response to self-harm and suicidal intent.**

2. **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.**

3. **Extend the range of therapeutic supports available through the Intensive Therapeutic Service that are specifically targeted towards the refugee population within Clackmannanshire.**

4. **Develop Clackmannanshire Family Wellbeing Partnership STRIVE (Safeguarding for Rapid Intervention) model to provide multi- agency responses at an early stage; based around one secondary school catchment.**

5. **Collaborate with employability partners, including colleagues from Place and the City Region Deal in the implementation of a Skills Framework for schools and ELCs.**

6. **Improve tracking arrangements to inform the choices of young people and curricular offer. Establish systems to routinely sample those at risk of not securing a positive destination including the care experienced and winter leavers to determine any re design. Work in partnership with others (DYW and SDS) to increase opportunities for young people to talk about their skills for learning, life and work.**

7. **Map the range of courses aligned to growth are learning pathways by 2026 to identify how best to reduce duplication and maximise opportunity.**

8. **Review and refresh our Assessment and Moderation Framework. Develop Skills of teacher / practitioner judgement, including use of SNSA, to support consistent and effective assessment and reporting. Provide professional learning, in collaboration with Education**

Scotland, with Moderation Leads to lead in effective assessment and moderation processes, within and out with their own school / ELC.

9. **Review early level progression pathways in literacy and numeracy.**

   Support schools and ELC to identify, monitor and track the attainment of young people form a care experienced background, to ensure that they fulfil their potential and that any barriers to engagement are removed.

Achievements/Impact

Evidence of Progress across Actions/Outcomes

1. Implement Phase 3 and 4 of the Icelandic Prevention Model to ensure that all practitioners have access to clear, practical support, training and help to enhance the consistency of response to self-harm and suicidal intent.

In September 2021, the Icelandic Prevention Model (IPM) was introduced to all secondary schools with support from the Winning Scotland Foundation and 'Planet Youth Scotland' Based on a programme of reducing substance misuse in young people in Iceland. The IPM approach was shared with young people, parents and carers through assemblies, on-line discussions and briefings to ensure that all those participating were aware of the aims and objectives of the IPM approach.

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. Discussions to include CSSS within the project, although they would be unable to participate in the survey, as the cohort numbers are too small to protect anonymity, are to take place. 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. This will be shared with all heads of establishment, in order to raise the profile of the Planet Youth project across Clackmannanshire.

The organisations supporting the project continue to work together, in order to ensure that the project has as much community presence as possible to drive the work locally, and to support the work of the schools.

Engagement with the project nationally continues, with opportunities to learn and share practice from the other local authorities in this phase of the project.

Funding from Scottish government, through the Winning Scotland Foundation, will increase resource to drive the project forward in Clackmannanshire.

2. 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.

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 suit their needs.

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. To date, the digital services have been accessed by 841 individuals (approximately 6% of our target population) Although time of use within the day fluctuates, all of our open-access services show a high level of use out of normal working

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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).

The impact of accessing these services is measured through post-use questionnaires which are optional. From these respondents, 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).

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 Through Care, After Care Wellbeing Worker Service for school leavers who are care experienced). 701 children and young people have been referred to our two face-to-face services since they launched (CTIfC and CiSS. The TCAC service is new and has not yet received any referrals) 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.

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. Further work is planned to explore these emerging themes in more detail.

The GIRFEC Forum (formally, cSTRIVE) has been successfully rebranded and continues to meet weekly with education and 3rd sector partners. Due to ongoing GDPR delays between Clackmannanshire Council and the NHS, the only mental health representation on the GIRFEC Forum is the CTIfCS . There have been 156 referrals to the Forum since Sept 2022 and 22 of these have been allocated to CTIfCS. The Forum continues to review and reflect on the themes emerging with a clear trend in referrals looking for support with anxiety, emotional health and wellbeing and Autism Spectrum Conditions (ASCs). A Network Health Scorecard analysis

shows that members of the Forum are positive about the purpose, performance and operations of the group but some have concern for the lack of material resources needed to advance the goals of the Forum. There are ongoing plans to improve the collation of impact data next session.

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. Plans to launch these materials across the Forth Valley West Lothian Regional Improvement Collaborative are at an early stage.

3. Extend the range of therapeutic supports available through the Intensive Therapeutic Service that are specifically targeted towards the refugee population within Clackmannanshire.

The Refugee Intensive Therapeutic Service aims to extend the range of therapeutic supports available through the Intensive Therapeutic Service that are specifically targeted towards the refugee population within Clackmannanshire.

Feedback gathered from partners, as well as the Scottish Government's Trauma Informed Practice Toolkit, has informed the service design.

Five refugee families are currently being supported through ITS. Work completed with one Ukrainian family has had significant positive impact, including decrease in PTSD-type symptoms. A case study summary will be produced as evidence of impact as data collected has been qualitative rather than quantitative due to the needs of this client group. Continued participation in monthly ERT meetings enables us to deliver therapeutic support alongside other services in a holistic, integrated, and needs based way, which ensures that the refugee population get the right help from the right people at the right time.

4. Develop Clackmannanshire Family Wellbeing Partnership STRIVE (Safeguarding for Rapid Intervention) model to - provide multi- agency responses at an early stage; based around one secondary school catchment.

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There continue to be a steady number of referrals to STRIVE, although a reduction from the previous year by 7%. Analysis of this has shown an increase in the number of referrals from specific geographical areas within the authority, despite a drop in the overall referral numbers. This data is collated and shared with the STRIVE board. The sources of referrals come from a variety of sources, but with the majority from police and housing, with a significant number of the referrals being for adult care and money/finance support.

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. The development of information leaflets for both professional networks and for families have been recently created, and a discussion with the Family Support workers in 6 Primary Schools across Clackmannanshire has taken place to highlight the role of STRIVES. The Family Support workers will have knowledge of those in their school community who may benefit from some additional advice to prevent them reaching levels of crisis. This will be reviewed regularly for impact and reported to the STRIVE board.

5. Collaborate with employability partners, including colleagues from Place and the City Region Deal in the implementation of a Skills Framework for schools and ELCs.

Clackmannanshire Council People Directorate staff have worked in partnership with colleagues from Partnership and Performance and an external consultant, regarding the City Region Deal skills mapping exercise being undertaking across Clackmannanshire.

This work is to develop Skills Pathway Plans relating to key investment areas of the City Region Deal. The 5 identified Skills Pathway Plans to be developed relate to:
• Culture Heritage and Tourism
• Digital
• Scotland's International Environment Centre
• National Aquaculture Technology and Innovation Hub
• Intergenerational Living Innovation Hub

Our Improvement Analyst has worked with her counterpart in Stirling, as they are also participating in the data analysis exercise for skills framework. Alongside an external consultant they have established 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. Included in this work is an examination of the course choice process at school. This will inform the development of a skills framework for Clackmannanshire schools and establishments.

This has helped us to identify patterns within the skills system and look at areas that require a collective approach to improvement. Baselines are being collected for secondary education, college, university and Skills Development Scotland provision. In addition, 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%)

This work will underpin the ambition in Clackmannanshire to develop 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.

6. Improve tracking arrangements to inform the choices of young people and curricular offer. Establish systems to routinely sample those at risk of not securing a positive destination including the care experienced and winter leavers to determine any re design. Work in partnership with others (DYW and SDS) to increase opportunities for young people to talk about their skills for learning, life and work.

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.

From April – May 2023, there was a development of a Tracker for Care Experienced Young People

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in Secondary School. This has been used to quality assure data around Care Experienced Children and Young People (CECYP) which is a continuously changing piece of data. All Secondary Schools now have a CECYP tracker, a designated CECYP contact and an identified link with the Virtual Head teacher (Secondary)

A Virtual School Improvement Plan has been co-written by the Virtual Head teachers (Primary and Secondary) which will inform Clackmannanshire's direction around The Promise by 2024, 2026 and 2028 in line with Phase 1 and Phase 2 of Change Programme One within The Promise.

From August 2023, following national best practice advice from CELSIS (The National Centre for Excellence based in The University of Strathclyde), Clackmannanshire Council will have a monthly People Directorate meeting specifically focussed on Care Experienced Young People that 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.

The monitoring and tracking of care experienced young people to ensure they have a tailored curriculum in the senior phase is continuing, to ensure they enter a positive destination.

Last academic year, 156 young people were supported by the MCR programme in Clackmannanshire. Young people looked after at home, looked after away from home, those with informal social work supervision and those previously looked after were offered support.

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.

Literacy & Numeracy at Level 4+
100% (8/8) of MCR mentored care-experienced young people achieved literacy and numeracy at Level 4+; compared with 70.5% of care-experienced young people nationally and 88.9% of those in the local authority.5

5+ qualifications at Level 4+
100% (8/8) of MCR mentored care-experienced young people achieved 5+ qualifications at Level 4+;compared with 62.4% of care-experienced young people nationally and 88.9% of those in the local authority.

1+ qualification at Level 5+
100% (8/8) of MCR mentored care-experienced young people achieved 1+ qualifications at Level 5+;compared with 63.8% of care-experienced young people nationally and 88.9% of those in the local authority.

3+ qualifications at Level 5+
87.5% (7/8) of MCR mentored care-experienced young people achieved 3+ qualifications at Level 5+;compared with 43.5% of care-experienced young people nationally and 77.8% of those in the local authority.

S5 Staying On
52.4% (11/21) of MCR mentored care-experienced young people stayed on to S5; compared with41.7% of overall care experienced in the local authority, and 40% (8/20) of care-experienced non-mentored S4s. This shows an improvement from the previous session.

7. Map the range of courses aligned to growth are learning pathways by 2026 to identify how best to reduce duplication and maximise opportunity.

Recently published data showed that Clackmannanshire has achieved higher than the national figure for young people entering a positive destination once again this year. School leavers who are engaged in higher education, further education, training, voluntary work or employment are classed as having a 'positive destination' and this data is based on Skills Development Scotland Opportunities for All shared dataset, matched with pupil census records for the school year 2021/2022.

Official Insight statistics released by the Scottish Government in February 2023 have shown that 96.5% of all young people in Clackmannanshire entered a positive destination including work, training or further study within three months of leaving school last year, higher than the Scotland-wide figure of 95.7%, higher than our figures from last year and the highest of our neighbouring local authorities across Forth Valley. The 2021/22 rate matches our highest rate reported in 2019/20; higher than previous year & pre-COVID rate.

Initial positive destinations are higher than they have been before, which was a priority for us and is testament to the strengthened partnership working between schools and partners from Skills Development Scotland and Developing the Young

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Workforce. Alva Academy in particular shows a marked improvement (97.5% for 21/22 compared to 92.5% in 20/21).

A total of 56.9% of young people in Clackmannanshire moved on to further or higher education, a fall on last year's figure of 66.8%, reflecting the fall nationally. Three in ten of our young people entered employment, which is an increase on 28% from last year and is higher than the Scottish rate of 25%. The percentage of pupils who were unemployed and seeking employment was 2.4%, a slight fall on the previous year and similar to the Scottish rate.

8. Review and refresh our Assessment and Moderation Framework. Develop Skills of teacher / practitioner judgement, including use of SNSA, to support consistent and effective assessment and reporting. Provide professional learning, in collaboration with Education Scotland, with Moderation Leads to lead in effective assessment and moderation processes, within and out with their own school / ELC.

Schools were supported in a variety of ways to access, facilitate, and analyse their SNSA data on the new updated platform. They were signposted to online training and help sections to support their understanding of how to use the new platform. Schools are using this data to support their Teacher Professional Judgements. Several schools were specifically supported by the Data Coach in the analysis of their data to look at trends and patterns so that next steps could be planned for pupils and staff development. Unfortunately due to staff absence this was not all schools but schools have analysed their data themselves.

9. Review early level progression pathways in literacy and numeracy.

Early level (ELC – P1) curriculum progression pathways have been prioritised for review and improvement. These include; numeracy and maths and digital.

An early level numeracy and maths work stream and digital working group, reviewed the existing progression pathways created new pathways with supporting documentation.

Initial feedback from practitioners is very positive and early signs indicate that this work will impact on practitioners' skills, knowledge and

confidence. The documents will be implemented session 23/24, supported by a series of professional learning.

Next steps will include reviewing first (P2-4) and second (P5-7) level within these 2 areas. In addition early level literacy will be reviewed to incorporate early language and communication. This is in partnership with speech and language therapists.

10. Support schools and ELC to identify, monitor and track the attainment of young people form a care experienced background, to ensure that they fulfil their potential and that any barriers to engagement are removed.
From April 2023 to date, there has been an increased focus on an identified group of care experienced children within all primary establishments. 17 Primary 6 learners across 8 establishments have been the focus of a discussion between the Virtual Head teacher 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, with activity to lead to this taking place throughout session 23/24.

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. The Virtual Head teacher (Primary) will monitor progress within this and engage in dialogue with educational establishments to offer both support and challenge. A detailed set of priorities support the development of this work which will be shared with all establishments for session 23/24.

From April – May 2023, Clackmannanshire Council designed a bespoke tracker on behalf of Forbes McGinnis (Virtual Head teacher) for tracking Care Experienced Young People in Secondary School which has, early June, been expanded to include bespoke packages for young people within the Virtual Head teacher remit and also for Primary Children – Enabling Virtual Head teacher (Primary) and Virtual Head teacher (Secondary) to work together on progressive support programmes. This has been used to quality assure data around Care Experienced Children and Young People (CECYP) which is a continuously changing piece of data. All

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Secondary Schools now have a CECYP tracker, a designated CECYP contact and an identified link with the Virtual Head teacher (Secondary).

A Virtual School Improvement Plan has been co-written by the Virtual Head teachers (Primary and Secondary) which will inform Clackmannanshire's direction around The Promise by 2024, 2026 and 2028 in line with Phase 1 and Phase 2 of Change Programme One within The Promise.

From August 2023, following national best practice advice from CELSIS (The National Centre for Excellence based in The University of Strathclyde), Clackmannanshire Council will have a monthly People Directorate meeting specifically focussed on Care Experienced Young People that 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.

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School and ELC Improvement

Within our learning communities, there is regular engagement in effective quality improvement activities and agreed standards and expectations. Schools and ELC's work collegiately to develop promote and improve a quality curriculum which meets the needs of all learners, reflecting local and national good practice. Seeking and acting on learners' views is integral to this. The curriculum is regularly reviewed and refreshed with the support of partners to ensure it continues to meet the needs of all learners.
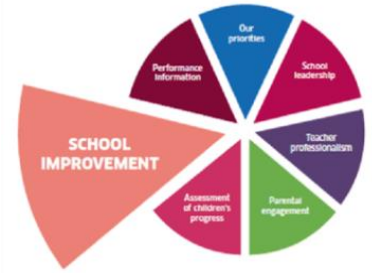
Key outcomes/actions for 2022/23

1. Work with 'Clackmannanshire Violence Against Women' to support practitioners embed the principles and practice within the Scottish Governments Equally Safe at School Strategy to prevent and eradicate violence against women and girls.

2. Develop and implement Flexible Learning Spaces in identified schools.

3. Support primary, secondary and special schools at relaunch of the National School Sports Awards to achieve silver/gold.

4. Ensure negotiations between local council and Sports Scotland result in a new 4 year partnership agreement.

5. 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.

6. Develop a 'Learn to Swim' staff training programme.

7. Provide additionality in targeted schools, to carefully plan for, implement and evaluate the impact of evidence based approaches and interventions with a focus on closing the gap between pupils in Q1 and Q5. Implement key actions outlined in Clackmannanshire's 'Numeracy Framework: Raising attainment, Accelerating Progress and Closing the Poverty Related Attainment Gap, Improvement Plan 2022 - 2026' to support practice in schools and ELCs.

8. Implement key actions outlined in Clackmannanshire's 'Literacy Framework: Raising attainment, Accelerating Progress and Closing the Poverty Related Attainment Gap, Improvement Plan 2022 - 2026' to support practice in schools and ELCs. With the support of the RIC and Education Scotland, look inwards and outwards to share effective practice to raise attainment and close the poverty related attainment gap.

Achievements/Impact

Evidence of Progress across Actions/Outcomes

1. Work with 'Clackmannanshire Violence Against Women' to support practitioners embed the principles and practice within the Scottish Governments Equally Safe at School Strategy to prevent and eradicate violence against women and girls.

Following discussions with Leads, one secondary school has been identified and registered to take forward the Equally Safe at School approach to preventing gender based violence.

Key actions, designed to meet the health and wellbeing outcomes of Curriculum for Excellence and Getting it Right for Every Child have been included in their 2023-2024 School Improvement Plan to ensure that there is an holistic approach to preventing and eradicating violence against women and girls.

An Education Task and Finishing Group, made up of representatives from educational establishments and partners has been established to continue to support the Equally Safe at School approach and the key outcomes across Priority 1, of the Clackmannanshire Violence Against Women Action Plan.

2. Develop and implement Flexible Learning Spaces in identified schools.

Five Flexible Learning Spaces have been developed in response to the identified need in educational establishments. The 'Flexible Learning Space Guidance' was developed and shared with establishments along with the 'Tiered Approach to ASL Professional Learning' document. Each establishment has had access to a multi-agency 'Team Around the School' to support with the development of the space and problem solve emerging issues. Centre staff have visited the spaces to moderate the provision, all of which have been positive. A supportive network for teachers has been established, as a means to share experience and engage in professional dialogue.

Feedback from all staff attending the network has been positive. 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/young people. 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.

Next session the support network will continue and further opportunities for joint training will be sought. Peer visits to establishments will be encouraged and there will be validation of their self-evaluation.

3. Support primary, secondary and special schools at relaunch of the National School Sports Awards to achieve silver/gold.

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:
- 20 primary, secondary & ASN schools have completed the online self-assessment process

- 17 schools have been rated Gold standard with 5 schools aiming to have submitted their evidence by the end of summer term

- 2 school have been rated Silver standard & 1 school bronze standard

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.

4. Ensure negotiations between local council and Sports Scotland result in a new 4 year partnership agreement.

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

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secure an in-principle commitment to resources and working together over the period April 2023 – 31 March 2027.

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:
• 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 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.
• Equality, Diversity and Inclusion - Reduce inequalities in sport and physical activity and support recovery from the Coronavirus (COVID-19) pandemic.
• Places - Work together to take a more strategic and integrated approach to the school and sports facilities estate.

5. 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.

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 year with the re-introduction of all pre Covid events at both primary and secondary school.
A full analysis of data will be brought forward as a new baseline for measures in 23/24.

6. Develop a 'Learn to Swim' staff training programme.

The Primary PE team worked in partnership with Scottish Swimming to create a new national syllabus for training teachers in a water safety module and a basic aquatic skills module. The Primary PE team and eight local senior pupils also attended national training with The Swimming Teachers' Association (STA) on lifeguard skills. This involved 5 days of training at the end of March 2023 for all staff.

This teacher training led to the re-introduction of the Primary 5 school swimming programme delivered at The Peak and Dollar Academy during the summer term. The two blocks of five weeks sessions of the Scottish Swimming modules consisting of Water Safety and Basic Aquatic Skills. The modules were delivered to more than 590 Primary 5 pupils across the 19 primary schools (including Lochies) with a total of 2,950 individual hours being delivered.

The design of the model for the programme has relied heavily on a range of partnerships; Scottish Swimming, Safety Training Awards, Dollar Academy, Active Stirling, Stirling Council and Clackmannanshire Council all supporting the programme in various ways such as; delivering staff training, access to swimming pools, tendering for the transport for over 500 pupils. In addition to this programme the weekly Friday night Learn to swim and water confidence sessions continue for children with ASN.

7. Provide additionality in targeted schools, to carefully plan for, implement and evaluate the impact of evidence based approaches and interventions with a focus on closing the gap between pupils in Q1 and Q5. Implement key actions outlined in Clackmannanshire's 'Numeracy Framework: Raising attainment, Accelerating Progress and Closing the Poverty Related Attainment Gap, Improvement Plan 2022 - 2026' to support practice in schools and ELCs.
Implement key actions outlined in Clackmannanshire's 'Literacy Framework: Raising attainment, Accelerating Progress and Closing the Poverty Related Attainment Gap, Improvement Plan 2022 - 2026' to support practice in schools and ELCs. With the support of the RIC and Education Scotland, look inwards and outwards to share effective practice to raise attainment and close the poverty related attainment gap.

2

Since August:

The Numeracy and Maths Framework details the priorities and actions to support improved learning and teaching and attainment in Numeracy and maths.

Numeracy and Maths Early level (ELC – P1) curriculum progression pathways have been prioritised for review and improvement. An early level numeracy and maths workstream reviewed the existing progression pathway and created a new pathway with supporting documentation.

Initial feedback from practitioners is very positive and early signs indicate that this work will impact on practitioners' skills, knowledge and confidence. The documents will be implemented session 23/24, supported by a series of professional learning.

Next steps will include reviewing first (P2-4) and second (P5-7) level within these 2 areas. In addition early level literacy will be reviewed to incorporate early language and communication. This is in partnership with speech and language therapists.

In literacy the local authority pedagogy empowerment group of Heads and Education Scotland partners has focussed on writing pedagogy. This has resulted in a plan to deliver a literacy approach across Clackmannanshire which is aimed to improve writing attainment P2-4. This will be supported by professional learning sessions.

Indications are the majority of Primary schools and ELCs evaluate themselves as good or above for the quality of learning teaching and

assessment. This will continue to be tracked until July 2023.

Literacy and Numeracy Attainment (P1, 4, 7 combined)

- 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%
- 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%

2

Performance Information

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

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

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

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

Key outcomes/actions for 2021/22

1. **Support Schools and ELCs in using data to identify attainment gaps, plan interventions and evaluate the impact on raising attainment of children affected by poverty.**

2. **Support schools and ELCs to extend and embed effective use of data tools, including updated monitoring and tracking toolkit, school profiles, FOCUS Toolkit and BGE Benchmarking Tool. Develop and deliver a Performance and Improvement Professional Learning Programme to upskill and support senior leadership teams.**

3. **Implement Local Authority Performance and Improvement planned actions. Extend Performance and Improvement meetings to include ELC and Secondary settings.**

Achievements/Impact

Evidence of Progress across Actions/Outcomes

1. Support Schools and ELCs in using data to identify attainment gaps, plan interventions and evaluate the impact on raising attainment of children affected by poverty.

Use of data has significantly increased both by the depth of use and by the number of staff across a variety of areas of responsibility. 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.

The Local Authority Attainment Database is used to track progress of Literacy and Numeracy against stretch aims.

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. This has resulted in greater awareness and shared understanding of the barriers to attainment for learners across Clackmannanshire schools.

Attainment across Literacy and Numeracy has seen improvement in many areas:
Literacy & Numeracy (P1, 4, 7 combined)
• 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%

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.

• Numeracy (unpublished) - Overall achievement increased to 72.4%, but did not reach stretch aim of 74.9%
• Numeracy (unpublished) - Quintile 1fell 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%

Significant increase in Q5 numeracy attainment over the past 2 years has led to the gap opening to 17.8%. The numeracy stretch aim has therefor not been achieved in 2022/23.
Third Level attainment data analysis is not yet complete but initial indications show that overall attainment has improved. Stretch aims analysis will be completed by mid July 2023.

The attendance overall aim has also not been met. Tackling attendance in conjunction with Q1 attainment should be a focus for session 2023/24.

2. Support schools and ELCs to extend and embed effective use of data tools, including updated monitoring and tracking toolkit, school profiles, FOCUS Toolkit and BGE Benchmarking Tool. Develop and deliver a Performance and Improvement Professional Learning Programme to upskill and support senior leadership teams.

Through the work of the Quality Assurance Empowerment group QIOs and Head teachers were offered a Self-Evaluation for Continuous Improvement course (SECI) facilitated by our Education Scotland Attainment Advisor and some of her colleagues. This supported further understanding of data and analysis, as well as effective and evaluative writing. It was well received by all and there is an appetite for follow up training. These groups are lead by Heads and supported by education officers to ensure sustainability.

For DHTs, PTs and aspiring PTs there was a Data Literacy course organised that incorporated some of the work from the SECI training. Unfortunately, due to staff absence this was started but not completed, however it will be rescheduled for next session.

All schools now have an attendance dashboard that supports their analysis of attendance in their school, showing patterns and trends that can be analysed in more depth. Most schools have had individual support to look at their patterns of attendance through the work of the Data Coach.

This work has supported schools in their planning for universal and targeted interventions to support attendance in school.

Schools in the Lornshill cluster have been working collaboratively using Progress (Didbook) to track and analyse their attainment data, as well as moderate across stages and schools. This is work that will continue next session.

This has resulted in increased confidence and skills in the effective use of data and self-evaluation for all Heads.
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3. Implement Local Authority Performance and Improvement planned actions. Extend Performance and Improvement meetings to include ELC and Secondary settings.

All ELCs and Primaries have actively participated in focussed performance and improvement meetings across academic session 22/23.

Meetings have been planned and implemented through an empowerment approach where education officers and heads work collaboratively. In addition, all schools and ELCs are developing robust systems of self-evaluation which is informing improvement and performance.

A data for improvement professional learning programme has been developed and will be delivered in session 23/24. This is designed to compliment successful professional learning, focussed on self-evaluation for continuous improvement

All ELCs and schools have robust tracking and monitoring processes. This work will further evolve session 23/24 to include ELC-S3 and bring together new approaches identified by quality assurance and performance empowerment groups. These groups are lead by Heads and supported by education officers to ensure sustainability.

APPENDIX 2

ACEL Attainment Data

ACEL Levels – Literacy (P1, 4, 7 combined)			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
Current level (Jun 2021)	59.8	53.3	73.9	20.6 pp
Stretch aim to be achieved 2022/23	68	59.3	76.9	17.6 pp
Improvement (percentage point)	8.2 pp	6 pp	3 pp	3 pp

LITERACY	P1,P4,P7 COMBINED 2019	P1,P4,P7 COMBINED 2021	P1,P4,P7 COMBINED 2022	P1,P4,P7 COMBINED 2023 unpublished
OVERALL	71.6%	59.8%	63.3%	69.5%

The latest ACEL figures (unpublished) indicate that the overall achievement rate for Literacy has *increased* to **69.5%** and *surpassed* our Stretch Aim of 68%.

Note: Some slight changes to original figures in above table due to new tables containing published figures (SG Stats).

P1,4,7 COMBINED LITERACY					
SIMD Q1 -MOST DEPRIVED - ACHIEVEMENT LEVELS	% ACHIEVING 2017/18	% ACHIEVING 2018/19	% ACHIEVING 2020/21	% ACHIEVING 2021/22	% ACHIEVING 2022/23 unpublished
AUTHORITY	63.3%	62.4%	53.3%	53.7%	61.2%

The latest ACEL figures (unpublished) indicate 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%.

P1,4,7 COMBINED LITERACY					
SIMD Q5 -LEAST DEPRIVED - ACHIEVEMENT LEVELS	% ACHIEVING 2017/18	% ACHIEVING 2018/19	% ACHIEVING 2020/21	% ACHIEVING 2021/22	% ACHIEVING 2022/23 unpublished
AUTHORITY	78.4%	84.8%	73.9%	73.0%	79.8%

The latest ACEL figures (unpublished) 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%.

LITERACY P1,4,7 COMBINED					
SIMD GAP Q1 VS Q5	2017/18	2018/19	2020/21	2021/22	2022/23
AUTHORITY	-15.1%	-22.4%	-20.6%	-19.3%	-18.6%

Despite a *narrowing* of the poverty related attainment gap the Stretch Aim of 17.6pp 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.

NUMERACY	P1,P4,P7 COMBINED 2019	P1,P4,P7 COMBINED 2021	P1,P4,P7 COMBINED 2022	P1,P4,P7 COMBINED 2023 updated
OVERALL	77.2%	68.9%	71.7%	72.4%

The latest ACEL figures (unpublished) indicate that there is an increase in the overall achievement rate for Numeracy at **72.4%.**
Despite the increase, this rate has not achieved our Stretch Aim of 74.9%.

ACEL Levels – Numeracy (P1, 4, 7 combined)			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
Current level (Jun 2021)	68.9	64.3	77.3	13 pp
Stretch aim to be achieved 2022/23	74.9	68.3	79.3	12 pp
Improvement (percentage point)	6.0 pp	4 pp	2 pp	1 pp

Note: Some slight changes to original figures in above table due to new tables containing published figures (SG Stats).

P1,4,7 COMBINED NUMERACY					
SIMD Q1 -MOST DEPRIVED - ACHIEVEMENT LEVELS	% ACHIEVING 2017/18	% ACHIEVING 2018/19	% ACHIEVING 2020/21	% ACHIEVING 2021/22	% ACHIEVING 2022/23 unpublished
AUTHORITY	69.1%	68.2%	64.3%	66.3%	63.7%

The latest ACEL figures (unpublished) 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.

P1,4,7 COMBINED NUMERACY					
SIMD Q5 -LEAST DEPRIVED - ACHIEVEMENT LEVELS	% ACHIEVING 2017/18	% ACHIEVING 2018/19	% ACHIEVING 2020/21	% ACHIEVING 2021/22	% ACHIEVING 2022/23 unpublished
AUTHORITY	81.8%	85.9%	77.3%	81.9%	81.5%

The latest ACEL figures (unpublished) indicate that the achievement rate for learners in our least deprived area (Q5) for Numeracy has remained almost the same at **81.5%.**

NUMERACY P1,4,7 COMBINED					
SIMD GAP Q1 VS Q5	2017/18	2018/19	2020/21	2021/22	2022/23
AUTHORITY	-12.7%	-17.7%	-13.0%	-15.6%	-17.8%

The poverty related attainment gap for Numeracy has grown to **17.8pp** following the same trend of the year before.

This rate has *surpassed* our Stretch Aim of 79.3%.

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.

School Leavers

Proportion of school leavers attaining 1 or more passes at SCQF level 5 based on 'Summary statistics for attainment and initial leaver destinations' publication

	Proportion of school leavers attaining 1 or more passes at SCQF level 5 based on 'Summary statistics for attainment and initial leaver destinations' publication.			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
Current level (Jun 2021)	84.7	74.1	90.7	16.6pp
Stretch aim to be achieved 2022/23	88.2	80.0	91.7	11.7pp
Improvement (percentage point)	3.5pp	5.9pp	1pp	4.9pp

Year	1+ at SCQF Level 5 or better
2017/18	76.1
2018/19	78.8
2019/20	77.1
2020/21	84.7
2021/22	84.1

The percentage of school leavers attaining 1 or more passes at SCQF level 5 in 2021/22 **fell to 84.1%.** Despite the fall the rate is higher than in 2018/19 where the assessment circumstances were similar.

This rate is lower than the Stretch Aim of 88.2%.

The percentage of school leavers attaining 1 or more passes at SCQF level 5 who live in our most deprived areas (Q1) *increased* in 2021/22 to **77.5%.**

Year	1+ at SCQF Level 5 or better
2017/18	64.0
2018/19	64.2
2019/20	60.1
2020/21	74.1
2021/22	77.5

Most Deprived (Q1)

Despite the increase the rate is lower than the Stretch Aim of 80%.

There are no figures published for learners from our least deprived areas (Q5) hence cannot make any comment towards our Stretch Aim or the poverty related attainment gap

Proportion of school leavers attaining 1 or more passes at SCQF level 6 based on 'Summary statistics for attainment and initial leaver destinations' publication

	Proportion of school leavers attaining 1 or more passes at SCQF level 6 based on 'Summary statistics for attainment and initial leaver destinations' publication.			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
Current level (Jun 2021)	60.5	43.5	74.1	30.6pp
Stretch aim to be achieved 2022/23	64.9	47.5	77.0	29.5pp
Improvement (percentage point)	4.4pp	5pp	2.9pp	1.1pp

Year	1+ at SCQF Level 6 or better
2017/18	49.7
2018/19	54.4
2019/20	53.2
2020/21	60.5
2021/22	54.8

The percentage of school leavers attaining 1 or more passes at SCQF level 6 in 2021/22 **fell to 54.8%.**

Despite the fall the rate is the same as 2018/19 where the assessment circumstances were

similar.

This rate is lower than the Stretch Aim of 64.9%.

Year	1+ at SCQF Level 6 or better
2017/18	33.6
2018/19	36.6
2019/20	36.2
2020/21	43.5
2021/22	36.7

Most Deprived (Q1)

The percentage of school leavers attaining 1 or more passes at SCQF level 6 who live in our most deprived areas (Q1) *fallen* in 2021/22 to **36.7%.**

This rate is lower than the Stretch Aim of 47.5%.

Year	1+ at SCQF Level 6 or better
2017/18	77.5
2018/19	76.4
2019/20	79.6
2020/21	74.1
2021/22	76.7

Least Deprived (Q5)

The percentage of school leavers attaining 1 or more passes at SCQF level 6 who live in our least deprived areas (Q5) has *increased* in 2021/22 to **76.7%.**

This rate is almost the same as our Stretch Aim of 77%.

YEAR		1+ at SCQF Level 6 or better [PP]
2017/18	Attainment Gap	-43.9
2018/19	Attainment Gap	-39.8
2019/20	Attainment Gap	-43.4
2020/21	Attainment Gap	-30.6
2021/22	Attainment Gap	-40.0

The poverty related attainment gap for school leavers attaining 1 or more passes at SCQF level 6 has *grown* to **40pp.**

Despite the increase the gap is similar to 2018/19 where the assessment circumstances were similar.

The gap is more than our Stretch Aim of 29.5pp.

Participation Measure

Participation measure: proportion of 16-19 years olds participating in education, employment or training based on Annual Participation Measure produced by Skills Development Scotland

	Participation measure: proportion of 16-19 years olds participating in education, employment or training based on Annual Participation Measure produced by Skills Development Scotland.			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
Current level (Jun 2021)	90.7	85.9	96.1	10.2 pp
Stretch aim to be achieved 2022/23	91.4	87.3	96.2	8.9 pp
Improvement (percentage point)	0.7	1.4	0.1	1.3 pp

Note: Some slight changes to original figures in above table due to new tables containing published figures (SG Stats).

Year	Participating (16-19)
2018	89.3
2019	90.1
2020	89.3
2021	90.0
2022	90.7

The Participation Measure [PM] for Clackmannanshire *increased* to **90.7%** following a 3 year increasing trend.

Despite the increase, the PM is lower than the Stretch Aim of 91.4%.

Year	Participating in Education (16-19)
2018	61.7
2019	63.2
2020	65.0
2021	67.4
2022	67.8

Of particular note is the increasing trend for school leavers participating in education which is now 67.8%, an increase of 6.1pp since 2018.

The Participation Measure [PM] for school leavers who live in our most deprived areas (Q1) is **85.9%,** *the same as* the previous year but lower than our Stretch Aim of 87.3%.

The Participation Measure [PM] for school leavers who live in our least deprived areas (Q5) is **97%,** *higher* than the previous year and following an increasing trend.

This PM is also higher than our Stretch Aim of 96.2%.

The poverty related gap for our PM is **11.1pp** which is *more than* our Stretch Aim of 8.9pp.

Attendance

Primary

	HWB Measure - Attendance - Primary			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
Current level (Jun 2021)	92.4	90.5	95.1	4.6 pp
Stretch aim to be achieved 2022/23	94.3	93.5	96.6	3.1 pp
Improvement (percentage point)	1.9	3	1.5	1.5 pp

Overall attendance for Pimary Schools at the end of May 2023 is **92.2%** *[BI report 23/06/23]*

This is *almost the same* as the previous year but does not meet our Stretch Aim of 94.3%.

Attendance for learners who live in our most deprived areas (Q1) is **89.8%,** *lower* than the previous year and lower than our Stretch Aim of 93.5%.

Attendance for learners who live in our least deprived areas (Q5) is **95.7%,** *higher* than the previous year but lower than our Stretch Aim of 96.6%.

The poverty related attendance gap is **5.9pp** which is *more than* our Stretch Aim of 3.1pp.

Secondary

	HWB Measure - Attendance - Secondary			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
Current level (Jun 2021)	89.2	86.3	92.1	7.6 pp
Stretch aim to be achieved 2022/23	92.3	90.3	94.1	3.8 pp
Improvement (percentage point)	3.1	4	2	3.8 pp

Overall attendance for Secondary Schools at the end of May 2023 is **88.9%** *[BI report 23/06/23]*

This is *lower* than the previous year and does not meet our Stretch Aim of 92.3%.

Attendance for learners who live in our most deprived areas (Q1) is **86.1%,** *almost the same as* the previous year but lower than our Stretch Aim of 90.3%.

Attendance for learners who live in our least deprived areas (Q5) is **93.4%,** *higher* than the previous year but lower than our Stretch Aim of 94.1%.

The poverty related attendance gap is **7.3pp** which is *narrower than* the previous year but more than our Stretch Aim of 3.8pp.

Overall

	HWB Measure - Attendance - Overall [inc Prim, Sec & Spec]			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
Current level (Jun 2021)	90.5	88.7	93.9	5.2 pp
Stretch aim to be achieved 2022/23	94.0	91.7	95.4	3.7 pp
Improvement (percentage point)	3.5	3.0	1.5	1.5 pp

Overall attendance at the end of May 2023 is **90.9%** *[BI report 23/06/23]*

This is an *increase* on the previous year but does not meet our Stretch Aim of 94%.

Attendance for learners who live in our most deprived areas (Q1) is **88.4%,** *almost the same as* the previous year but lower than our Stretch Aim of 91.7%.

Attendance for learners who live in our least deprived areas (Q5) is **94.8%,** *higher* than the previous year but lower than our Stretch Aim of 95.4%.

The poverty related attendance gap is **6.4pp** which is more than our Stretch Aim.

Attendance Care Experienced

Please note that an in depth quality assurance exercise has been done in conjunction with childcare social work to ensure that pupils' LAC status is recorded accurately in schools.

There was a large number of records where the' Looked After 'status hadn't been updated for up to 10 years and these have now all been marked correctly as previously looked after.

There was also some confusion around kinship care; many schools had a child recorded as 'in kinship' if they were residing with a family member, however they now understand that kinship is a formal agreement and only those cases where it has been formalised should be recorded thus.

The impact of this exercise is that the attendance figures recorded previously may differ. The attendance figures used in this report for 2022/23 include the amended LAC status.

	Care Experienced - Attendance			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
Current level (Jun 2021)	90.5	88.5	96.5	8.0 pp
Stretch aim to be achieved 2022/23	94.0	91.7	97.6	5.6 pp
Improvement (percentage point)	1.8 pp	2.1 pp	1 pp	1.1 pp

STATUS	Average of % Present Openings
Away	92.2
Home	68.3
Previously	86.5
Total	86.7

The above exercise has particularly impacted on the attendance figures for LAC at home learners.

The overall attendance rate for LAC therefore is **86.7%** *lower* than the previous year and much lower than our Stretch Aim of 94%.

Attendance for learners who live in our most deprived areas (Q1) is **82.6%,** *lower* than the previous year and lower than our Stretch Aim of 91.7%.

Attendance for learners who live in our least deprived areas (Q5) is **93.2%,** *lower* than the previous year and lower than our Stretch Aim of 97.6%.

The poverty related attendance gap is 10.6pp which is more than the previous year and much more

than our Stretch Aim of 5.6pp.

Destinations

Gap between initial and follow-up school leaver destinations

	Narrow the gap between initial and follow-up school leaver destinations.			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)
Current level (Jun 2021)	4.9	13.3	0.1	13.2
Stretch aim to be achieved 2022/23	2.5	6.7	0	6.7
Improvement (percentage point)	2.4 pp	6.7	0.1	6.5

The gap between the initial and follow up grew in 2021/22 **to 8.7pp**; much larger than the stretch aim of 2.4pp.

This gap increase is due to a fall in the number of school leavers who were initially in "training" no longer being in such at the time the follow up destination was recorded.

This is due to a number of the training courses being short term however it would be expected that school leavers who had undertaken a training course would go on to a positive destination.

(These school-leavers are being followed up by Skills Development Scotland)

The gap between initial & follow up for school leavers who live in our most deprived areas (Q1) is **13pp**, *similar* to the previous year however much higher than our Stretch Aim of 6.7pp.

The gap between initial & follow up for school leavers who live in our least deprived areas (Q5) is **2.3pp**, *more than* the previous year and much more than our Stretch Aim which is aiming to have no gap.
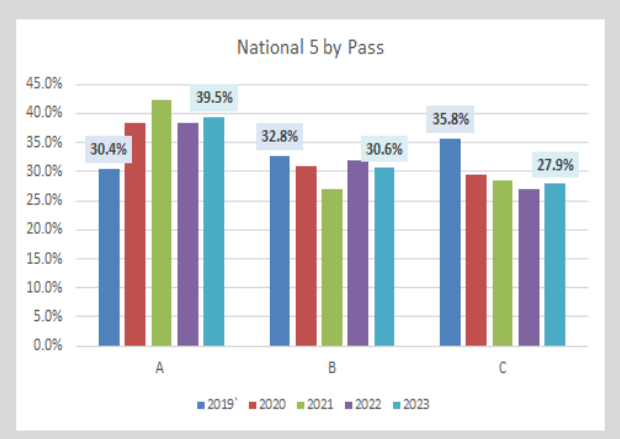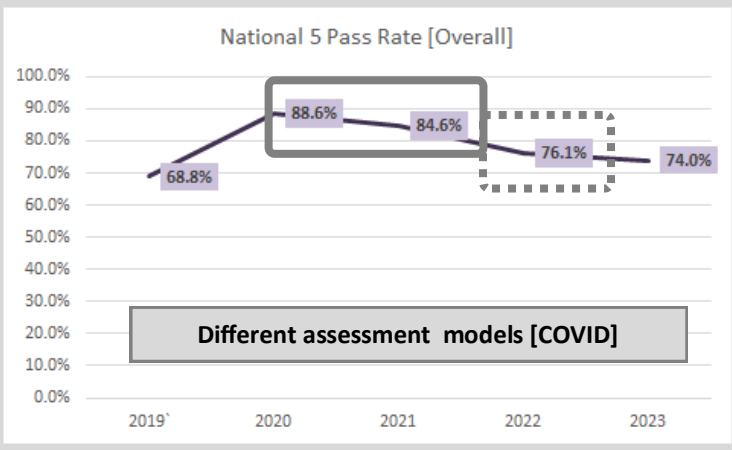
The poverty related gap in related to the PM is **10.7pp**, more than our Stretch Aim which is 6.7pp.

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SQA Achievement 2022/23

August 2023

Pre-COVID comparison included due to different assessment models during COVID and in 2022 a "generous approach" applied to awards; pre-COVID is 2019

National 5
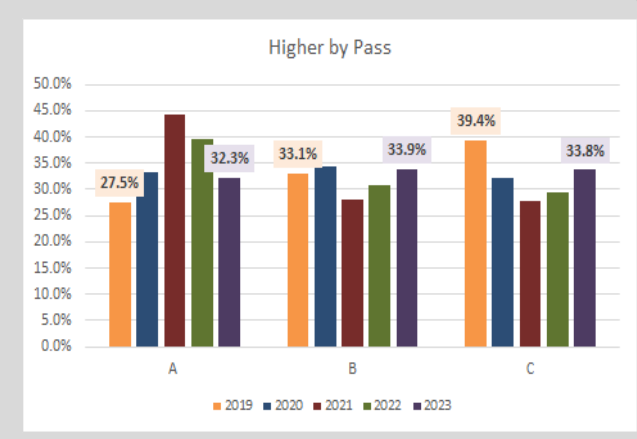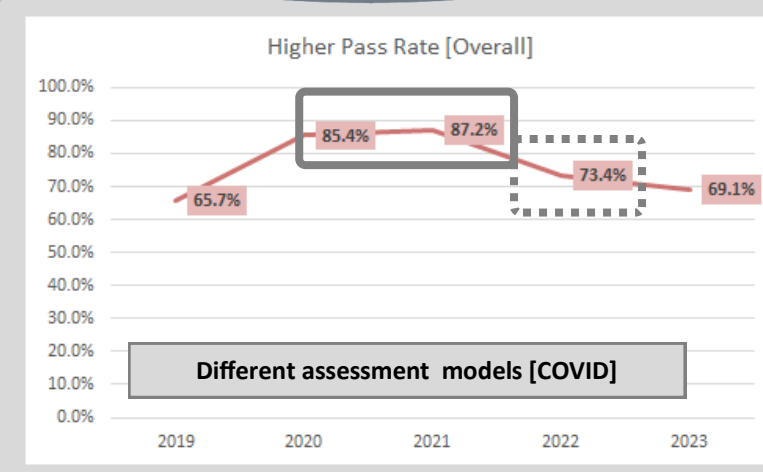
National 5 Pass Rate [Overall]

68.8% · 88.6% · 84.6% · 76.1% · 74.0%

Different assessment models [COVID]

2019' · 2020 · 2021 · 2022 · 2023

National 5 by Pass

A: 30.4%, 39.5%
B: 32.8%, 30.6%
C: 35.8%, 27.9%

2019' · 2020 · 2021 · 2022 · 2023

COMMENTS: Comparing this year's results to pre-COVID levels then the overall pass rate is *higher,* although lower than the national rate. Results in 2023 report similar percentage of pupils achieving an A pass compared to the previous year and a much higher rate than pre-COVID levels.

National 2023: Overall: 78.8%; 'A' Pass: 38.6%

Higher

Higher Pass Rate [Overall]

65.7% · 85.4% · 87.2% · 73.4% · 69.1%

Different assessment models [COVID]

2019 · 2020 · 2021 · 2022 · 2023

Higher by Pass

A: 27.5%, 39.4%
B: 33.1%, 33.9%
C: 39.4%, 33.8%

2019 · 2020 · 2021 · 2022 · 2023

COMMENTS: Comparing this year's results to pre-COVID levels the overall pass rate is *higher,* although is lower than the national rate. Results in 2023 report a higher percentage of pupils achieving A & B passes compared to pre-COVID levels. *'A' pass rate at Higher is close to the national rate of 32.8%.*

National 2023: Overall: 77.1%; 'A' Pass: 32.8%

Attainment Gap - National 5

Attainment Gap - National 5

2019': -16.7%
2020: -5.7%
2021: -5.5%
2022: -10.3%
2023: -20.9%
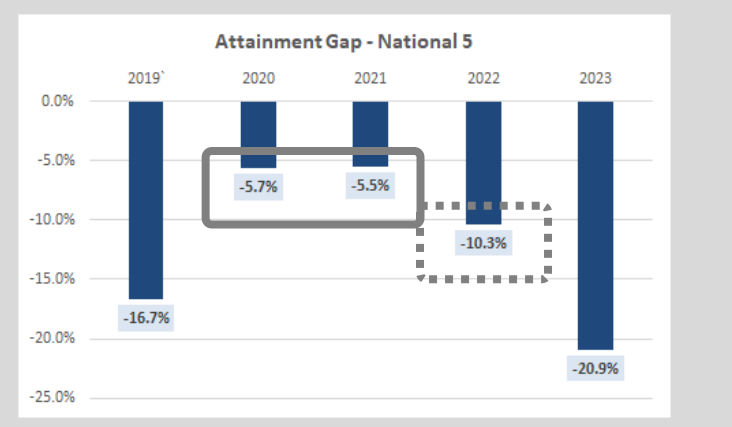
COMMENTS: The attainment gap has grown compared to pre-COVID levels. An increase of 4.2pp compared to pre-COVID levels.
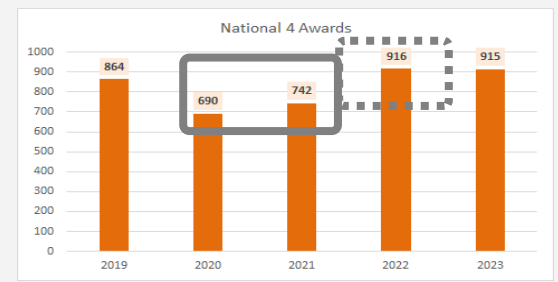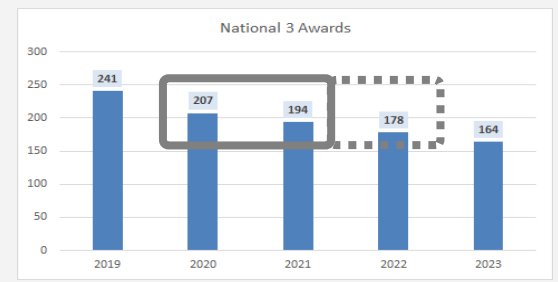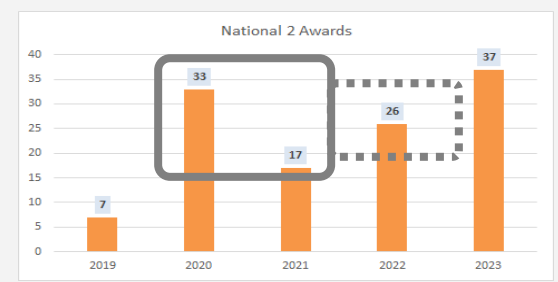
ATTAINMENT GAP HAS GROWN @ NATIONAL 5

Attainment Gap - Higher

Attainment Gap - Higher

2019: -12.7%
2020: 1.0%
2021: -5.0%
2022: -15.2%
2023: -9.7%
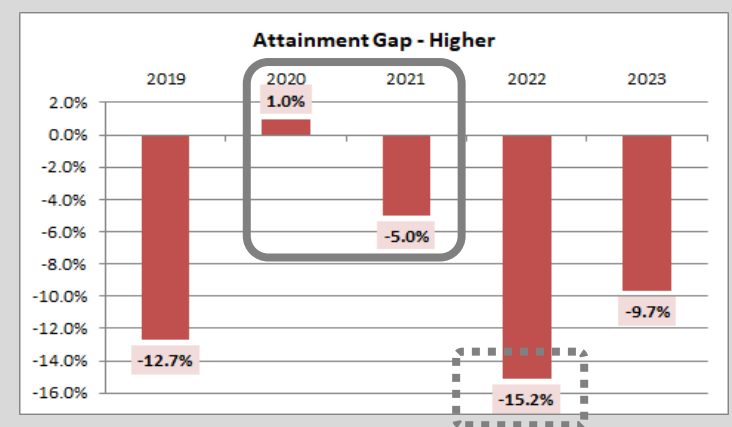
COMMENTS: The attainment gap has narrowed compared to pre-COVID levels. A fall of 2.5pp compared to pre-COVID levels.

ATTAINMENT GAP HAS NARROWED @ HIGHER

National 2,3 & 4 Awards

National 2 Awards
2019: 7 · 2020: 33 · 2021: 17 · 2022: 26 · 2023: 37

National 3 Awards
2019: 241 · 2020: 207 · 2021: 194 · 2022: 178 · 2023: 164

National 4 Awards
2019: 864 · 2020: 690 · 2021: 742 · 2022: 916 · 2023: 915
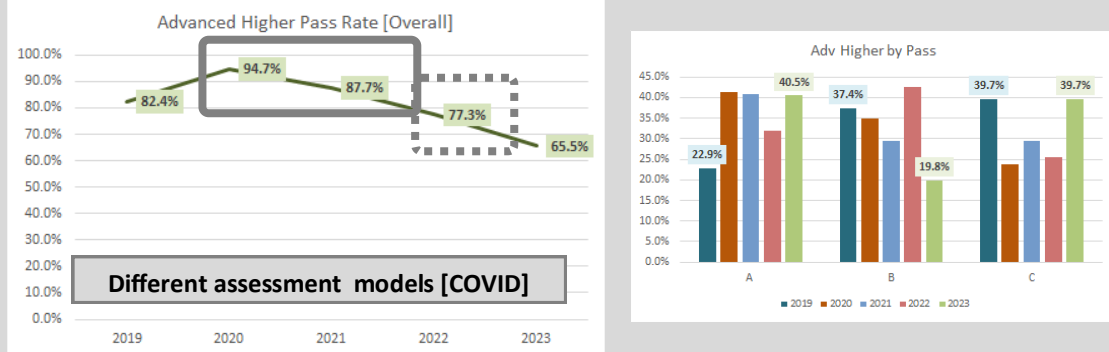
COMMENTS:
- National 2 & 3 awards reflects the focus that ALL pupils should be aspiring to achieve SQA awards in Clackmannanshire
- In 2023 there is a significant increase compared to pre-COVID levels; from 7 to 37; 64.9% awarded in 2023 compared to 46.7% in 2019
- The number of National 3 awards are reporting a fall since pre-COVID levels but the pass rate increased from 77.7% in 2019 to 78.8% in 2023
- The number of National 4 awards is 6% higher than pre-COVID levels. The pass rate increased from 80.9% in 2019 to 81.8% in 2023
- **Scottish 2023: National 2: 69.2%; National 3: 84.2% & National 4: 87.8%**

More National 2, 3 & 4 awards in 2023 [than pre-COVID levels]

Please note charts above illustrates figures as percentage [%] where its actually percentage points [pp]
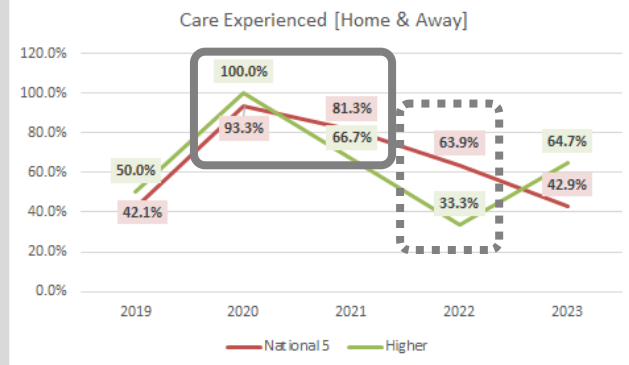
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SQA Achievement 2022/23

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August 2023

Pre-COVID comparison included due to different assessment models during COVID and in 2022 a "generous approach" applied to awards; pre-COVID is 2019

Advanced Higher

Advanced Higher Pass Rate [Overall]: 82.4%, 94.7%, 87.7%, 77.3%, 65.5%

Different assessment models [COVID]

Adv Higher by Pass

	2019	2020	2021	2022	2023
A	22.9%				40.5%
B	37.4%			19.8%	
C	39.7%				39.7%

COMMENTS: Despite an increase in the percentage of pupils achieving an A pass, which is higher than the national rate, the overall pass rate is lower than pre-COVID levels.

National 2023: Overall: 79.8%; 'A' Pass: 33%

Care Experienced

COMMENTS:
The table and chart is the SQA results of pupils recorded as "LAC" in SEEMiS.

Using this data, there is an **_increase_** in the achievement of 'LAC' pupils compared to pre-COVID levels.

	2019	2020	2021	2022	2023
NATIONAL 2	0	5	0	6	2
NATIONAL 3	20	35	19	26	7
NATIONAL 4	28	20	21	54	30

Care Experienced [Home & Away]: National 5 – 42.1%, 93.3%, 81.3%, 63.9%, 42.9%; Higher – 50.0%, 100.0%, 66.7%, 33.3%, 64.7%
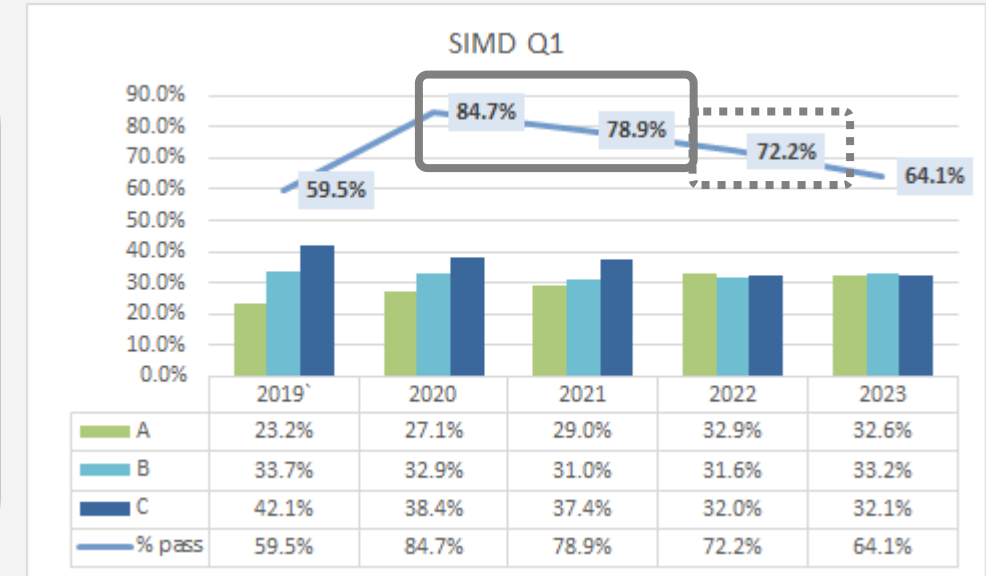
Pass Rate 2023
National 5: 43%
Higher: 65%

‼ CAUTION ‼ - Small cohort size; differs in size over the years under review - size of cohorts included in table opposite: [taken from SEEMiS so may differ to Insight data when published]

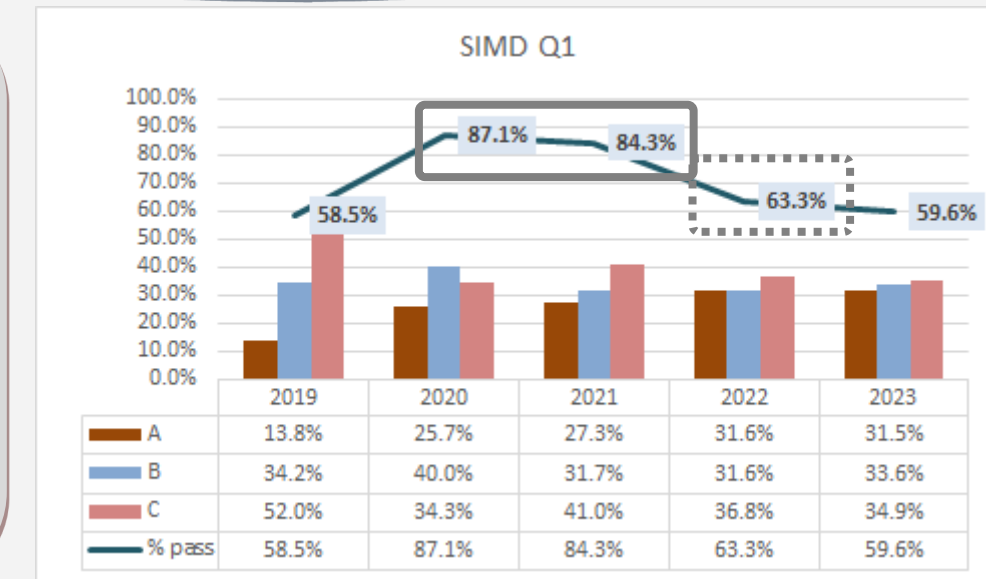| Cohort Size	2019	2020	2021	2022	2023
HOME	7	10	2	5	4
AWAY	14	11	14	24	20
PREV	8	8	6	14	18
TOTAL	29	29	22	43	42

SIMD Q1 Attainment - National 5

COMMENTS:
The pass rate for pupils from our most deprived area [Q1] in 2023 is _higher_ than pre-COVID levels, by 4.6pp.

The gap between the overall cohort pass rate and the pass rate for SIMD Q1 cohort at National 5 is similar to the gap pre-COVID. [Overall 2023 - 74.0%]

The proportion of 'A' pass awards is much higher than pre-COVID levels at 32.6% pass rate.

SIMD Q1

	2019`	2020	2021	2022	2023
A	23.2%	27.1%	29.0%	32.9%	32.6%
B	33.7%	32.9%	31.0%	31.6%	33.2%
C	42.1%	38.4%	37.4%	32.0%	32.1%
% pass	59.5%	84.7%	78.9%	72.2%	64.1%

SIMD Q1 Attainment - Higher

COMMENTS:
The pass rate for pupils from our most deprived areas [Q1] in 2023 is slightly higher than pre-COVID levels, by 1.1pp.

The gap between the overall cohort pass rate and the pass rate for SIMD Q1 cohort for Higher is 9.5pp; gap pre-COVID levels was smaller at 7.2pp. [Overall 2023 - 69.1%]

The proportion of 'A' pass awards is much higher than pre-COVID levels at 31.5% pass rate.

SIMD Q1

	2019	2020	2021	2022	2023
A	13.8%	25.7%	27.3%	31.6%	31.5%
B	34.2%	40.0%	31.7%	31.6%	33.6%
C	52.0%	34.3%	41.0%	36.8%	34.9%
% pass	58.5%	87.1%	84.3%	63.3%	59.6%

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