



FALKIRK COUNCIL EDUCATION SERVICES

PERFORMANCE PLAN

2009-12



EDUCATION SERVICES
PERFORMANCE PLAN 2009-2012

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1. DIRECTOR'S FOREWORD

I am pleased to present the Education Services Performance Plan for 2009/12. The plan outlines the services to be delivered by our schools and our central support teams during the course of the three years of the plan, but focusing on session 2009/10 in particular.

Our priorities were determined in full consultation with our head teachers and service managers to ensure that schools were confident in their ability to address all of the service's priorities over the three years of the plan whilst having flexibility to incorporate a number of their own priorities. The plan also outlines the various activities being undertaken centrally to support the priorities.

As the National Priorities for Education have remained unchanged for many years, and to a large extent have been overtaken by progress nationally and locally, we have decided to alter the structure of our annual report so that it better reflects how we in Education Services are contributing to the achievement of the Council's strategic goals and objectives. However, we have retained the style and structure of Action Plan element as it has been very positively received by our head teachers in particular over the last few years. This relatively minor change in our planning structure and methodology will not impact upon our schools' performance but will significantly improve the Council's ability to report its performance within and throughout the Falkirk Council area.

By setting out our plan as we have, schools are able to plan effectively to ensure that all of the service's priorities are addressed with the full knowledge of the level of support they can expect from their colleagues at the centre.

The next year will once again present the service with a challenging agenda across every area of service delivery. Raising levels of achievement by our pupils remains our top priority and we will continue to take whatever steps may be necessary to raise pupil attainment across the board. I am confident that the service is well positioned to meet all of these challenges.

Julia Swan
Director of Education
May 2009

2. SERVICE PROFILE AND PURPOSE

Background

Education Services is the largest of Falkirk Council's services with approximately 2,850 employees and a gross revenue budget of approximately £156 million.

School education is provided for nearly 21,000 pupils in 49 primary, 8 secondary, 2 special schools and 3 day units. The service provides over 3,060 places in 10 nursery schools and day nurseries and 41 nursery classes for children in their pre-school years and co-operates with local private sector providers to ensure a comprehensive, high quality pre-five service across the whole council area.

The Service is well ahead in its programme to update the school estate to ensure that all of our schools are fit for the delivery of education in the 21st century. The programme will ensure that all of our pupils and staff have access to the quality of resources they need to ensure the best possible start to life for the pupils.

Service Purpose

In support of the Council's corporate aspirations, Education Services has its own Vision and Aims, as expressed in the Service's main strategic document – 'Learning to Achieve'.

Our Vision: We seek to provide learning experiences which will enable all young people to achieve their potential and participate in the development of a fair and caring society.

Our Aims: We will achieve our vision by:

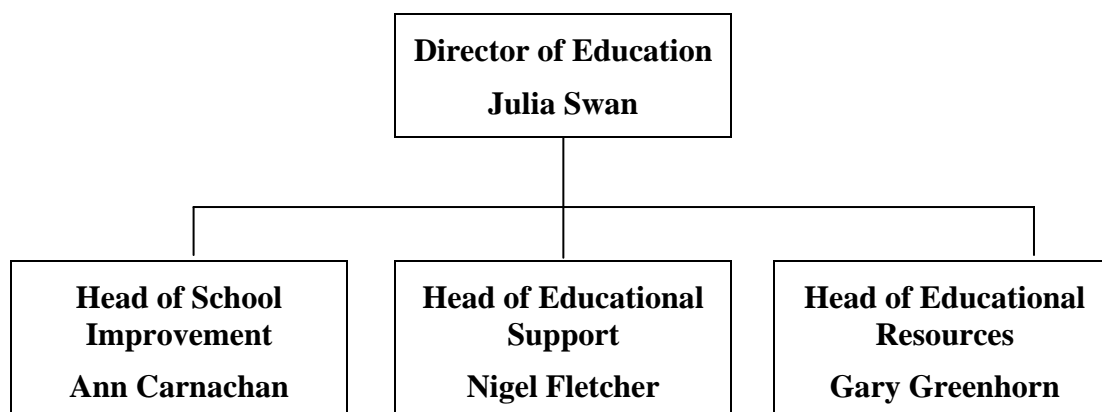
- providing high quality services which support the goals and values of Falkirk Council and contribute to corporate policies and strategies
- providing a range of services and support which are planned to meet the needs of individuals and provide a coherent, balanced and progressive education for everyone
- improving access to Education Services to ensure that the principle of inclusiveness, suitably resourced, underpins our work and that there is, as far as possible, equality of opportunity for all regardless of circumstances
- supporting all staff in the implementation of the service's strategy for raising achievement
- providing opportunities for young people to develop the skills, abilities and attitudes necessary to enable them to contribute to the economic, social and cultural well-being of our communities
- demonstrating our commitment to self-evaluation and a culture of continuous improvement to ensure added value throughout education

'Learning to Achieve' is our key strategy to raise attainment and achievement within the context of 'A Curriculum for Excellence', and it endorses a broad view of achievement within the context of an inclusive approach to education. The strategy includes a set of entitlements for young people which develop the four capacities: successful learners, confident individuals, responsible citizens and effective contributors. It clearly sets out our vision, values and aims; it reflects corporate and community goals and values; it is clearly linked to the national priorities for education; and it provides the context for policy development and service planning at school and authority levels. It is our intention to review the strategy before August 2009 to ensure that it continues to meet the needs of our schools, children and young people.

'Learning to Achieve' can be accessed via the Education pages on the Council's internet web page at <http://www.falkirk.gov.uk/>.

Profile

Our service comprises three operating divisions, each of which has a Head of Service who reports to the Director. The structure below sets out the current established structure.



The key functions delivered within each of these operational areas are outlined below:-

School Improvement

The Head of School Improvement is responsible for ensuring a high quality of education is delivered across all nursery, primary, secondary and special schools within the Falkirk Council area. This is achieved by a team of Quality Improvement Managers and Officers working in close collaboration with all of our Head Teachers and Heads of Establishment, supporting and challenging them where necessary or appropriate to enable them to give their pupils and young people the best possible start in life.

The core services under school improvement include:

- Supporting and challenging all schools to raise the quality of education provided to pupils
- Supporting the management of all schools and education establishments
- Liaison with HM Inspectors of Education
- Liaison with Parent Councils

Educational Support

The Head of Educational Support is responsible for co-ordinating a wide range of service functions which support schools in their efforts to raise pupil attainment. These functions include:

- Curriculum Support and Development
- Quality Assurance and Performance Management
- Early Years
- Psychological Services
- Additional Support Needs
- Integrated Learning Communities

Each of these functions is delivered by teams of skilled and experienced staff with a high level of expertise in their specialist area. The successful delivery of all of the services requires a high degree of co-operation and collaboration with Head Teachers and other school-based staff, as well as colleagues from other council services, health professionals and other agencies.

Head of Educational Resources

The Head of Educational Resources is responsible for managing the service's human, physical and budgetary resources, and for ensuring that appropriate systems and procedures are in place to ensure best value service delivery. The core services under educational resources include:

- Finance
- School Estate
- Forward Planning
- ICT
- Employee Resources

It is an imperative that all of the above functions are undertaken in a spirit of openness and, where possible and appropriate, in full consultation with local community representatives to ensure as far as possible that our goals and objectives match our communities' aspirations.

3. CONTEXT AND ENVIRONMENT

All council services operate within a wide range of national and local parameters. These range from national legislation, at both UK and Scottish levels, local partnership agreements with other bodies or agencies, Falkirk Council's policies and strategies and our own service's policy framework. Whatever we do, we do it within these parameters and in accordance with any associated guidelines.

Legislative Framework

The Education Service operates within a wide ranging legislative framework. The principal Acts of Parliament which impact upon the provision of education are:

<ul style="list-style-type: none"> • Additional Support for Learning Act 2004 • Children Act 1989 • Children (Scotland) Act 1995 • Disabled Persons (Services, Consultation and Representation) Act 1986 • Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001) • Education (Scotland) Act 1981 (Amended) • European Convention on Human Rights • Freedom of Information (Scotland) Act 2002 	<ul style="list-style-type: none"> • Further and Higher Education (Scotland) Act 1992 • Local Government (Scotland) Act 1994 • Parental Involvement Act 2006 • Race Relations Act 1976 and Race Relations (Amendment) Act 2000 (Statutory Duties) (Scotland) Order 2002 SSI 62/2002 • Social Security Act 1986 • Standards in Scotland's Schools, etc Act 2000 • Trade Union Reform and Employment Rights Act 1993
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Council Policies, Strategies and Guidelines

In addition to the national legislative framework outlined above, the Education Service, along with all other council services, also operates within a comprehensive local policy framework designed to focus attention on issues of local relevance and importance. These local initiatives include (in alphabetical order):

<ul style="list-style-type: none"> • 21st Century Action Plan • Arts Strategy • Biodiversity Action Plan • Children's Service Plan • Community Plan • Community Learning and Development • Community Litter Plan • Corporate Plan • Corporate Procurement Strategy • Countryside Access Strategy • Culture and Leisure Strategy • Data Protection Guidelines • Enforcement Policies • Environment Policy • Equal Opportunities Policy 	<ul style="list-style-type: none"> • Falkirk Council Local Plan • Falkirk Council Statement of Management Principles • Falkirk Council Structure Plan • Feel Good Falkirk - Falkirk Health Improvement Plan • Forth Valley Area Waste Plan • Heritage Strategy • Housing Strategy • My Future's in Falkirk • Sustainable Falkirk Strategy • Transport Strategy • Work-Life Balance Policies - Job Share and Flexi Time
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Education Services Policies, Strategies and Guidelines

In addition to working within and to a range of council-wide initiatives, the Education Service has its own comprehensive policy framework. The range of policies is too wide to list here, but is freely available to all staff through the service's intranet. Where these impact directly on parents, summaries are included on the Education pages of the council's website which is located at www.falkirk.gov.uk

4. REVIEW OF PREVIOUS SERVICE PLAN AND KEY ACHIEVEMENTS

This section summarises some of the key developments and priorities addressed by the Service over the life of our previous Service Performance Plan and how these have contributed to the achievement of the council's goals.

Council Goal 1: Further developing a thriving, sustainable and vibrant economy

Local Outcome: Our workforce will be highly skilled

We contributed to this by:-

a) Providing effective learning and teaching/ Raising educational attainment

- Very good progress was made in building the capacity of Education Services' own staff to deliver high quality learning and teaching and to support each other in the change in methodologies required for A Curriculum for Excellence.
- Active learning was encouraged in all schools and was promoted through staff training in co-operative learning and active literacy. These are two learning and teaching methodologies being used throughout the council area to support the implementation of A Curriculum for Excellence.
- All Falkirk Council schools now actively use the four capacities of A Curriculum for Excellence – Successful Learners, Effective Contributors, Responsible Citizens and Confident Individuals – to underpin learning activities and experiences. Schools in all sectors engaged with trialling the draft outcomes, and provided important feedback to Learning and Teaching Scotland and the Curriculum for Excellence Programme Board.
- The seconded teacher for A Curriculum for Excellence is involved in national working groups who are developing the way forward for the Curriculum for Excellence, thus ensuring that Falkirk retains a strong voice in shaping Scotland's educational future.
- A Curriculum for Excellence Steering Group, made up of representatives from all educational sectors, was established to lead developments locally. In consultation with stakeholders, this group has developed and published a strategy document and 3-year action plan which will take all Falkirk educational establishments forward to full implementation of a Curriculum for Excellence in 2011.
- The Early Years and Primary Improvement Partnership reported good progress towards meetings its agreed priorities as follows:-
 - To improve attendance – all tasks relating to this priority have been overtaken;
 - To improve behaviour and reduce exclusion – low exclusion figures for the primary sector and more focused approach to behaviour improvement;
 - To improve literacy skills – across the board progress shown by improvements in reading, writing, listening and talking;
 - To improve the quality of learning and teaching – a range of initiatives now in place to support the recently introduced Effective Learning & Teaching policy;
 - To improve attainment and achievement – a range of strategies in place which are either already overtaken or ongoing;
 - To develop leadership at all levels – Head Teachers and senior managers have now attended a variety of leadership courses with a programme in place for further developments;

- A Curriculum for Excellence – now widely adopted across the primary spectrum supported by a comprehensive range of staff development opportunities.
- Our Secondary School Improvement Partnership and Early Years and Primary Improvement Partnership continued to have a positive impact on strategic developments at school level, each providing a joint forum for leadership, planning, consultation and decision-making linked to the improvement agenda. This arrangement provides head teachers with responsibility for strategic leadership with clear lines of accountability for outcomes.
- Our well established quality assurance mechanisms enabled more effective ‘support and challenge’ to schools. The performance review process and scrutiny visits operate on a partnership basis between staff at the centre and staff from schools. The process shares and disseminates good practice and provides good professional development opportunities for head teachers and managers. During session 2008/09 the performance review process for both primary and secondary schools focused on firstly inclusion, then literacy.
- Throughout 2008/09 we continued to implement our ongoing Best Value review programme and during the course of the session completed, and reported on, a quality audit into the teaching of Enterprise in Education. These exercises better enable us to ensure a high quality of teaching and learning in important subject areas across all of our schools.
- In May 2008, a very successful Learning to Achieve Conference for head teachers took place. The theme for the day was ‘Literacy Across the Curriculum’ and the conference showcased the best of learning and teaching in the Falkirk Council area.

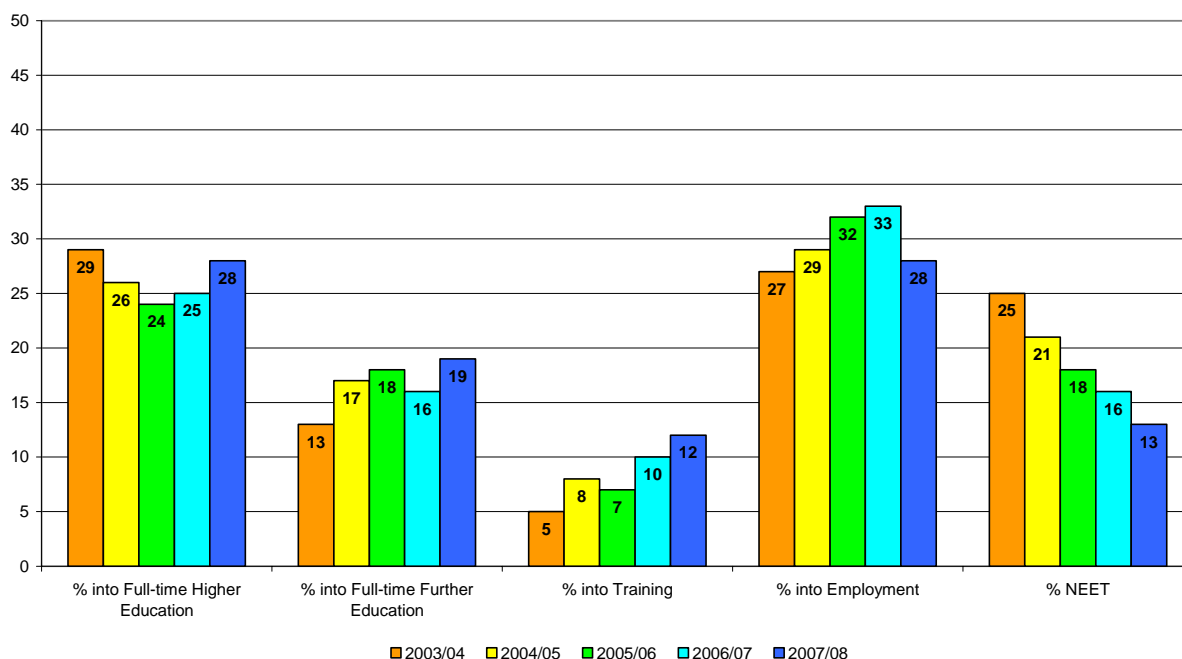
b) Improving leaver destinations for young people

- The Council remains determined to reduce the number of school leavers who do not move into a positive destination when they leave school. In support of these efforts, and in collaboration with a range of partner agencies including Forth Valley College, Careers Scotland, Scottish Enterprise Forth Valley, Community Scotland and Jobcentre Plus, a local joint action plan was developed focusing on two operational strands. The first of these is led by Education Services and targets young people at school who are at risk of not making a positive transition: the second, led by the Council’s Employment & Training Unit, targets school leavers and young people aged 16-19 shortly after they have left school in an effort to engage them in a range of post-school activities to reduce the number of young people who are not in education, employment or training.
- During National Enterprise Week in November 2007, 184 primary pupils attended an ‘Enterprise in Business’ seminar at Falkirk Stadium where they were asked to develop a team identity, a product, buy resources, sell their produce to a team of buyers and record their profits or losses. The event gave the young people a real flavour of what it is like to run a business and important lessons in utilising the skills of all team members.
- During session 2007/08, schools reported that young people had engaged in 287 entrepreneurial activities, 17 of which were Fair Trade activities supporting Falkirk’s status as a Fair Trade town. This represents an increase of 16% on the previous year’s figure and an overall increase of 96.5% on activity reported in 2005.
- Larbert High School and Bo’ness Academy took part in the ‘Young Enterprise Programme’ running their businesses over the period August 2007 to June 2008. The teams competed at the

Forth Valley final in April 2008 and the Larbert High School team went on to represent the area at the Scottish final in June.

- Each September following the academic year of leaving, Careers Scotland carries out a survey of school leavers to establish their 'destination' on leaving school. The latest (2008) survey, shown in graph format below, demonstrated an encouraging positive trend across the Council area over the period. The percentage of school leavers who are not in education, employment or training (NEET), including those whose destination is unknown, is now at its lowest level ever and, for the first time, is below the national average.

Destinations of Falkirk School Leavers (%) (2004-2008)



- Carronrange became 1 of only 10 schools in Scotland to be recognised as a Socially Enterprising School at a national awards ceremony in Edinburgh. Four S6 pupils received the Schools Award for Social Enterprise on behalf of their school from Fiona Hyslop MSP, Cabinet Secretary for Education and Lifelong Learning. Carronrange School was also short listed as one of the top 3 in the 'Most Enterprising Special School' category at the 2008 Scottish Education Awards.
- The service remains wholly committed to the Council's 'My Future's in Falkirk' economic regeneration plan. In collaboration with INEOS Grangemouth we continued working in support of the My Future's in Falkirk project 'Schools into Technology'. This project aims to encourage more pupils to take science subjects and encourage them to pursue a technology based career so ensuring that our young people are equipped and able to benefit from the anticipated growth in local, technology-based companies. The project has three offerings - Masterclasses, the Scottish Science and Technology Network and the Science, Education and Technology Fair.
- For some years we have been working in partnership with Forth Valley College who offer a range of opportunities for school pupils to experience college courses while they are still attending school. We continued developing our links with the college with a view to encouraging more of our students into further education on leaving school.

Council Goal 2. Continuing to improve the health, safety and wellbeing of our citizens and communities

Local Outcome: Our citizens will be supported to make positive health choices and lifestyles so that they can live longer.

We contributed to this by:-

a) Promoting a healthy diet

- School lunches have been part of the school day for children for many years. Falkirk Council is continually developing this tradition to provide a high quality service responsive to our customers' needs. Close partnership working with Forth Valley Health Board and the Scottish Government in relation to the Hungry for Success Initiative and the Schools (Health Promotion and Nutrition) Scotland Act 2007 has meant we are committed to providing school meals that children can enjoy while balancing the eating trends of today with realistic nutritional levels.
- During the course of session 2008/09, on average 91% of primary pupils and 73% of secondary pupils who were entitled to free school meals, took up that entitlement. Children who have free school meals are not made to feel differently from those who pay, nor is it obvious that their meals are free. All of Falkirk Council's primary and secondary schools operate an anonymised system for recipients of free school meals, compared with the national average of only 40% in the primary sector and 71% in the secondary sector.
- The Scottish Government's School Meals Survey for 2008 showed that the uptake of free school meals in Falkirk Council primary and secondary schools was the highest in Scotland. Falkirk Council primary schools exceeded the national average by 13%, while secondary schools exceeded the national average by 21%.
- All of our educational establishments are now accredited as health promoting schools. The accreditation process was viewed positively by both schools and pupils and has provided a focus for all health and well-being activity for the whole school community.

b) Providing opportunities to participate in sports leisure and physical activity in a variety of settings

- The Outdoor Education Team continued to promote Outdoor Learning as an effective approach to delivering Curriculum for Excellence. To that end, during the course of the session the Team delivered continuing professional development (CPD) sessions aimed at supporting classroom teachers in delivering curricular and extracurricular subjects in their school grounds, local parks and wild spaces. Opportunities for increased pupils' participation in the outdoors were also made available through linking with external environmental agencies and organisations and award schemes such as John Muir, Duke of Edinburgh & Eco Schools.
- The Active Schools Team continued to offer physical activity to pupils in Falkirk including the 'Olympics' for all P7 pupils.
- All Falkirk establishments are accredited Health Promoting Schools at Levels one or two. A new accreditation system is being developed to encompass Level 3 accreditation, in line with a Curriculum for Excellence. Support and advice will be given to enable establishments to move towards level 2 or 3.

Local Outcome: Our citizens and communities will be encouraged to take responsibility for their own health and well being

We contributed to this by:-

a) Improving pupil attendance at school

- Good pupil attendance has a direct correlation to high pupil attainment and achievement. Accordingly, the Service places a high priority on supporting schools in their efforts to improve pupil attendance. In primary schools, the pupil attendance rate for 2007/08 was 0.2% lower than in session 2006/07, a trend reflected across the whole of Scotland. However, attendance at Falkirk's primary schools remains 0.3% better than the national average. In the secondary sector, pupil attendance is now at its highest level since records began, and is now only 0.1% lower than the national average, a significant improvement on previous years' performance.
- Falkirk schools reduced their exclusion rate over session 2007/08 to well below the national average and we are currently the lowest amongst our comparator authorities. Overall, there was a 25% reduction in the number of exclusions over session 2006/07 which, in turn, represents a 45% reduction since session 2004/05. Particularly pleasing was the fact that our secondary schools showed a reduction from 87 to 63 exclusions per 1000 pupils, almost exactly half the last-reported national rate of 120 per 1000 pupils (2006/07). This success shows that our pupils generally behave well and that schools generally manage unacceptable behaviour effectively. As a consequence, Falkirk Council is now regarded nationally as an example of good practice in this important area.

b) Reducing anti-social behaviour and bullying

- To help improve behaviour in secondary schools still further we have been trialling Restorative Approaches in two schools. In these schools the emphasis has been on establishing and maintaining positive relationships and helping young people understand the consequences of their behaviour for others to help improve behaviour rather than the traditional reliance on 'telling off' and punishment. The secondary school pilots in the development of Restorative Approaches have been very successful to the extent that Falkirk has been mentioned in national research reports in this field. As a result all our secondary schools have committed to developing Restorative Approaches over the next two to three years.
- Behaviour-related good practice guidance for secondary schools was developed and introduced during session 2008/09 based on evidence demonstrating what was seen to be making a real, positive difference in schools. The guidance includes exemplar material from all of our secondary schools.
- Across primary and secondary schools Falkirk continues to lead the way, nationally, with the development of Behaviour Co-ordinators (Be-Cos) in schools. These Be-Cos provide peer support to staff in schools where difficulties develop as part of our Framework for Behaviour Management (FFBM). FFBM is an established structure which brings more and more support to issues relating to behaviour as needed. Be-Cos are the foundation of this approach which is regarded by the Government as an effective way to respond to behaviour difficulties in schools.
- During session 2007/08, a total of 81 incidents of violence against school staff were reported. 60 of these incidents were of a physical nature, and 21 were incidents of a verbal nature. These figures represent an encouraging 16% reduction on the number of incidents reported during the 2006/07 academic session. A simplified reporting mechanism has now been introduced to encourage greater staff confidence in the system.

Council Goal 3. Increasing our efforts to tackle disadvantage And discrimination

Local Outcome: Our citizens continue to access critical services that meet their needs

We contributed to this by:-

a) Providing services and promoting the interests of vulnerable groups

- We continued to work towards our objective to educate Falkirk's children within its school system, so reducing reliance on external providers.
- We expanded the number of places in specialist Autistic Spectrum Disorder provision at both Grangemouth High School and the Ladeside Primary School Support Facility, in accordance with our objective to ensure the demand for specialist autistic provision is available locally and on an equitable basis by June 2011. To that end, we have also established an educational practitioner working group to anticipate short-term demands for 2009/10 and provide a rational local authority plan for the medium term.

b) Positively promoting equality of opportunity across our services

- Work continued on developing systems to allow schools and other providers to monitor the educational planning and outcomes for their Looked-After and Looked-After and Accommodated Children. The Service is already able to track the attendance, progress and outcomes for all Looked-After and Looked-After and Accommodated Children.
- The Service began work to establish an Additional Support for Learning database which will help streamline procedures, allow better quality assurance monitoring and provide predictive data on trends in additional support needs by June 2010. Early successes included tracking the punctuality of Reviews of Co-ordinated Support Plans which in itself led to considerable improvements in the time taken for their production, with delays virtually eliminated altogether.

Local Outcome: Vulnerable children will be protected

We contributed to this by:-

a) Ensuring as many young people as possible have access to universal services

- Falkirk Children's Commission continued to develop a locality model for delivering integrated services to children at as local a level as possible. Two prototype sites in Denny and St Mungo's were established with different models of delivery being tried in each. These models build on the successes of Integrated Learning Communities and the recognised impact which supporting families has on individual children's attainment and achievement.
- Integrated working has involved building partnerships with other services and agencies e.g. social work, police, community services. Our partnership with health has concentrated on developing and implementing the Falkirk Sexual Health Strategy and the continued implementation of Hungry for Success.
- Following extensive consultation, and in continuing partnership with Barnardo's, the previously separate primary specialist provisions for children exhibiting social, emotional or behavioural difficulties, Dundas and Lecropt, were re-organised into the Oxcang School and Support Service. The new facility supports children in mainstream schools as well as providing full-time education at Oxcang School itself; it also provides support to parents of children on the caseload.

Council Goal 4. Enhancing and sustaining an environment in which people want to live, work and visit

Local Outcome: We will be greener

We contributed to this by:-

a) Promoting sustainable development/ Increasing public awareness of recycling and other 'green' initiatives

- All Falkirk Council primary and secondary schools participate in the Eco Schools programme which promotes environmental awareness in a way that links to many curriculum subjects, including citizenship, personal, social and health education, and education for sustainable development.
- Falkirk Council primary and secondary schools have now received, in total, 49 bronze awards, 37 silver awards and 19 Green Flags (including 5 Second Green Flags and 1 Third Green Flag). Falkirk ranks 9th in Scotland for the percentage of educational establishments receiving a Green Flag, 4th for receiving a silver award and 5th for receiving a bronze award.
- Recycling, waste minimisation and reducing litter are promoted in all Falkirk schools. In addition to paper and cardboard, many schools recycle other materials such as cans, printer and toner cartridges and plastic. However, they are equally encouraged to try to reduce the amount of material that needs to be recycled in the first place. During session 2007/08, the last complete session for which figures are available, Falkirk Council's schools recycled 260.5 tonnes of paper and card, a 36% increase over the previous session and more than double the level of recycling which took place 3 years ago, during session 2004/05.

Local Outcome: We will improve the built environment

We contributed to this by:-

a) Maintaining and improving our infrastructure

- Having already built four new secondary schools to replace the old buildings at Bo'ness Academy and Braes, Graeme and Larbert High Schools, as well as Carrongrange School, we are currently replacing the four remaining older secondary schools, those at Denny, Falkirk, Grangemouth and St Mungo's High Schools. Work on the various new buildings is almost complete and all four schools will be open by the summer of 2009. The project will result in the council's portfolio of eight secondary schools all being fit for the delivery of education in the 21st century and will ensure that all of our pupils and staff have access to the quality of resources they need to ensure the best possible start to life for the pupils.
- There is also significant investment in primary schools with three new schools and a number of extensions recently completed, ongoing or planned over the next few years. The new non-denominational primary school for Larbert/ Stenhousemuir, Kinnaird Primary School, opened early in 2008, and this will be followed by a new RC primary school in due course, increasing local provision by 650 places. A new replacement for Maddiston Primary School also opened in 2008 providing additional places in a state-of-the-art building that has replaced the Council's one remaining 'poor' condition school. A major extension was completed in 2008 at Wallacestone Primary School to cater for population growth and other significant extension/refurbishments are underway at Larbert Village and Hallglen Primary Schools and will be completed in 2009.
- The two new-build schools at Kinnaird and Maddiston also include provision for pupils with additional support needs that, together, have replaced Torwood School and increased provision in this area.

- Recent investment in nursery provision has resulted in four new primary school nurseries at Bantaskin (2006), Carron (2007), Nethermain (2007), and the new Kinnaird Primary School (2008). Together with expansion at Maddiston Primary, this has resulted in 300 additional ½ day nursery places in areas where demand is the highest.

Local Outcome: Our profile will reflect our area as a destination of choice

We contributed to this by:-

a) Engaging our communities in their local heritage and culture

- The Annual Parents Conference held in May 2008 was based on the theme "Giving our Children Skills for Life", a theme chosen in consultation with parents and partner agencies. The context for the day was set by the keynote speaker, Sir Tom Farmer. Parents then had the opportunity to attend two of the eight workshops which offered a range of subject related issues. The conference was well attended by parents and feedback was excellent.
- The expanded Parents Service is now well established. The Service, which embraces the work of the Parents Officer, Communications Officer and the Parents Initiative Co-ordinator, provides dedicated comprehensive support for parents and is used extensively on a daily basis. This service has helped to reduce the number of formal complaints from parents and has more than tripled the number of informal enquiries.
- After extensive consultation with parent groups throughout session 2007/08, our Parental Involvement Policy and Support Strategy was finally launched in September 2008 with accompanying leaflets being issued to all schools and parents.
- Parent Councils were established from the start of session 2007/08 and are now in their second year of operation. The Parents Team carried out 75 meetings in total round the Falkirk Council area to help promote the new Councils and thereafter get them up and running as quickly as possible. Encouragingly, there are now four times as many parents involved now than there were previously under old School Boards.
- An extensive range of training/networking opportunities for parents and Parent Councils was run during 2007/08. Parents who attended these sessions reported that they received a great deal of benefit from them.
- The Parents Newsletter, *In The Know*, was revised and given a brand new look. Parents were involved in the consultation over the new look and initial feedback was again very positive.
- Each school has a well established Pupil Council. These met regularly over the course of the session and sent representatives to the Schools Council (secondary pupils) and the Cluster Councils (primary pupils). A key development was the establishment of the Pupil Engagement in Decision-making policy, approved by the Council in December 2007. The policy sets out entitlements for children and young people, with their roles and responsibilities, in line with our key Learning to Achieve policy. It builds on existing good practice in our establishments to ensure that children and young people are actively involved in meaningful decision making in key areas that impact on their future.
- In addition to being represented by two Schools Council representatives at the Education & Leisure Committee, young people were actively involved in a number of Education Services' groups including the Hungry for Success Steering Group and the PE, Physical Activity and School Sport Steering Group.

- The Primary Pupil Conference took ‘The Helix’ as its theme. Representatives learned ten key facts about ‘The Helix’ and worked on action plans on how they would feedback the facts to their own schools.
- In February 2009, Primary 6 pupils from all the Larbert Cluster schools enthusiastically signed up to be ‘Young Ambassadors’ for My Future’s in Falkirk. The young people were trained as ambassadors to pass on the My Future’s in Falkirk message to their classmates, friends and family by staff from Illuminate who will work with them in their schools over the next few months. The purpose the exercise is to introduce the pupils to what My Future’s in Falkirk is all about - pride, confidence and higher aspirations in the areas of Arts, Leisure and Culture, Business and Jobs and the Environment and Local Community.

b) Increasing and developing the range of cultural events and activities

- We continued to build on the strong tradition of International Education in Falkirk schools. Links exist between schools in Falkirk and schools in countries as diverse as Peru, China, Canada and South Africa. These enhance pupils’ knowledge of the world and enrich teaching across the curriculum. Seven schools have achieved the International Education Award since its introduction in early 2007, with several more currently working towards the award.
- Falkirk Council received support from the Scottish Government’s Anti-sectarianism fund for two projects. P1 children in Antonine and St Joseph’s Primary Schools were involved in ‘Bridge Street Bairns’, which used Persona Dolls made by parents from both schools to focus on similarities and celebrate differences. Parents attended a workshop to consider issues around sectarianism in Scotland that then gave them the confidence to raise the subject with their children. The P6 children at Nethermain, Head of Muir and St Patrick’s Primary Schools are ‘Falkirk Firm Friends’ after they worked together and made new friends through a number of activities that focused on Islamophobia with the aim of developing positive attitudes to the Muslim Faith.
- Education Services were again very well represented in the Council’s ‘Celebrating Success’ awards, the annual council-wide celebration of the good work carried out by individuals and teams from Falkirk Council in delivering services which have made a difference to our customers. The Service had a large number of short listed entries - both as the lead service and in collaboration with other Council services.

5. LOCAL IMPROVEMENT PRIORITIES AND ACTION PLAN

The following pages are in the form of a strategic plan to guide our schools and other arms of the service in their own development and improvement planning. This structure of this 'Local Improvement Plan' reflects how we are contributing to the achievement of the Council's strategic goals and objectives.

The Local Improvement Plan has been developed in close collaboration with Head Teachers to improve their sense of ownership and to ensure that authority wide priorities are reflected in their own planning and in that of other teams within and throughout the service. Accordingly, the document is structured in a relatively simple and accessible fashion which can be evaluated on the main indicators upon which we are nationally judged.

Local Improvement Priorities 2009-2012

1	2	3	4	5	6
Further raising levels of achievement and attainment among young people	Further developing a thriving, sustainable and vibrant economy	Continuing to improve the health, safety and wellbeing of our citizens and communities	Increasing our efforts to tackle disadvantage and discrimination	Enhancing and sustaining an environment in which people want to live, work and visit	Service Management Priorities
<ul style="list-style-type: none"> • Curriculum for Excellence <ul style="list-style-type: none"> • Effective Learning and Teaching • Literacy • Numeracy • Health and Wellbeing • More Choices, More Chances • 16+ Learning Choices • Attendance 	<ul style="list-style-type: none"> • Enterprise Education/ My Future's in Falkirk • Improving School Leaver Destinations 	<ul style="list-style-type: none"> • Behaviour Improvement/ Restorative Approaches • Health Promoting Schools 	<ul style="list-style-type: none"> • Looked After Children • Early Years Framework 	<ul style="list-style-type: none"> • Pupil Participation • Parental Participation • Leadership Development 	<p>Scottish Government Priorities</p> <ul style="list-style-type: none"> • Reduction in Class Sizes • Free School Meals P1-3 • GLOW <p>Property Priorities</p> <ul style="list-style-type: none"> • Antonshill RC PS build • Re-profile and re-focus School Asset Management Plans <p>Demographic Changes</p> <ul style="list-style-type: none"> • NPDO Community Schools Project • Secondary Schools Estate Capacity Review • Early Years Amalgamations <p>Workforce Planning Strategy</p> <ul style="list-style-type: none"> • Review Equality Scheme <p>ICT Infrastructure Improvements</p> <p>DSM Roll-out and Implementation</p> <p>Gaelic Strategy</p> <p>Child Protection</p> <p>Integrated Children's Services</p>

1 – FURTHER RAISING LEVELS OF ACHIEVEMENT AND ATTAINMENT AMONG YOUNG PEOPLE

Local Improvement Priority 1: Curriculum for Excellence (Page 2 of 3)

Outcomes	Performance Measures	Current Performance	Target
<ul style="list-style-type: none"> • A flexible curriculum that meets the needs of all young people in line with ‘A Curriculum for Excellence’: <ul style="list-style-type: none"> - Successful Learners - Confident Individuals - Responsible Citizens - Effective Contributors • High quality teaching in all schools • Raised levels of attainment and achievement for the lowest 20% 	<ul style="list-style-type: none"> • Proportion of school leavers entering positive destinations <ul style="list-style-type: none"> % of school leavers entering higher education % of school leavers entering further education % of school leavers entering employment % of school leavers entering training • Number of pupils achieving ASDAN Awards <ul style="list-style-type: none"> - Gold - Silver - Bronze • Number of pupils achieving Duke of Edinburgh Awards <ul style="list-style-type: none"> - Gold - Silver - Bronze • Attainment levels for lowest 20% as measured at the end of S4 by SQA examination performance (average tariff scores) • Levels of pupil satisfaction with the curriculum <ul style="list-style-type: none"> Primary Secondary 	<p>(2007/08)</p> <p>28%</p> <p>19%</p> <p>28%</p> <p>12%</p> <p>1</p> <p>50</p> <p>76</p> <p>9</p> <p>23</p> <p>43</p> <p>48</p> <p>(2008/09)</p> <p>96%</p> <p>77%</p>	<p>(2010/11)</p> <p>28%</p> <p>20%</p> <p>31%</p> <p>7%</p> <p>Increase</p> <p>Increase</p> <p>50</p> <p>Improvement on 2008/09 figures</p>

1 – FURTHER RAISING LEVELS OF ACHIEVEMENT AND ATTAINMENT AMONG YOUNG PEOPLE

Local Improvement Priority 1: Curriculum for Excellence (Page 3 of 3)

Outcomes	Performance Measures	Current Performance	Target
	<ul style="list-style-type: none"> • Levels of pupil satisfaction with the quality of teaching Primary Secondary • School Leaver Destinations for lowest 20% achievers • Proportion of pupils accessing an alternative curriculum 	<p>96% 68%</p> <p>Data to be identified during session 2008/09</p> <p>Data to be identified during session 2008/09</p>	<p>Improvement on 2008/09 figures</p> <p>Improvement on 2008/09 figures</p> <p>Improvement on 2008/09 figures</p>

ACTION PLAN: Curriculum for Excellence

Key Developments	Lead Officer	Timescale	Budget/Resource	Monitoring
<ul style="list-style-type: none"> Effective Learning and Teaching Deliver high quality teaching which enables pupils to maximise their potential in terms of attainment and achievement Identify pupils with low academic performance in S1 & S2 and help them achieve their full academic potential by the end of S4. 	Head Teachers	Aug 2009 and ongoing	Core Schools Provision	Education Services Management Team School Improvement Partnerships
<ul style="list-style-type: none"> Literacy Implement the literacy strategy across all curricular areas. 	Anne Pearson / Lorraine McFarlane	Ongoing	Curriculum for Excellence Priorities	School Improvement P/ships Literacy Strategy Group
<ul style="list-style-type: none"> Numeracy Implement the numeracy strategy across all curricular areas. 	Anne Pearson / Aileen McLean	Aug 2010 and ongoing	Curriculum for Excellence Priorities	School Improvement P/ships Numeracy Strategy Group
<ul style="list-style-type: none"> Health and Wellbeing Develop and implement the health and wellbeing strategy across all curricular areas. 	Anne Pearson / Marian Boyle / Elaine Costello	Ongoing	Curriculum for Excellence Priorities	School Improvement Partnerships
<ul style="list-style-type: none"> More Choices, More Chances Providing a range of options to meet the needs of young people who may otherwise leave school without a positive destination. 	Anne Pearson / Maureen Tait	Ongoing	Overall Service Funding	School Improvement Partnerships
<ul style="list-style-type: none"> 16+ Learning Choices Work with schools and partner agencies to ensure that all 16+ young people are in a positive and sustained learning choice. 	Maureen Tait	Ongoing	Curriculum for Excellence Priorities	School Improvement Partnerships

1 – FURTHER RAISING LEVELS OF ACHIEVEMENT AND ATTAINMENT AMONG YOUNG PEOPLE

Local Improvement Priority 2: Attendance

Outcomes	Performance Measures	Current Performance	Target
<ul style="list-style-type: none"> High levels of attendance in all schools Improved monitoring of attendance 	<ul style="list-style-type: none"> Levels of attendance Primary Secondary 	(2007/08) 95.4% 90.8%	(2011) 96% 93%
	<ul style="list-style-type: none"> Percentage of pupils with perfect attendance Primary Secondary 	7.1% 3.4%	Improve Improve
	<ul style="list-style-type: none"> Percentage of secondary school pupils whose attendance rate is 75% or less 	Data to be gathered from SEEMIS to establish 08/09 as base year	Improve

ACTION PLAN: Attendance

Key Development	Lead Officer	Timescale	Budget/Resource	Monitoring
<ul style="list-style-type: none"> Promotion of good attendance Achieve high levels of pupil attendance across all schools and centres and, for those pupils who fail to attend regularly, offer appropriate support through the effective implementation of Service Circular 29 – Non-Attendance and Truancy Guidelines and Procedures. 	Head Teachers Pat Castle/ Lorraine McFarlane	Ongoing	Overall Service Funding	School Improvement Partnerships Quality Improvement Team

2 – FURTHER DEVELOPING A THRIVING, SUSTAINABLE AND VIBRANT ECONOMY

Local Improvement Priority 3: Enterprise in Education / My Future's In Falkirk

Outcomes	Performance Measures	Current Performance	Target
		(2007/08)	(2011)
<ul style="list-style-type: none"> Improved employability for all young people Increased capacity for creativity and enterprise among young people 	<ul style="list-style-type: none"> Number and percentage of schools gaining enterprise awards 	Platinum – 0 Gold – 18 (30%) Silver – 9 (15%) Bronze – 2 (3%)	Platinum – 6 (10%) Gold – 28 (50%) Silver – 8 (14%) Bronze – 15 (26%)

ACTION PLAN: Enterprise in Education / My Future's in Falkirk

Key Developments	Lead Officer	Timescale	Budget/Resource	Monitoring
<ul style="list-style-type: none"> Enterprise Education Deliver the pupil entitlement to enterprise and vocational education as set out in the Enterprise in Education action plan. Develop school/business partnerships. 	Head Teachers / Anne Pearson / Anne Callan / Lynne Lauder	Ongoing	Curriculum for Excellence Priorities	School Improvement Partnerships Quality Improvement Team
<ul style="list-style-type: none"> My Future's in Falkirk Embrace the My Future's in Falkirk vision for the area using a variety of approaches, including the My Future's in Falkirk 'Showcase' challenge event. 	Head Teachers Anne Pearson / Anne Callan	Ongoing	Overall Service Funding	Education Services Management Team

2 – FURTHER DEVELOPING A THRIVING, SUSTAINABLE AND VIBRANT ECONOMY

Local Improvement Priority 4: Improving School Leaver Destinations

Outcomes	Performance Measures	Current Performance	Target
		(2007/08)	(2010/11)
<ul style="list-style-type: none"> Increased proportion of young people entering positive post-school destinations 	<ul style="list-style-type: none"> % of school leavers entering higher education % of school leavers entering further education % of school leavers entering employment % of school leavers entering training 	28% 19% 28% 12%	28% 20% 31% 7%

ACTION PLAN: Improving School Leaver Destinations

Key Developments	Lead Officer	Timescale	Budget/Resource	Monitoring
<ul style="list-style-type: none"> Develop universal provision, in and out of school, to promote positive post-school transitions, including appropriate targeted interventions, and the development of new specialist provision for disengaged young people at 15+. 	Ann Carnachan / Phil Hamerton / Maureen Tait	By June 2009 and ongoing	Core Secondary Provision	School Improvement Partnerships Quality Improvement Team Positive Transition Group Timetabling Group Education Services Management Team
<ul style="list-style-type: none"> Work with schools and partner agencies to ensure that all 16+ young people are in a positive and sustained learning choice. 	Maureen Tait	Ongoing	Curriculum for Excellence Priorities	

3 – CONTINUING TO IMPROVE THE HEALTH, SAFETY AND WELLBEING OF OUR CITIZENS AND COMMUNITIES

Local Improvement Priority 5: Behaviour Improvement / Restorative Approaches

Outcomes	Performance Measures	Current Performance	Target
<ul style="list-style-type: none"> • High quality behaviour management in all schools • Improved pupil behaviour and willingness to learn 	<ul style="list-style-type: none"> • Levels of exclusion Primary Secondary • Days lost through exclusion Primary Secondary • Levels of attainment and achievement • Levels of staff, pupil and parental satisfaction with behaviour management Pupils Parents Staff • Percentage of pupils on part-time timetable • Incidents of violence against staff by pupils (New policy and guidelines to be introduced during session 2008/09) 	<p>(2007/08)</p> <p>8/1000 pupils 63/1000 pupils</p> <p>25/1000 pupils 228/1000 pupils</p> <p>As listed against Priority 1</p> <p>(2008/09)</p> <p>56% 81% 89%</p> <p>Data to be gathered to establish 2008/09 as base year</p> <p>Data to be gathered to establish 2009/10 as base year</p>	<p>(2010/11)</p> <p>Improve</p> <p>Improve</p> <p>As listed against Priority 1</p> <p>Improvement on 2008/09</p> <p>Improvement on 2008/09</p> <p>Improvement on 2009/10</p>

ACTION PLAN: Behaviour Improvement / Restorative Approaches

Key Developments	Lead Officer	Timescale	Budget/Resource	Monitoring
<ul style="list-style-type: none"> • Falkirk Framework for Behaviour Management Promote and achieve good behaviour within the class, within the school and outwith the school. • Restorative Approaches Implementation Embed Restorative Approaches across all Secondary Schools and develop Restorative Approaches in the Primary sector 	Phil Hamerton / Head Teachers	By June 2011 and ongoing By June 2010 (Secondary) and June 2011 (Primary)	Core Schools Provision Curriculum for Excellence Priorities	School Improvement Partnerships Quality Improvement Team

3 – CONTINUING TO IMPROVE THE HEALTH, SAFETY AND WELLBEING OF OUR CITIZENS AND COMMUNITIES

Local Improvement Priority 6: Health Promoting Schools

Outcomes	Performance Measures	Current Performance	Target
<ul style="list-style-type: none"> The principles of 'Health and Well-being' are embedded within the life of the school community. Children and young people have access to healthy food and are enabled to make positive decisions about their own health and well-being. Implementation of The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 	<ul style="list-style-type: none"> Percentage of schools achieving level 2 in the Health Promoting Schools accreditation scheme Primary Secondary % of schools having healthy tuck shops Primary % of schools in which pupils have access to free chilled drinking water throughout the school day School meals taken as a % of school roll Primary Secondary % of eligible pupils who take up free school meals (both registered and present) Primary Secondary 	<p>(2007/08)</p> <p>92% 100%</p> <p>79%</p> <p>100%</p> <p>59% 50%</p> <p>99% 87%</p>	<p>(2010/11)</p> <p>Improve Maintain</p> <p>Improve</p> <p>Maintain</p> <p>65% 55%</p> <p>Maintain 90%</p>

ACTION PLAN: Health Promoting Schools

Key Developments	Lead Officer	Timescale	Budget/Resource	Monitoring
<ul style="list-style-type: none"> • Health Promoting Schools Maintain and improve Health Promoting School status. • Accreditation Schools to be supported to achieve Health Promoting Schools accreditation at level 3. 	Elaine Costello / Marian Boyle / Janice Collins	By August 2009 and ongoing From Jan 2010 and ongoing	Core Schools Provision Core Schools Provision	Health and Wellbeing in Schools Group Head Teachers Quality Improvement Team

4 – INCREASING OUR EFFORTS TO TACKLE DISADVANTAGE AND DISCRIMINATION

Local Improvement Priority 7: Looked After Children

Outcomes	Performance Measures	Current Performance	Target
<ul style="list-style-type: none"> High quality education for Looked After and Looked After and Accommodated Children 	<ul style="list-style-type: none"> Levels of 5-14 attainment of Looked After Children (LAC) and Looked After & Accommodated Children (LAAC) Reading Writing Mathematics School Leaver Destinations of LAC & LAAC 	<p>(2007/08)</p> <p>44% 39% 51%</p> <p>Data to be gathered to establish 2008/09 as base year</p>	<p>(2011/12)</p> <p>Improvement on 2007/08</p> <p>Improvement in positive destinations</p>

ACTION PLAN: Looked After Children

Key Developments	Lead Officer	Timescale	Budget/Resource	Monitoring
<p>Looked After and Accommodated Children</p> <ul style="list-style-type: none"> Develop systems to allow schools and other providers to monitor the educational planning and outcomes for their children in local authority care Implement the strategy for the continuing improvement of the achievement and attainment of Looked After Children 	<p>Andrew Facherty</p> <p>Andrew Facherty</p>	<p>By June 2009 and ongoing</p> <p>As per action plan</p>	<p>Core Service Management Provision</p> <p>Core Service Management Provision</p>	<p>LAC Monitoring Group ASL Advisory Team</p> <p>Education Services Management Team</p>

4 – INCREASING OUR EFFORTS TO TACKLE DISADVANTAGE AND DISCRIMINATION

Local Improvement Priority 8: Early Years Framework

Outcomes	Performance Measures	Current Performance	Target
<ul style="list-style-type: none"> All young children experience high quality relationships, environments and services which offer a holistic approach to meeting their needs. 	<ul style="list-style-type: none"> Numbers of children experiencing integrated education and childcare 	(2007/08) 617	(2011/12) Improve
	<ul style="list-style-type: none"> Percentage of pre-school children who have access to a GTC registered teacher 	92%	Maintain

ACTION PLAN: Early Years Framework

Key Development	Lead Officer	Timescale	Budget/Resource	Monitoring
<ul style="list-style-type: none"> Address local issues from the Early Years Framework document 	Eileen Hutton / Aileen McLean / Liz Rose	By June 2012	Core Service Management Provision	Education Services Management Team

5 – ENHANCING AND SUSTAINING AN ENVIRONMENT IN WHICH PEOPLE WANT TO LIVE, WORK AND VISIT

Local Improvement Priority 9: Pupil Participation

Outcomes	Performance Measures	Current Performance	Target
<ul style="list-style-type: none"> All young people are consulted and have the opportunity to be actively involved in decision-making at school and council levels All children and young people are given opportunities to provide feedback on learning and teaching Increase opportunities for children and young people to be involved in award schemes for Sustainable Development Education, International Education and Education for Citizenship 	<ul style="list-style-type: none"> Levels of satisfaction of young people regarding their involvement in the decision-making process Primary Secondary Proportion of children and young people achieving a variety of awards. For example – International Awards, Eco Schools Awards, participation in Pupil Councils, educational trips and outdoor education. 	<p>(2008/09)</p> <p>92% 66%</p> <p>Data to be gathered to establish 2008/09 as base year</p>	<p>(2011/12)</p> <p>Improve</p> <p>Improvement on 2008/09</p>

ACTION PLAN: Pupil Participation (Page 1 of 2)

Key Developments	Lead Officer	Timescale	Budget/Resource	Monitoring
<ul style="list-style-type: none"> Education for Citizenship: Participation and Learning Develop children's and young people's participation in their learning, encouraging school communities to value children and young people as equal partners in learning. 	Marilyn Milligan/ Head Teachers	By June 2010 and ongoing	Overall Service Funding	Head Teachers Quality Improvement Team
<ul style="list-style-type: none"> International Education Embed international education and global citizenship in curricular content, ensuring pupil participation through effective links. 	Megan Farr / Head Teachers	By June 2011 and ongoing	Overall Service Funding	Head Teachers Quality Improvement Team
<ul style="list-style-type: none"> Equal Opportunities Mainstream anti-discrimination across all areas of teaching and learning to enable participation by all children and young people. 	Megan Farr/ Head Teachers	By June 2011 and ongoing	Core Schools Provision	Head Teachers Quality Improvement Team
<ul style="list-style-type: none"> Sustainable Development Support Educational establishments in promoting environmental awareness through curriculum subjects, cross-curricular links and liaison with Council Education Support officers in waste, litter and Transport 	Gillian Thomson / Jennifer Milton	By June 2010 and ongoing	Overall Service Funding	Education Services Management Team
<ul style="list-style-type: none"> Taking Learning Outdoors Support schools in developing curricular learning, physical skills, personal responsibility and health and wellbeing out of doors. 	Gillian Thomson	By June 2010 and ongoing	Overall Service Funding	Head Teachers Quality Improvement Team

ACTION PLAN: Pupil Participation (Page 2 of 2)

Key Developments	Lead Officer	Timescale	Budget/Resource	Monitoring
<ul style="list-style-type: none"> • Active Schools Support educational establishments in increasing participation in physical activity, active routes to schools and school sport, and targeting the following specific groups: black and ethnic minority young people, those with a disability, girls, the inactive, the disadvantaged and LAC and LAAC by providing them with opportunities. • Arts and Culture Continue to provide opportunities for children and young people to be involved in arts and culture. • Health and Wellbeing Ensure that the views of children and young people are integral to the development of the PSE curricular programme. 	<p>Gillian Thomson</p> <p>Gillian Thomson / Gayle Martin</p> <p>Marian Boyle</p>	<p>By June 2010 and ongoing</p> <p>By June 2010 and ongoing</p> <p>By June 2009 and ongoing</p>	<p>Curriculum for Excellence Priorities</p> <p>Overall Service Funding</p> <p>Overall Service Funding</p>	<p>Head Teachers Quality Improvement Team Active Schools Team</p> <p>Head Teachers Quality Improvement Team</p> <p>Head Teachers Quality Improvement Team Health and Wellbeing Steering Group</p>

5 – ENHANCING AND SUSTAINING AN ENVIRONMENT IN WHICH PEOPLE WANT TO LIVE, WORK AND VISIT

Local Improvement Priority 10: Parent Participation

Outcomes	Performance Measures	Current Performance	Target
<ul style="list-style-type: none"> Parents/ carers are effectively engaged in promoting and supporting young people's learning All parents/ carers are consulted and have the opportunity to be actively involved in decision-making at school and council levels 	<ul style="list-style-type: none"> Attendance levels at Parent Conferences and Termly Parents evenings:- <ul style="list-style-type: none"> Annual Parents Conference <ul style="list-style-type: none"> - No. of parents attending - % of schools represented Termly Parents Evenings <ul style="list-style-type: none"> - No. of parents attending - % of schools represented Proportion of schools with Parent Councils Levels of satisfaction of parents/carers regarding their involvement in the decision-making process Proportion of parents/carers with whom the school engages 	<p>(2007/08)</p> <p>88 39%</p> <p>75 44%</p> <p>98%</p> <p>(2008/09) 62%</p> <p>Data to be gathered to establish 08/09 as base year</p>	<p>(2010/11)</p> <p>Improve</p> <p>Improve</p> <p>Improve</p> <p>100%</p> <p>Improvement on 2008/09</p>

ACTION PLAN: Parental Participation

Key Development	Lead Officer	Timescale	Budget/Resource	Monitoring
<ul style="list-style-type: none"> Support for Parents Monitor and review the Parental Involvement Strategy to ensure its effectiveness in providing a variety of opportunities for parents to become involved. 	Beverley Ferguson	By June 2010 and ongoing	Curriculum for Excellence Priorities	Education Services Management Team
<ul style="list-style-type: none"> Parent Councils Deliver a varied programme of training and information sessions for Parents, Parent Councils and Parent Teacher Associations, driven by parental requests and needs. 	Beverley Ferguson	Ongoing	Curriculum for Excellence Priorities	Education Services Management Team
<ul style="list-style-type: none"> Complaints Continue to monitor complaints to ensure that they are addressed fully and timeously and that appropriate action is taken where necessary. 	Beverley Ferguson	Ongoing	Core Service Management Provision	Education Services Management Team

5 – ENHANCING AND SUSTAINING AN ENVIRONMENT IN WHICH PEOPLE WANT TO LIVE, WORK AND VISIT

Local Improvement Priority 11: Leadership Development

Outcomes	Performance Measures	Current Performance	Target
<ul style="list-style-type: none"> High quality distributed leadership at all levels Supportive and challenging professional review and development arrangements for all staff 	<ul style="list-style-type: none"> Teaching staff evaluations* of the quality of leadership and management demonstrated by the Head Teacher/ Senior Management Team <ul style="list-style-type: none"> Primary 86% Secondary 69% Teaching staff evaluations* of the arrangements for distributed leadership <ul style="list-style-type: none"> Primary 81% Secondary 75% Teaching staff evaluations* of professional review and development arrangements <ul style="list-style-type: none"> Primary 87% Secondary 87% Teaching staff evaluations of the range of CPD opportunities available <ul style="list-style-type: none"> Primary 97% Secondary 79% <p>* For all of the above measures, the performance shown indicates the percentage of responses which specified either satisfied, or very satisfied, with the issue being assessed.</p>	<p>(2008/09)</p>	<p>(2011/12)</p> <p>Improve</p> <p>Improve</p> <p>Improve</p> <p>Improve</p>

ACTION PLAN: Leadership Development

Key Development	Lead Officer	Timescale	Budget/Resource	Monitoring
<ul style="list-style-type: none"> Coaching and Mentoring Continue mentoring opportunities for supporters of probationers and continue to provide coaching and mentoring training for Head Teachers, Faculty Heads and centre-based staff. 	Anne Hutchison / Eddie MacLennan	Ongoing	Overall Service Funding	Education Services Management Team/ School Improvement Partnerships
<ul style="list-style-type: none"> Leadership Development Continue to offer leadership opportunities and provide appropriate support and training throughout the school and education community including the development of leading teachers in secondary schools. 	Anne Hutchison / Eddie MacLennan	Ongoing	Overall Service Funding	Education Services Management Team/ School Improvement Partnerships
<ul style="list-style-type: none"> Scottish Qualification for Headship (SQH) Continue to support staff in working towards SQH through alternative routes. 	Anne Hutchison / Eddie MacLennan	Ongoing	Curriculum for Excellence Priorities	Education Services Management Team/ School Improvement Partnerships

ACTION PLAN: SERVICE MANAGEMENT PRIORITIES

PRIORITY: REDUCTION IN CLASS SIZES				
Key Development	Lead Officer	Timescale	Budget/Resource	Monitoring
<ul style="list-style-type: none"> Plan a strategic approach to move towards class sizes of 18 in P1-P3 	Gary Greenhorn/ Willie Campbell/ Richard Teed	By October 2009	Overall Service Funding & Capital Programme Provision	Education Services Management Team
PRIORITY: FREE SCHOOL MEALS P1-3				
Key Development	Lead Officer	Timescale	Budget/Resource	Monitoring
<ul style="list-style-type: none"> Plan a strategic approach to move towards free school meals in P1-3 pending guidance from the Scottish Government 	Gary Greenhorn	By August 2009	Curriculum for Excellence Priorities	Education Services Management Team
PRIORITY: GLOW				
Key Development	Lead Officer	Timescale	Budget/Resource	Monitoring
<ul style="list-style-type: none"> Liaise with Scottish Government on the introduction of GLOW to all schools 	Roy Robotham	Ongoing	Overall Service Funding & Capital Programme Provision	Education Services Management Team
PRIORITY: ANTONSHILL RCPS BUILD				
Key Development	Lead Officer	Timescale	Budget/Resource	Monitoring
<ul style="list-style-type: none"> Ensure that the Design Working Group meets to agree on a design / specification which is 'fit for purpose' in liaison with all other interested parties 	Alan Livingstone	By August 2011	Overall Service Funding & Capital Programme Provision	Education Services Management Team

PRIORITY: RE-PROFILE AND RE-FOCUS SCHOOL ASSET MANAGEMENT PLAN

Key Development	Lead Officer	Timescale	Budget/Resource	Monitoring
<ul style="list-style-type: none"> Review both Capital and Maintenance Investments Plans ensuring improvement of the existing provision and focusing on planning as a means to demonstrate best value. 	Crawford Campbell	Ongoing	Core Service Management Provision	Education Services Management Team

PRIORITY: NPDO COMMUNITY SCHOOLS PROJECT

Key Development	Lead Officer	Timescale	Budget/Resource	Monitoring
<ul style="list-style-type: none"> Construction of new Denny, Falkirk, Grangemouth and St Mungo's High Schools under NPDO model 	Iain Henderson	All schools completed by July 2009	Overall Service Funding & Capital Programme Provision	Community Schools Project Team Education Services Management Team

PRIORITY: SECONDARY SCHOOLS ESTATE CAPACITY REVIEW

Key Development	Lead Officer	Timescale	Budget/Resource	Monitoring
<ul style="list-style-type: none"> Monitor secondary school rolls to prevent under use and overcrowding of the school estate 	Richard Teed	By Sept. 2009	Core Service Management Provision	Education Services Management Team

PRIORITY: EARLY YEARS AMALGAMATIONS

Key Development	Lead Officer	Timescale	Budget/Resource	Monitoring
<ul style="list-style-type: none"> Develop integrated early years service delivery in four geographical areas within Falkirk Council 	Eileen Hutton	By June 2010	Core Early Years Provision, Curriculum for Excellence Priorities & Capital Programme Provision	Education Services Management Team

PRIORITY: REVIEW EQUALITY SCHEME

Key Development	Lead Officer	Timescale	Budget/Resource	Monitoring
<ul style="list-style-type: none"> Review all Equalities Policies to bring into line with forthcoming Equalities Bill, when enacted. 	Megan Farr	Ongoing – dependent on legislation	Core Service Management Provision	Education Services Management Team

PRIORITY: ICT INFRASTRUCTURE IMPROVEMENTS

Key Development	Lead Officer	Timescale	Budget/Resource	Monitoring
<ul style="list-style-type: none"> Liase with suppliers to secure package of improvements and determine best network for Education. 	Roy Robotham	Ongoing	Overall Service Funding & Capital Programme Provision	Education Services Management Team

PRIORITY: DSM ROLL-OUT AND IMPLEMENTATION

Key Development	Lead Officer	Timescale	Budget/Resource	Monitoring
<ul style="list-style-type: none"> Liase with DSM Partnership Group to identify and agree areas for further devolvement. 	Gary Greenhorn	Ongoing	Core Service Management Provision	DSM Steering Group

PRIORITY: GAELIC STRATEGY

Key Development	Lead Officer	Timescale	Budget/Resource	Monitoring
<ul style="list-style-type: none"> Develop a Gaelic Strategy which enables the service to meet its statutory obligations. 	Anne Pearson	Ongoing	Core Service Management Provision	Education Services Management Team

PRIORITY: CHILD PROTECTION

Key Development	Lead Officer	Timescale	Budget/Resource	Monitoring
<ul style="list-style-type: none"> In conjunction with other Council Services and partners agencies, develop and implement a Child Protection action plan to incorporate any issues arising from the authority Child Protection inspection. 	Pat Castle	By Dec 2009	Core Service Management Provision	Education Services Management Team Child Protection Committee
<ul style="list-style-type: none"> Ensure co-ordination of child protection activity across all areas of service delivery, including the provision of basic child protection training for all staff who may have contact with children. 	Pat Castle	Ongoing	Core Service Management Provision	Education Services Management Team Child Protection Committee
<ul style="list-style-type: none"> Ensure all Disclosure Checks are carried systematically and promptly. 	Kenny McNeill	Ongoing	Core Service Management Provision	Education Services Management Team

PRIORITY: INTEGRATED CHILDREN'S SERVICES

Key Development	Lead Officer	Timescale	Budget/Resource	Monitoring
<ul style="list-style-type: none"> Implementation of the Localities Model 	Nigel Fletcher/ Elaine Costello	By October 2009 and ongoing	Overall Service Funding	Falkirk Children's Commission

SCHEDULE OF BEST VALUE REVIEWS 2009-12

2009/10

Review	Theme	Lead Officer
Service Reviews	Community Use / Lets of Education Facilities (Joint with Community Services) ICT (Infrastructure)	Gary Greenhorn, Head of Educational Resources Gary Greenhorn, Head of Educational Resources
Quality Audit	Literacy Strategy	Lorraine McFarlane, Quality Improvement Officer
Scrutiny Visits	Expressive Arts Physical Education	TBC, Quality Improvement Officer TBC, Quality Improvement Officer

2010/11

Review	Theme	Lead Officer
Service Review	Devolved School Management	Gary Greenhorn, Head of Educational Resources
Quality Audit	Parents Strategy	Beverley Ferguson, Parents Officer
Scrutiny Visits	Modern Languages Follow-up in Expressive Arts Follow-Up in Physical Education	Pat Castle, Quality Improvement Manager TBC, Quality Improvement Officer TBC, Quality Improvement Officer

2011/12

Review	Theme	Lead Officer
Service Review	Looked After Children	Andrew Facherty, ASL Manager
Quality Audit	Physical Education and Sport Strategy	Gillian Thomson, Curriculum Adviser
Scrutiny Visits	Social Subjects Follow-up in Modern Languages	Maureen Tait, Quality Improvement Officer Pat Castle, Quality Improvement Manager

6. PERFORMANCE MONITORING AND REPORTING

Education Services are increasingly focused on achieving a level of performance delivery which offers best value to our customers and clients. The service is continually working to develop new systems of measuring performance and how best performance information might be presented to allow us, and others, to assess how well we are progressing across our various areas of service delivery.

The service already employs a range of approaches which ensure best value service delivery and enable more effective ‘support and challenge’ to schools. These include:-

a) Service Reviews

Service reviews are in-depth investigations into particular aspects of our service delivery in which we evaluate what we are doing and how we are doing it. The review will establish whether the service is still needed at all, and, if so, how the service might be delivered more effectively in future. These reviews often include representatives from other council services or other external institutions, such as universities, to provide an element of external moderation and objectivity.

b) Quality Audits

Quality audits are also in-depth investigations but these tend to focus more on curricular issues within and across schools, such as how a particular subject is taught in our primary schools, or how a curriculum policy is being implemented. The purpose of such investigations is to identify, and subsequently build on, examples of good practice so that these might be shared across all schools and education establishments.

c) Scrutiny Visits

Scrutiny visits are undertaken to investigate issues of actual or potential concern in our schools. They may be localised to a particular issue within a particular school, or they may be broader in nature, such as an investigation into an apparent under-performance across all of our secondary schools in one subject area. These reviews may include external representation to give them added objectivity and credibility.

Details of our planned programme of service reviews, quality audits and scrutiny visits are included at the end of Section 5 of this plan – Local Improvement Priorities and Action Plan.

d) Performance Reviews

For a number of years, a programme has been in place to review the performance of our schools. All secondary schools are reviewed each session. Primary schools are reviewed in a phased programme ensuring that each is reviewed at least once in every three years.

At these reviews our Quality Improvement Team discuss with the schools’ management teams a wide range of performance related issues, with a particular focus on pupil attainment and attendance. The team members also make classroom visits to see the teaching-learning process in action at first hand and they also meet the pupils to take their views of their learning experiences on board. These meetings better enable the service to offer appropriate support and challenge to schools to assist them in raising pupil achievement in the widest sense.

The performance review process operates on a partnership basis between staff at the centre and staff and pupils from schools. The process shares and disseminates good practice and provides good professional development opportunities for head teachers and managers.

e) Performance Evaluation and Reporting

The service also employs a range of techniques by which to assess our performance over time. These include:

- Target setting/performance reporting at both school and authority level in relation to each of the five national priorities for education
- Baseline assessment
- Monitoring overall pupil performance
- Producing standards and quality reports at individual school level
- Producing a standards and quality report at authority level
- Quarterly reporting on a range of core performance measures to the council's Best Value and Audit Forum
- The production and publication of core statistical information at both school and authority level.

The information obtained through all of the above processes is used as a focus for discussion in the ongoing series of performance review meetings with head teachers to help identify areas of actual or potential concern and to take appropriate remedial action. A comprehensive range of performance information is included as Appendix 2 to this Plan.

f) Surveys of Opinion

In addition to statutory consultations on matters such as proposed changes to school catchment areas, the service annually conducts a range of surveys of our pupils, parents, staff and other stakeholders to ensure as far as possible that we are meeting our obligations to them and matching their aspirations and expectations of our service. For all such surveys, we feedback the findings to the surveyed groups. These surveys are used to inform our decision-making processes, not least in formulating our future plans and priorities as outlined elsewhere in this document.

7. RISK MANAGEMENT

In this section, we have tried to highlight some of the operational and financial risks that present a challenge for us over the next year. In identifying these risks we have also shown how we plan to manage and review them.

No.	Risks	Impact/ Probability	Plans to reduce/ minimise risk
1	<p>Demographic Pressures Continuing house building and increasing population places severe pressure on some of our schools' capacities</p>	High	<ul style="list-style-type: none"> - A new RC primary school is being planned currently - Undertake a review of RC catchment areas to consider how best to address some of these future pressures - Work with Class 98 to look at innovative ways to address capacity issues at Braes & Larbert High Schools - Continue to revise and review forward planning calculations, methodologies & benchmarking.
2	<p>Scottish Government Key Targets The announcement of the plan to reduce class sizes in P1 to P3 to 18 will present us with an enormous financial and physical challenge</p>	High	<ul style="list-style-type: none"> - The Council agreed to provide a £0.5m per annum rolling capital funding programme for the next 3 years to invest in our school estate to help address this. - We have and will continue to make the Government aware of the problems / challenges Falkirk face with meeting this target when our population continues to rise. - We have an agreement from members on how to prioritise which schools to target first.
3	<p>Residential Care Provision Fragmentation of society and the growth in numbers of Looked After Children has led to an increase in the number of young people who require education and care in residential schools outwith the Council</p>	High	<ul style="list-style-type: none"> - We work closely with colleagues in Social Work to ensure we meet the needs of children and families as close to home as possible, preferably in Council provision - Continue to review practices and provision to ensure Best Value.
4	<p>Health & Safety – Flu Pandemic Having the majority of our staff working in a school based environment, there is an increased exposure any infection</p>	Medium	<ul style="list-style-type: none"> - We fully participate and play an active part in the Council's overall Pandemic Flu Plan - Senior Management Team continually reviews and updates the Service's Emergency Plan to take account of any changes that arise in associated procedures or personnel.
5	<p>Inflation With the current rise in oil prices, the cost of goods and commodities will continue to rise. As a key front line service provider, it is impossible to cut back in the provision of some of our core services</p>	Medium	<ul style="list-style-type: none"> - Continue to look at efficient use and operation of our assets. - Work closely with the Energy Team to ensure that best practice can be incorporated into the operation and management of our school to minimise costs.

9. STAKEHOLDERS

9.1 The Service has a number of stakeholders that includes:

Stakeholder	Relationship
All Parents (especially, but not exclusively, representatives on Parent Councils, Parent Associations and the Education Committee.)	<ul style="list-style-type: none"> ● Customers of direct service provision ● Partners in the delivery of a number of key objectives ● Consultees on a wide range of issues ● Providing feedback on service provision and delivery
All Pupils (especially, but not exclusively, representatives on Pupil Councils and the Education Committee and pupils holding additional school responsibilities).	<ul style="list-style-type: none"> ● Customers of direct service provision ● Partners in the delivery of a number of key objectives ● Consultees on a wide range of issues ● Providing feedback on service provision and delivery
All Staff (including the Secondary Schools Improvement Partnership, the Early Years and Primary Improvement Partnership, all management, teaching and non-teaching school based staff, all specialist support staff and all school and centrally based support staff)	<ul style="list-style-type: none"> ● Providers of front line service delivery ● Partners in the delivery of services ● Recipients of service ● Consultees on a wide range of issues
Elected Members (All Members, MPs, MSPs and MEPs)	<ul style="list-style-type: none"> ● Scrutinisers of our performance ● Determiners of resources available to us ● Partners in the development of future services ● Advocates for constituents
Other Council Services (Community Services, Corporate and Neighbourhood Services, Finance, Law and Administration, Housing and Social Work and Development Services)	<ul style="list-style-type: none"> ● Providers of service ● Partners in the delivery of services ● Scrutinisers of our performance ● Recipients of our services
Other Public Agencies (HMIE, Forth Valley College, University of Stirling, NHS Forth Valley, Scottish Enterprise Forth Valley, Central Scotland Police, Central Scotland Fire & Rescue Service, Scottish Government)	<ul style="list-style-type: none"> ● Partners in the delivery of service ● Partners in the development of policy and strategy ● Recipients of our services ● Providers of resources
Private Sector education providers and local businesses (including Pre-School education providers, Falkirk Childcare Partnership, Class 98, NPDO Project Partners, Jobcentre Plus, Careers Scotland)	<ul style="list-style-type: none"> ● Partners in the delivery of service ● Partners in the development of policy and strategy ● Recipients of our services ● Providers of resources
Faith Communities (especially, but not exclusively, representatives with direct school links and those who serve on the Education Committee.)	<ul style="list-style-type: none"> ● Customers of direct service provision ● Partners in the delivery of a number of key objectives ● Consultees on a wide range of issues ● Providers of feedback on service delivery
Voluntary Sector/ Trades Unions/ Staff Associations	<ul style="list-style-type: none"> ● Partners in the delivery of service ● Partners in the development of policy and strategy ● Recipients of our services ● Providers of feedback on service delivery

10. FALKIRK COUNCIL'S GOALS AND VALUES

The council's goals and values underpin all of the council's strategic planning documents - the Strategic Community Plan, the Corporate Plan and each service's Performance Plan.

The council's goals are:

- further developing a thriving, sustainable and vibrant economy;
- continuing to improve the health, safety and wellbeing of our citizens and communities;
- increasing our efforts to tackle disadvantage and discrimination in all its forms;
- enhancing and sustaining an environment in which people want to work, live and visit.

The council's values are:

- a commitment to **PUBLIC SERVICE**, which embraces fairness; listening and responding; being open, accessible and accountable; and promoting our services using plain English as far as possible;
- a commitment to **PERFORMANCE**, which embraces providing quality; achieving value for money; promoting innovation; and seeking continuous improvement;
- a commitment to **PARTNERSHIP**, which means ensuring effective communication; sharing decision making; and encouraging participation.

Service Plan - 2009-10 Resources

Resources Available For Service Developments

<u>Area of Resource Provision</u>	<u>£ m</u>
1 Core Early Years Provision	9.81
2 Core Primary Provision	50.30
3 Core Secondary Provision	70.61
4 Core Special Provision	13.94
5 Core Schools Provision	144.66
6 Core Service Management Provision	0.96
7 Curriculum for Excellence Priorities	9.94
8 Overall Service Funding	155.56
9 Capital Programme Provision	6.75

Service Plan 2009-10 Resources

APPENDIX B

Key Developments Resourced From	Area of Resource Provision								
	1. Core Early Years	2. Core Primary	3. Core Secondary	4. Core Special	5. Core Schools	6. Core Serv Mgmt	7. CFE Priorities	8. Overall Service	9. Capital Prog
Priority 1 - Curriculum for Excellence									
1. Effective Learning & Teaching					X				
2 Literacy							X		
3 Numeracy							X		
4 Health & Wellbeing							X		
5 More Choices, More Chances								X	
6 16+ Learning Choices							X		
Priority 2 - Attendance									
7 Promotion of Good Attendance								X	
Priority 3 - Enterprise in Education / MFIF									
8 Enterprise in Education							X		
9 MFIF								X	
Priority 4 - Improving School Leaver Destinations									
10 Develop Universal Provision			X						
11 16+ Young People in Sustained Learning Choice							X		
Priority 5 - Behaviour Imp / Restorative Approaches									
12 Falkirk Framework for Behaviour Management					X				
13 Restorative Approaches Implementation							X		
Priority 6 - Health promoting Schools									
14 Health promoting Schools					X				
15 Accreditation					X				
Priority 7 - Looked After Children									
16 Develop Systems for Monitoring Children in LA Care						X			
17 Implement Strategy for Improving Attainment of LAC						X			
Priority 8 - Early Years Framework									
18 Locally Progress Early Years Framework Strategy						X			
Priority 9 - Pupil Participation									
19 Education for Citizenship: Participation & Learning								X	
20 International Education								X	
21 Equal Opportunities					X				
22 Sustainable Development								X	
23 Taking Learning Outdoors								X	
24 Active Schools							X		
25 Arts & Culture								X	
26 Health & Wellbeing								X	
Priority 10 - Parent Participation									
27 Support for Parents							X		
28 Parent Councils							X		
29 Complaints						X			
Priority 11 - Leadership Development									
30 Coaching & Mentoring								X	
31 Leadership Development								X	
32 SQH							X		
Other National & Service Priorities									
33 Reduction in Class Sizes								X	X
34 Extend free School Meals P1-P3							X		
35 GLOW								X	X
36 New Antonshill Primary School								X	X
37 Re-focus Asset Management Plan						X			
38 NDPO Community Schools Project								X	X
39 Secondary Estate Capacity Review						X			
40 Early Years Amalgamations	X						X		X
41 Review Equality Scheme						X			
42 ICT Infrastructure Improvements								X	X
43 DSM Progression & Implementation						X			
44 Gaelic Strategy						X			
45 Develop & Implement Child Protection Action Plan						X			
46 Co-ordination of Service Wide Child Protection Activity						X			
47 Disclosure Checks						X			
48 Implement Locality Model								X	

Key Developments Aligned to Senior Managers	Hs	LmC	MB	EC	MT	AP	AMc	PC	ACal	LL	ACar	PH	JC	AF	EH	LR	MM	MF	GT	JM	GM	BF	AH	EMc	GG	WC	RT	RR	AL	CC	IH	KMc	NF
Priority 1 - Curriculum for Excellence																																	
1. Effective Learning & Teaching	X																																
2 Literacy		X				X																											
3 Numeracy						X	X																										
4 Health & Wellbeing			X	X		X																											
5 More Choices, More Chances					X	X																											
6 16+ Learning Choices					X																												
Priority 2 - Attendance																																	
7 Promotion of Good Attendance	X	X						X																									
Priority 3 – Enterprise in Education / MFIF																																	
8 Enterprise in Education	X					X			X	X																							
9 MFIF	X					X			X																								
Priority 4 – Improving School Leaver Destinations																																	
10 Develop Universal Provision					X						X	X																					
11 16+ Young People in Sustained Learning Choice					X																												
Priority 5 – Behaviour Imp / Restorative Approaches																																	
12 Falkirk Framework for Behaviour Management	X											X																					
13 Restorative Approaches Implementation	X											X																					
Priority 6 – Health promoting Schools																																	
14 Health promoting Schools			X	X									X																				
15 Accreditation			X	X									X																				
Priority 7 – Looked After Children																																	
16 Develop Systems for Monitoring Children in LA Care														X																			
17 Implement Strategy for Improving Attainment of LAC														X																			
Priority 8 – Early Years Framework																																	
18 Locally Progress Early Years Framework Strategy											X				X	X																	
Priority 9 – Pupil Participation																																	
19 Education for Citizenship: Participation & Learning	X																X																
20 International Education	X																	X	X														
21 Equal Opportunities	X																	X	X														
22 Sustainable Development																		X	X														
23 Taking Learning Outdoors																		X															
24 Active Schools																		X															
25 Arts & Culture																		X			X												
26 Health & Wellbeing			X																														
Priority 10 – Parent Participation																																	
27 Support for Parents																							X										
28 Parent Councils																							X										
29 Complaints																							X										
Priority 11 – Leadership Development																																	
30 Coaching & Mentoring																							X	X									
31 Leadership Development																							X	X									
32 SQH																							X	X									

Key Developments Aligned to Senior Managers	Hs	Lm C	MB	EC	MT	AP	AM c	PC	AC dl	LL	AC dl	PH	JC	AF	EH	LR	MM	MF	GT	JM	GM	BF	AH	EM c	GG	WC	RT	RR	AL	CC	IH	KM c	NF		
Other National & Service Priorities																																			
33 Reduction in Class Sizes																									X	X	X								
34 Extend free School Meals P1-P3																									X										
35 GLOW																																			
36 New Antonshill Primary School																																			
37 Re-focus Asset Management Plan																																			
38 NDPO Community Schools Project																																			
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40 Early Years Amalgamations																X																			
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42 ICT Infrastructure Improvements																																			
43 DSM Progression & Implementation																										X									
44 Gaelic Strategy						X																													
45 Develop & Implement Child Protection Action Plan									X																										
46 Co-ordination of Service Wide Child Protection Activity									X																										
47 Disclosure Checks																																			X
48 Implement Locality Model				X																															X

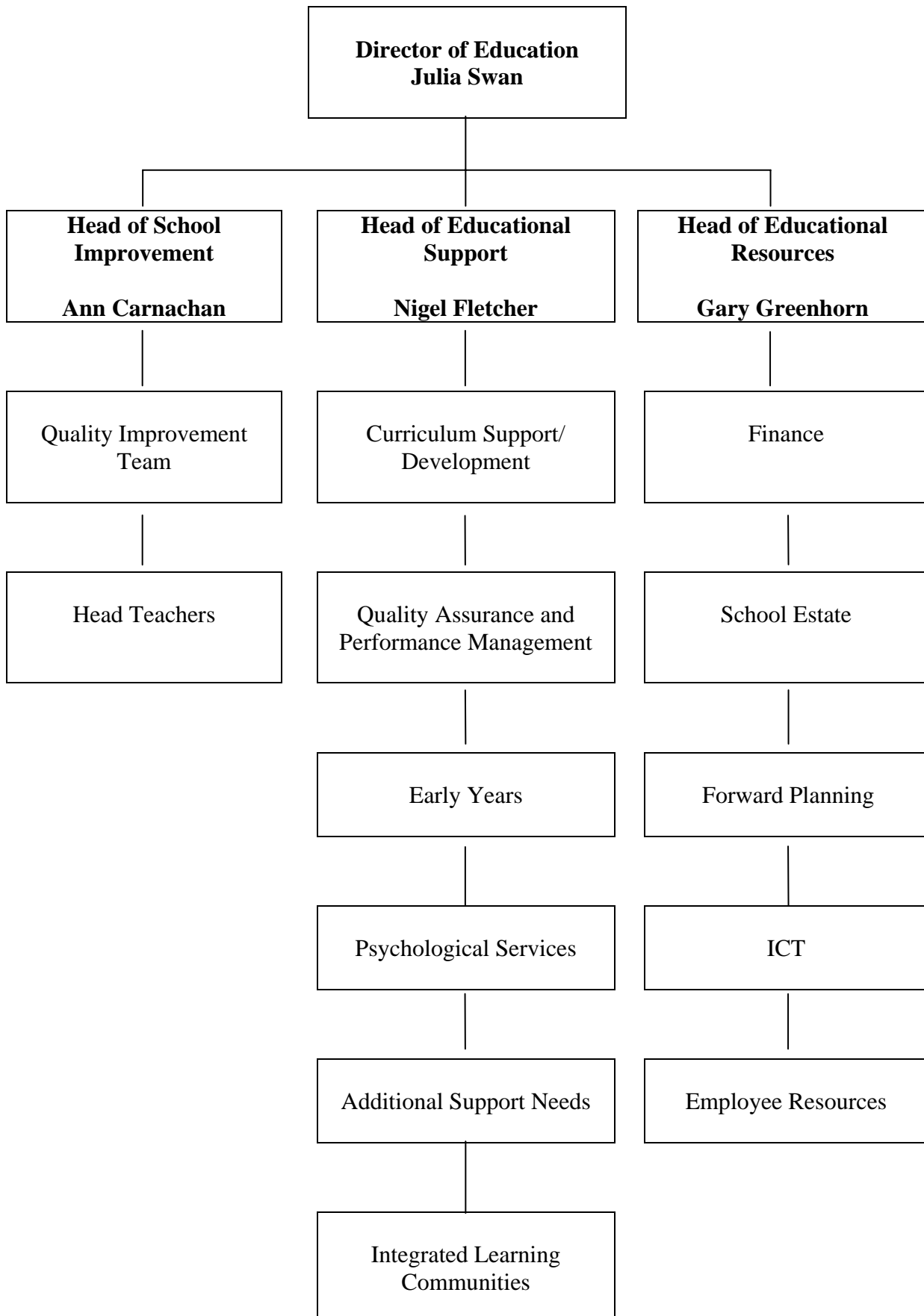
Service Plan - 2009-10 Resources

C Key Developments Aligned To Senior Managers

Key	Name of Manager
HT's	Head Teachers
LMc	Lorraine McFarlane
MB	Marian Boyle
EC	Elaine Costello
MT	Maureen Tait
AP	Anne Pearson
AMc	Aileen McLean
PC	Pat Castle
ACal	Anne Callan
LL	Lynne Lauder
ACar	Ann Carnachan
PH	Phil Hammerton
JC	Janice Collins
AF	Andrew Facherty
EH	Eileen Hutton
LR	Liz Rose
MM	Marilyn Milligan
MF	Megan Farr
GT	Gillian Thomson
JM	Jennifer Milton
GM	Gayle Martin
BF	Beverley Ferguson
AH	Anne Hutchison
EMc	Eddie MacLennan
GG	Gary Greenhorn
WC	Willie Campbell
RT	Richard Teed
AL	Alan Livingstone
CC	Crawford Campbell
IH	Iain Henderson
KMc	Kenny McNeill
NF	Nigel Flectcher

APPENDIX D – SERVICE STRUCTURE

Education Services comprises three operating divisions, each headed by Head of Service



APPENDIX E - PERFORMANCE STATEMENT

1) Further developing a thriving, sustainable and vibrant economy

- a) Raising educational attainment
- b) Improving leaver destinations for young people

No	Performance Measure	2005	2006	2007	2008	Target 2011
1.1	(a) % of combined P3, P4, P6 and P7 rolls meeting or exceeding the appropriate level for their stage in Reading	83	84	85	85	86 (by 2009)
	(b) % of combined P3, P4, P6 and P7 rolls meeting or exceeding the appropriate level for their stage in Writing	79	81	81	81	82 (by 2009)
	(c) % of combined P3, P4, P6 and P7 rolls meeting or exceeding the appropriate level for their stage in Mathematics	86	87	88	87	88 (by 2009)
1.2	% of the original S4 cohort who, by the end of S4, have attained SCQF level 3 or better in English and Mathematics	89	82	91	91	97
1.3	% of original S4 cohort who, by the end of S4, have attained 5+ awards at SCQF level 3 or better	89	88	89	89	95
1.4	% of original S4 cohort who, by the end of S4, have attained 5+ awards at SCQF level 4 or better	72	73	73	72	81
1.5	% of original S4 cohort who, by the end of S4, have attained 5+ awards at SCQF level 5 or better	29	31	30	33	36
1.6	% of original S4 cohort who, by the end of S5, have attained 1+ awards at SCQF level 6 or better	33	34	34	37	42
1.7	% of original S4 cohort who, by the end of S5, have attained 3+ awards at SCQF level 6 or better	16	18	17	19	23
1.8	% of original S4 cohort who, by the end of S5, have attained 5+ awards at SCQF level 6 or better	6	8	6	7	11
1.9	% of original S4 cohort who, by the end of S6, have attained 3+ awards at SCQF level 6 or better	27	23	26	26	30
1.10	% of original S4 cohort who, by the end of S6, have attained 5+ awards at SCQF level 6 or better	16	14	16	15	19
1.11	% of original S4 cohort who, by the end of S6, have attained 1+ awards at SCQF level 7	9	11	11	11	13

1) **Further developing a thriving, sustainable and vibrant economy (Cont.)**

- c) Providing effective teaching and learning
- d) Ensuring the best possible start for all children

No	Performance Measure	2005	2006	2007	2008	Target 2011
1.12	Pupil/teacher ratios in primary schools	19.2	18.1	16.1	16.1	N/A
1.13	% of classes P1-P3 with 30 pupils or less	100	100	100	100	100
1.14	% of classes P4-P7 with 33 pupils or less	100	100	100	100	100
1.15	Primary School Class Sizes					
	(a) Average number of pupils per class	25.7	25.5	25.2	24.7	N/A
	(b) Total number of classes	467	470	459	465	N/A
	(c) Total number of single-year classes	372	389	391	382	N/A
	(d) Total number of composite classes	95	81	68	83	N/A
1.16	% of school leavers entering positive destinations	80	81	84	87	improve
1.17	% of school leavers not in education, employment or training	21	19	16	13	improve

2) Continuing to improve the health, safety and wellbeing of our citizens and communities

- Promoting a healthy diet
- Improving levels of attendance at school
- Reducing anti-social behaviour and bullying

No	Performance Measure	2005	2006	2007	2008	Target 2011
2.1	% Level of Attendance - Primary Schools	95.2	94.9	95.6	95.4	96
2.2	% Level of Attendance - Secondary Schools	88.2	88.3	89.9	90.8	93
2.3	% of pupils with Free School Meal Entitlement - primary	18.1	17.4	16.1	15.4	N/A
2.4	% of pupils with Free School Meal Entitlement who take them up - primary	90.7	91.7	91.1	92	96
2.5	% of pupils with Free School Meal Entitlement - secondary	13.9	14.1	13.8	12.7	N/A
2.6	% of pupils with Free School Meal Entitlement who take them up – secondary	75.1	78.8	72.3	77	78
2.7	Number of reported incidents of violence against staff	257	218	138	97	N/A

3) Increasing our efforts to tackle disadvantage and discrimination

- Providing services and promote the interests of vulnerable groups
- Positively promoting equality of opportunity across our services
- Ensuring as many young people as possible have access to universal services

No	Performance Measure	2005	2006	2007	2008	Target 2011
3.1	% of 'looked after' young people leaving local authority care who have attained SCQF level 3 or better in English and Mathematics	28	35	26	44	N/A
3.2	Average tariff score of the lowest-attaining 20% of pupils in the authority	42	39	47	48	55
3.3	No. of exclusions per 1000 pupils - Primary Sector	6	8	7	8	6
3.4	No. of exclusions per 1000 pupils - Secondary Sector	115	86	87	63	85
3.5	% of written requests for teaching in Gaelic medium met within the authority, or elsewhere, by academic year	100%	100%	100%	100%	100%
3.6	Number of Out of School Care places available	1220	1266	940	1204	N/A
3.7	Number of Childcare places provided by the council	270	287	347	360	N/A

4) Enhancing and sustaining an environment in which people want to live, work and visit

- Increasing public awareness of recycling and other 'green' initiatives

No	Performance Measure	2005	2006	2007	2008	Target 2011
4.1	Number and percentage of educational establishments which are participating in the 'Eco Schools' award or similar accredited environmental award	65 (90%)	68 (93%)	68 (93%)	68 (93%)	100%
4.2	Tonnage of waste paper and card recycled from schools	119	151	191	260	325
4.3	Number of primary and secondary schools with active Pupil Councils	56 (100%)	56 (100%)	56 (100%)	56 (100%)	56 (100%)

5) Reportable Management Indicators

The following data is collated and analysed to assist us in assessing our performance both at local level and, where possible or appropriate, against comparator authorities and the position at national level.

No	Performance Measure	2005	2006	2007	2008	Target 2011
RMI1	% of 4-year-old children in a grant-aided pre-school place	98.9	100.0	99.3	100	100
RMI2	% of 3-year-old children in a grant-aided pre-school place	92.0	87.0	84.5	86.8	100
RMI3	School Costs					
	(a) Total gross revenue expenditure per pupil in primary schools	£3,437	£3,886	£4,386	£4,575	N/A
	(b) Total gross revenue expenditure per pupil in secondary schools	£5,850	£5,987	£6,352	£6,529	N/A
RMI4	Percentage occupancy of primary schools					
	(a) Occupancy 0-60% (Scottish average)	25 (33)	23 (35)	33 (35)	18 (33)	N/A
	(b) Occupancy 61-100% (Scottish average)	75 (62)	77 (61)	67 (61)	78 (63)	N/A
	(c) Occupancy 101% or more (Scottish average)	0 (5)	0 (4)	0(4)	4 (4)	N/A
RMI5	Percentage occupancy of secondary schools					
	(a) Occupancy 0-60% (Scottish average)	0 (11)	0 (12)	0 (12)	0 (13)	N/A
	(b) Occupancy 61-100% (Scottish average)	100 (76)	100(74)	50 (74)	100 (74)	N/A
	(c) Occupancy 101% or more (Scottish average)	0 (13)	0 (14)	50 (14)	0 (13)	N/A
RMI6	Annual number of formal complaints against Education Services	109	273	253	157	N/A
RMI7	Appeals Mechanism - annual number of successful appeals against decisions					
	(a) Transport related	0	0	0	0	N/A
	(b) Placing Request related	0	0	0	1	N/A
	(c) Exclusion related	2	1	0	1	N/A
	(d) Additional Support for Learning related	0	0	0	0	N/A
RMI8	Annual cost of repairs due to vandalism across all education establishments	£249k	£164k	£217k	£183k	N/A